



RIGHT TO PLAY

ANNUAL REPORT
2021-2022





DIRECTOR'S MESSAGE

There are two ways to see the world one as the glass half empty; and the other as half full. This perception of life impacts our actions and choices. We, as humans, perceive what we see, smell, touch, and hear. Perceptions affect all areas of our lives and help us understand the world around us. When we perceive a situation based on fear or anger, we start avoiding those things. People may perceive the lives of their acquaintances by observing their social media platforms for their travels, lifestyles, etc., without knowing the actual stories behind them.

We, as a community, need to improve our perception and not be limited to what we see, touch, feel, and hear. When we see famous actress Ms. Deepika Padukone doing a fabulous dance in her movies, we do not see the hard work and stories behind that dance. We need to be more neutral and positive in our perception. Shifting the way we see the world is not an easy change. It comes by taking small steps in perceiving the reality in a more aware and empowered way.

I believe we can change our perception by looking at our surroundings critically, objectively, practically, and emotionally. And most importantly, by having a good quality conversation, meeting our family, friends, and other community networks for face-to-face conversations instead of observing the world on online platforms and social sites.

Similarly, COVID-19 has triggered the education and play activities running digitally. This new normal has transferred the concept of education and is now an essential resource for students and teachers. However, I still believe that face-to-face interaction of the teacher with their students and engagement with classmates during play and recreational activities is much needed to improve their communication, social skills and emotional well-being. It also gives them a chance to have a practical approach without being dependent on any online device. During the COVID-19 lockdown, The Toy Bank has designed and implemented the program in such a manner that imparting of education continues with more learning by doing activities and less screen time.

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



Baseline and Need assessment Study

analysis of the current situation to identify the starting points for a program



Collection

Household, Collection centres & Collection Drive in schools & Corporate offices



Upcycling

Toys are refurbished and given a makeover to make them reusable



Creation of Educative Toy Libraries/ Safe Playroom

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 and measure the effectiveness and efficiency of the program





WHY Toys?

Physical and gross motor skills

Social skills

Language skills

Numeracy skills

Environmental awareness

Life skills

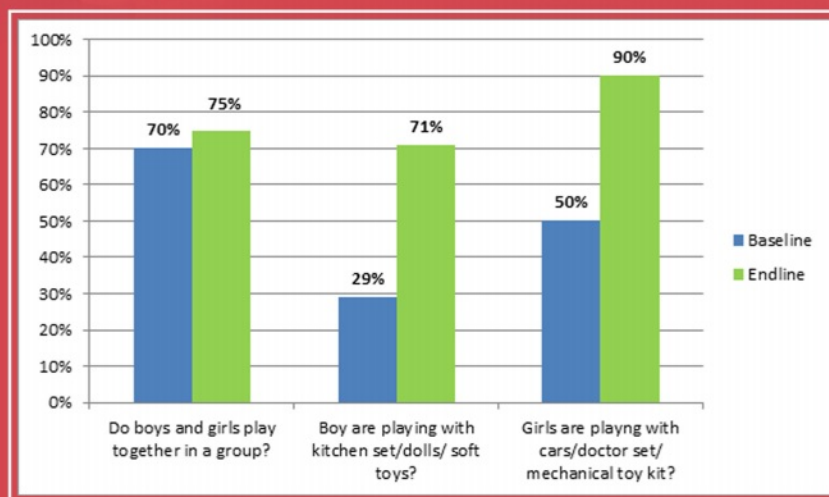
Gender neutrality through toys

Play Therapy for differently-able

Emotional well-being

EQUAL OPPORTUNITIES TO PLAY

The Toy Bank aims to create gender neutrality through toys. It's with the same vision that The Toy Bank provides a gender-neutral environment to engage children by creating gender-neutral toy libraries and Safe Playrooms and distributing DIY activity kits, toys, and worksheets during the Coronavirus pandemic. Every child has the freedom to choose which toy they want to play with



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.



The Toy Bank Programs

Safe Playroom Program-

To 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 and age-appropriate toys and board games to enable every child to participate in free play and recreational activities.

The playroom consists of 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 developed and implemented a play curriculum which has "**play and learning modules**" which are used across all the playrooms. The play-based curriculum is designed to help children develop language, arithmetic, and life skills as well as aspects that enhance their social and environmental awareness. It offers teachers detailed guidance on picking suitable toys and play material to help early learning and a child's overall development. The multipurpose modules will integrate arithmetic, life science, health, and literacy into children free play to promote their overall development through toys and games by focusing on all the domains, including sensory, fine and gross motor abilities, social, emotional, and



Before

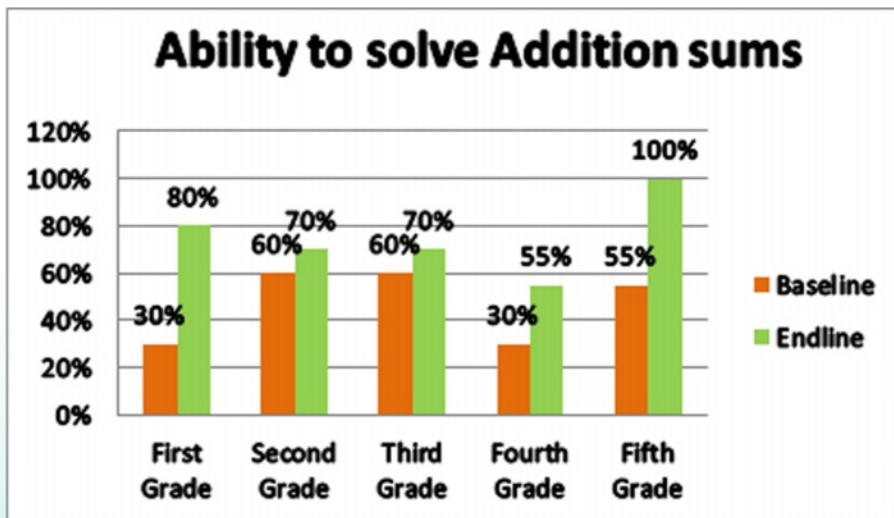


After

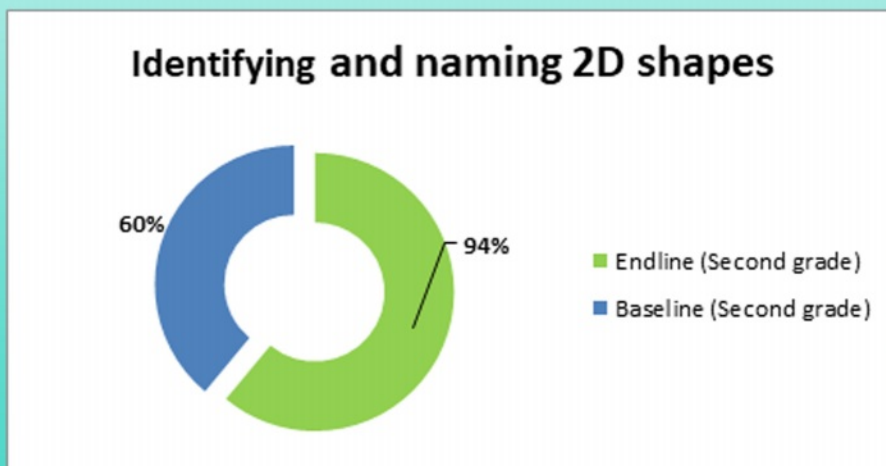
Impact and Outreach

The Toy Bank Safe Playroom program has benefited more than 1200 students enrolled in three Municipal schools in Delhi. In the next academic year, the program will be extended to three more schools. A survey was conducted with students pre and post program implementation to assess its effectiveness. After implementing the play modules for 12 months with the students focusing on language literacy, arithmetic, life skills, and environmental awareness in the form of structured and unstructured play, the following results have been achieved:

NUMERACY SKILLS

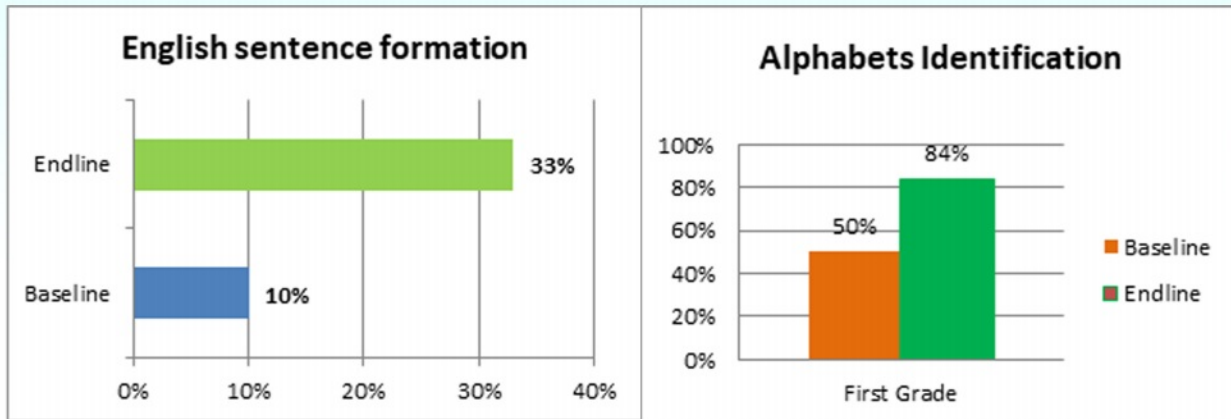


In fourth and fifth grade, 60 % of students are now able to apply the concept of addition and subtraction in day to day activities. For example, buying commodities from a shop and calculating the balance amount. In fifth grade, it has increased to 83%



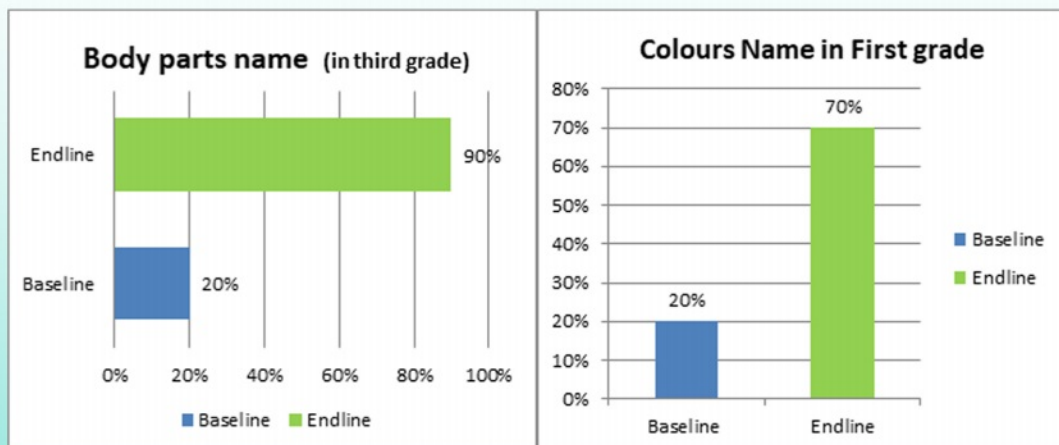
LANGUAGE SKILLS

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 the fourth and fifth grade, students' knowledge of naming objects from their surroundings has increased by 40% in the Hindi language and by 20% in English.



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% of students were able to name the primary colours and relate it with real life objects. Earlier, it was only 20%.

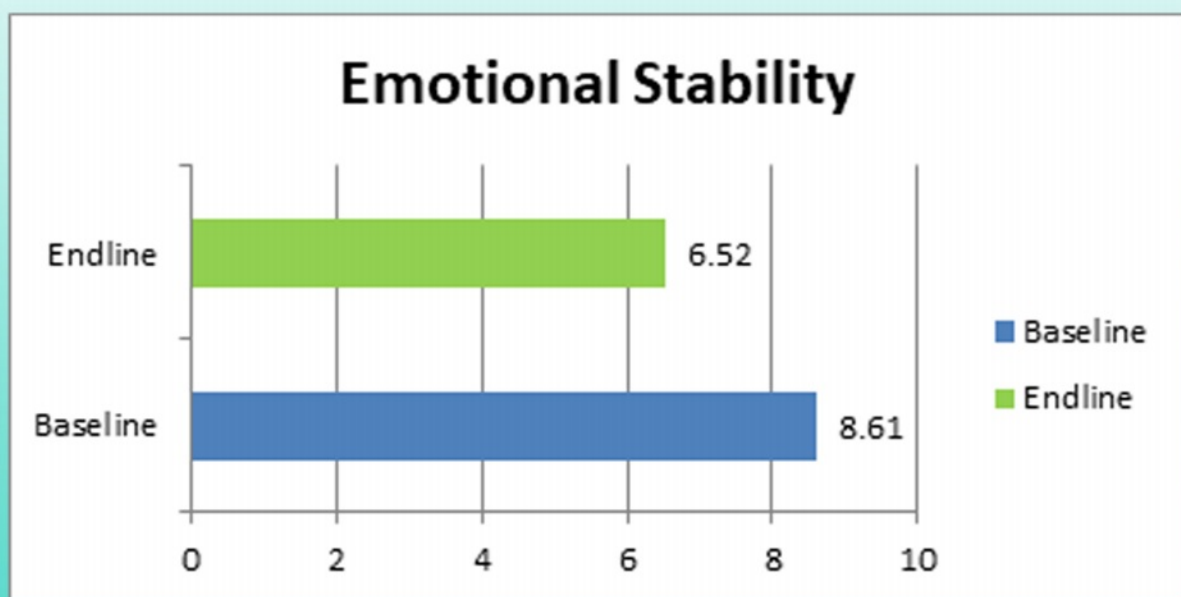
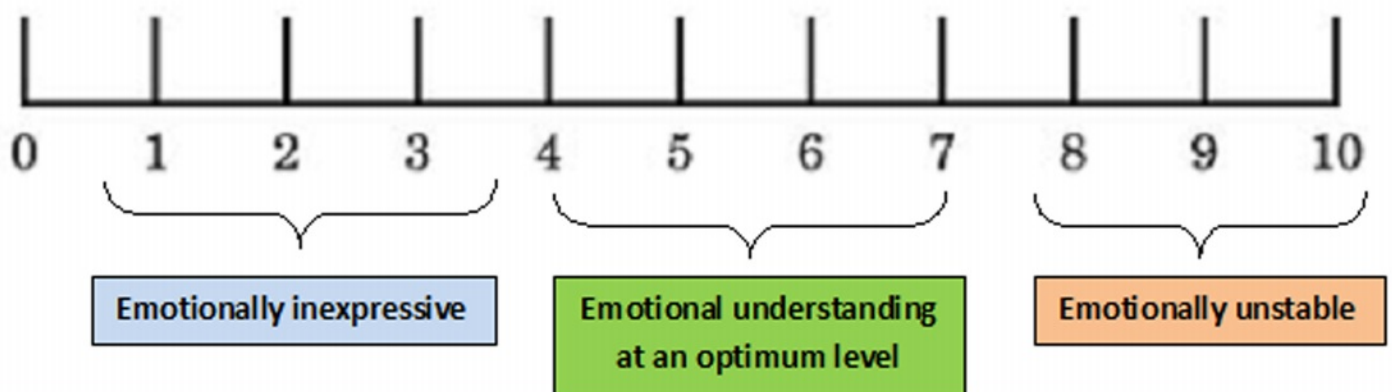


In the Second grade, all the students were able to identify and name the body parts. Also, there is a 70% growth in student's ability to recognize and relate the colours name in Hindi and English language.

In the 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%.

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 Toy Bank – The second home for a child

Early days in pre-school are anxious for every child. The separation from mother or caregiver increases the level of anxiety among the children. Some toddlers can cope-up with anxiety and adapt to their new surroundings. But there are always a few children who are not able to adjust with the new surroundings and often get frightened.

A similar situation was witnessed with a four-year-old boy name Asif in South Delhi Municipal Corporation School, Malviya Nagar. He was unable to cope up with the separation anxiety and started screaming, crying and banging his head at the door and continuously asking for his mother to come back. He was stressed out due to his nervousness, had trouble going asleep, and eventually missed school as a result of his weakness.

The Toy Bank Play Teacher along with the school teacher was observing his behaviour regularly and invited him to the playroom. In his initial visits to the playroom, he looked cheerful and delighted to see a room full of toys to play with and a culmination of what he was missing while staying at home. The coordinator invited the whole class so that he doesn't feel shy and enjoys his time. He didn't pick any toys but looked around the toys and games to play and which toy his classmates are picking for play. He calmly sat with one group playing with the train set. He gradually started enjoying the company of his classmates and eventually made friends. The separation anxiety was still present but started diminishing with the time as he began sitting in his class and listening to his teachers with one promise: **To get a chance to visit playroom every day and play with toys he wants to.**

Most of the time of the children's day is spent in schools. A school is a place in which you explore what motivates you, what makes you curious, and what you learn. It's a place where the children learn social-emotional skills by observing and responding to the social behaviors of others. And, to make a child emotionally healthy and strong, play is the best learning tool. And, we at The Toy Bank focus 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.



I did it. I learned to wash my uniform

Rohan (name changed) is an eight-year-old boy studying in third grade at the Municipal School of New Delhi. He started coming to school after two long years of the pandemic. He used to sit alone in his class as he doesn't have any friends in the school to play with. He was usually given the cold shoulder by his classmates whenever he tried to participate in class activities or mingle with them during lunch break. One of the reasons behind this is his untidy school uniform and unhygienic habits. Rohan's parents are daily wagers, and they have rarely taken any interest in his education. **For his parents, the school was merely a care centre so that they wouldn't have to worry about him while looking out for a job.**

Rohan's class teacher and school principal had tried to help him several times, but there was no change. During the assessment session, The Toy Bank Play teacher interacted with him. And, she also asked him to wear a clean uniform, but it was still the same. During the regular play session in the safe playroom, it was observed that his classmates don't participate in any group play activities with him due to his unhygienic habits. The Play Teacher decides to conduct a play session on good habits to sensitize the whole class including Rohan. The session ended with free play while the play teacher continued her interaction with Rohan to observe the learning he had made from the session. While interacting with Rohan, the play teacher realized that nobody at his home is sensitized enough about good hygiene practices. The play teacher motivated him to follow the regime by himself and with a hope that other family members would soon follow. The play teacher taught him how to wash his school uniform and other garments step by step, take a proper bath using the material available at home.

On the next school day, we all witnessed a different Rohan as he was wearing a wrinkled but clean school uniform and took a proper bath. The school was surprised and Rohan became the news of the week. The first thing Rohan did after entering the school was visit the Safe Playroom and show his school uniform to his Play Teacher and say, **"I did it. I learned to wash my uniform."**

He soon made a few friends in his class. Rohan is now an active student engaged in group activities with his class. He learned the importance of keeping himself clean and tidy, as now he feels better and is more optimistic. During one of the interactive sessions in the playroom, Rohan shared that **everyone told him to wear a clean and tidy uniform, but no one told him how.**

The Safe Playroom program aims to provide a very safe and free space for children to play, learn, explore, and express themselves freely. The structured and unstructured play sessions under the guidance of The Toy Bank Play Teacher allow the children to experience a learning environment that **encourages them to improve their learning level and promote emotional well-being.**



Covid Relief Initiative: Reach and Teach Program

In the last two years, a large variety of relief programs have been implemented across India to mitigate the adverse effects of pandemic and economic restoration. However, the education sector has remained missing from this effort, especially in government schools situated in rural and urban areas of India. Since the focus is more on feeding and supplementary nutrition, the focus of education has shifted, leading to a wide gap in learning levels that students are likely to experience since the schools have been shut for two academic years.

Moreover, it has also affected 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 a relief initiative called the "**Reach and Teach Program**" for the children under crisis. Since the students of Municipal schools in 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**
- **Virtual guiding videos 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 students' doorsteps. This provides them with similar learning opportunities that 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. E-Learning classes will also be adaptable to students' access to phones or other electronic devices, ensuring that no child falls behind.

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

1. Strengthening their existing knowledge:

The schools were shut to avoid contamination by the Coronavirus. However, the government school teachers were providing content on whatsapp to complete the curriculum. But, unfortunately, it's more of a case of copying in their notebooks to complete the current academic syllabus, and hence, there was no learning.

Responding to the situation, The Toy Bank provided 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, arithmetic, environmental awareness and life skills as per their present and former grade. **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 pandemic has also affected children emotionally, especially those living in vulnerable conditions, as they are most likely to experience anxiety and depression due to physical isolation and a lack of resources at home to engage themselves in play and recreational activities.

To mitigate the adverse effects of house arrest on the students, The Toy Bank provided toys, board games, storybooks, mini activity books, cursive writing books, and DIY kits to all the students for both educational and leisure, every quarter. The captivating task allowed them to learn, engage, and minimize the adverse effects of house arrest on the social and emotional well-being of the students.

3. To decrease the drop-out rate:

During the pandemic, investment in education was not a priority, especially for disadvantaged families, and we witnessed an increase in drop-outs and a fall in enrolment when the schools resumed back to normal. The major reasons are the wide learning gap which is left behind, 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 purpose of 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 rate, as most of the students are first-generation learners. The practice of remote learning activities will help us to maintain a firm foundation and optimistically resume 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, disadvantaged families are unable to provide the necessary resources to fulfill the same at home. As the schools were open, under the Safe Playroom Program, students had regular access to play materials and educational aids for their holistic development.

However, as schools were closed and The Toy Bank wants to sustain its opportunities to play and engage by providing play and engaging material at home. The goal is to increase not only access to toys, but also capacity to engage in play-way methods to achieve developmental milestones.



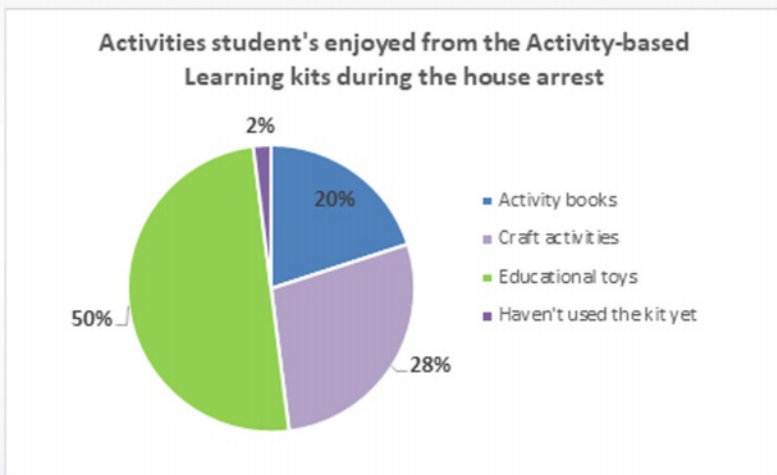
Impact and Outreach

A total of 1,000 e-learning worksheets were developed and implemented with the students from first to fifth grade, with the distribution of activity-based learning kits every quarter to strengthen the learning level of the students.

The baseline survey was conducted before the devastating second wave of COVID-19 struck India. And, during the second wave of COVID, the program extended more to play and recreational activities to mitigate its adverse effects on the students. Summarized below are some of the key achievements we have made after implementing the program.

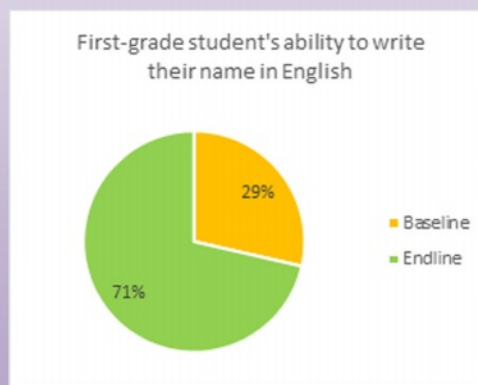
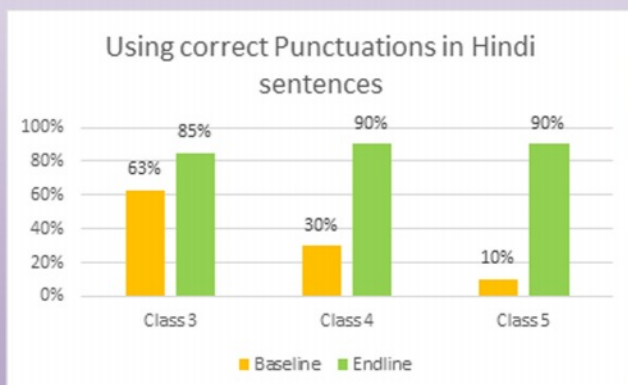
THE MOST ENJOYABLE ACTIVITIES AT HOME

In our every quarter kit distribution, 50% of students from first to fifth grade enjoyed engaging themselves with educational toys like puzzles, rubric cubes, peg boards, and so on.

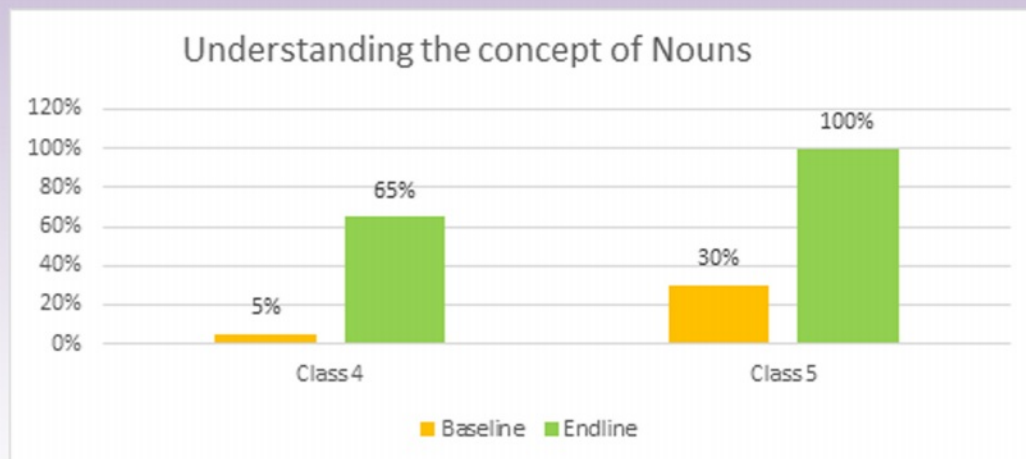


LANGUAGE SKILLS

In the first grade, there has been a 50% rise in students' ability to recognize and write Hindi Varnamala. Moreover, there is a 10% improvement in English and Hindi vocabulary. Likewise, there is a 50% climb in students' ability to identify and name vowels.



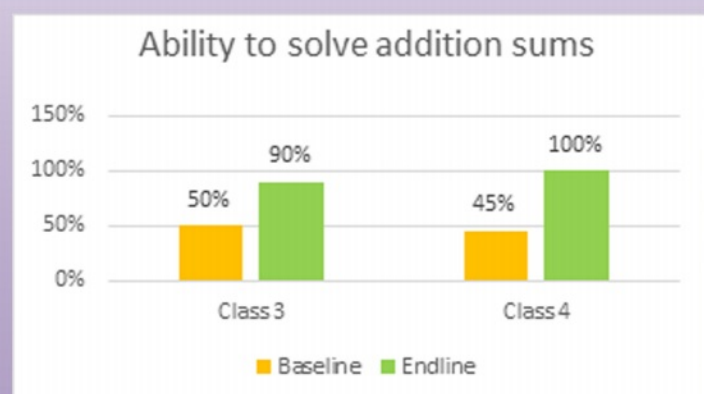
In third grade, a **30% improvement** was witnessed in students' ability to **create sentences** and articulate opposite words **in English**. Further, there is a 26% improvement in English grammar. Whereas, in the fourth grade, a 10% climb in students' ability to write meaningful sentences in Hindi and English language was observed. We have also witnessed **65% improvement in students' English grammar**, which includes nouns, verbs and adjectives in Hindi and English.



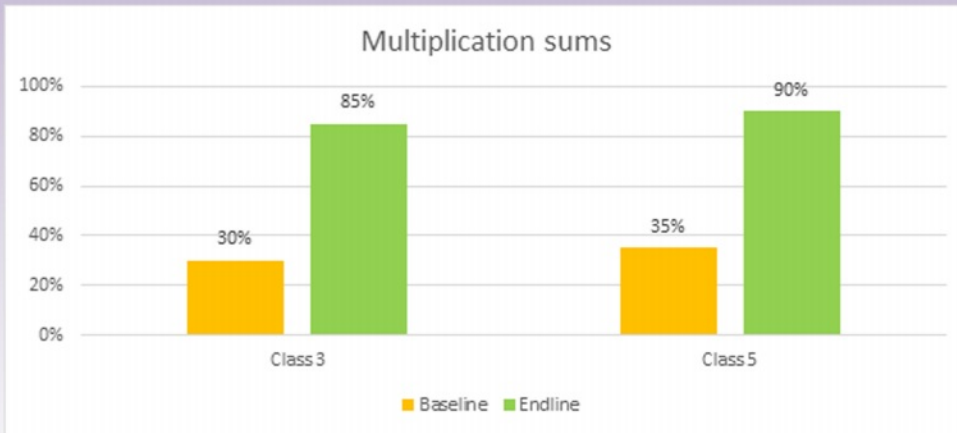
In the fifth grade, about 60% of them can articulate rhyming words. We have also observed a 35% rise in students' ability to describe opposite words in Hindi and English. About 20% of students were able to frame sentences in English, earlier it was only 10%. **About 65% of students can use the correct punctuation marks in Hindi and English sentences.** In the Baseline study, it was only 20%.

NUMERACY SKILLS

In first grade, we have witnessed a significant improvement in numeracy skills. The average score of the students in the end-line study is 9.3. In Baseline, it was only 5.8. Now, in the first-grade students' can place numbers in ascending and descending order, perform non-scale measurements, solve simple subtraction and addition sums, and relate real-life objects with 2D shapes. In third grade, there is a noteworthy improvement observed in students' ability to understand a number's place value and arrange it in ascending and descending order. In the baseline study, it was only 30%, now it is 90%.

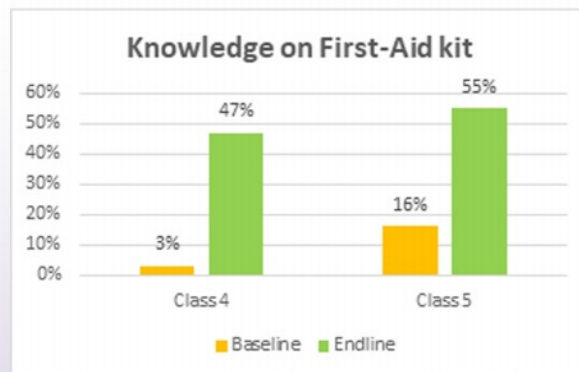
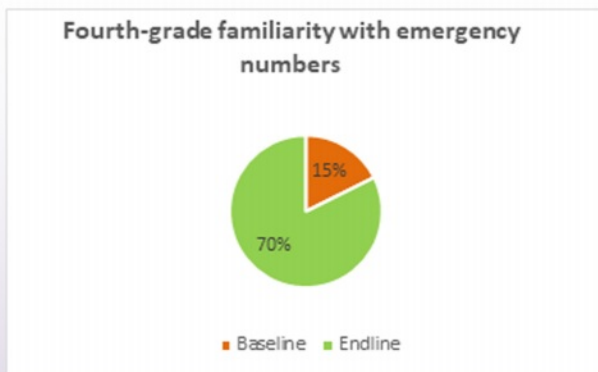


In fourth grade students, a student's ability to **solve simple fractions sums** has moved from 70% to **90%**. There is also an improvement in students' ability to solve division sums by 45%. In fifth grade, there is a 50% improvement in numeracy skills. Multiple topics were covered with students, including measurements, area, perimeter, 3D shapes and different types of angles.



ENVIRONMENT AWARENESS AND LIFE SKILLS

In first grade, 30% of students can name different components of the First-aid box. 20% of them can name and make animal sounds. Earlier it was only 10%. In second grade, all students conveyed the seasons' names and what type of clothes we should wear in each season.



In third grade, there is a 30% climb in students' ability to differentiate, name and usage of different means of transport. In the end line study, it is 90%, whereas in the baseline study, it was 60%. Now, **86% of students can articulate different characteristics of animals.**

In fourth grade, more than 40% of students can name the different components of the first aid box and how we should use it. **95% of students can name different professional names other than teacher, doctor and police officer.** Now, 70% of them can tell different numbers to call as per the nature of the emergency. Earlier, it was only 15%.

In the fifth grade, **95% of students can articulate the concept of sinking and floating;** earlier, it was only 45%. 63% of them can tell the name of different animals, their characteristics and super senses in animals. Lastly, 55% of them can tell about the different components of the First-aid box, and how it should be used.

Bringing Learning to Home

Mithul, a four-year-old boy from Nursery is studying in South Delhi Municipal Corporation Pratibha Vidyalaya (Co-ed), New Delhi. Unfortunately, due to the Coronavirus pandemic, instead of experiencing the pre-school activities, in-person interaction with classmates and teachers, he is wrangling in front of the screens to attend the classes. Since his both parents are working, he stays with his guardian.

Mithul guardian Ms Sakshi told us during the distribution activity that her parents are busy with their jobs and he stays with me all day. We keep Mithul inside as we are scared of Coronavirus cases arising again. And, nowadays, he is not even interested in taking online classes as he gets bored of sitting in front of the camera and noting down the same in his notebook.

The first year of school is crucial for a child. Many young children like Mithul, who stays at home with no access to play material and early learning support needed for healthy development, faces anxiety. **As per the UNICEF, in 54 low- and middle-income countries with recent data, around 40 per cent of children aged between 3 and 5 years old were not receiving social-emotional and cognitive stimulation from any adult in their household.**

The Toy Bank initiated the Reach and Teach Program and distributes Activity-based learning aids quarterly. The quarterly kits will increase the accessibility of play material and learning aids needed to engage young children and support remote learning. The students till fifth grade received activity worksheets and virtual guiding videos to make the imparting of education smoothly from home.

Ms Sakshi told us the Activity kit provided by The Toy Bank is very beneficial for the children. We don't have these aids at home. Their priority is to pay house rent and bring food on the table and not buying colour kit or drawing book. The item, drawing book, colours, notebook, clay and plastic numbers are too expensive for us to buy. I will definitely use them apart from his class, as It will help me also to teach Mithul different colour names, shapes and counting.



It's a game changer

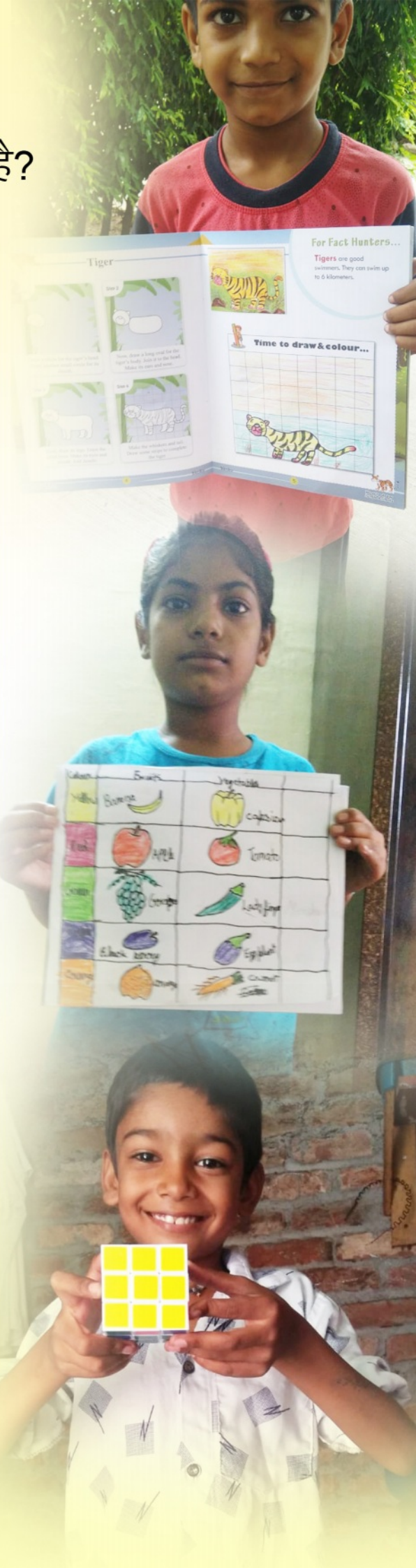
Mrs Babita, a primary teacher from South Delhi Municipal School, Sector-8, R K Puram, Delhi, has been teaching in primary school for more than 20 years. During this time, she has worked closely with the students and played roles like school in charge and an active member in SMC. During her term, she has initiated various activities focusing on improving the learning level of the students.

During the Covid pandemic 2020, she struggled a lot while teaching students online as most students do not have the necessary learning aids to support their education at home. She also shared with us that it's challenging to teach children online, especially the children from weaker economic backgrounds, as neither have cell phones to connect with us, nor the learning aids to perform an activity at home. Therefore, it ends into one-way of teaching with a decline in their attendance rate.

However, she believes that the idea of giving learning aids and toys to each child at home has helped us to build a stronger connection with parents and children during this crisis. She said that ***"My school children have never received anything like this in the past. And, it's a game-changer. The classes will be now more engaging and the soundest way to improve their learning in the current scenario."*** She also added, ***"Teaching them through activity-based worksheets will help us to bring back more kids to the school, with whom we have lost connection. As they all live nearby."***

क्या मैं ने वर्कशीट worksheet भेजा है?

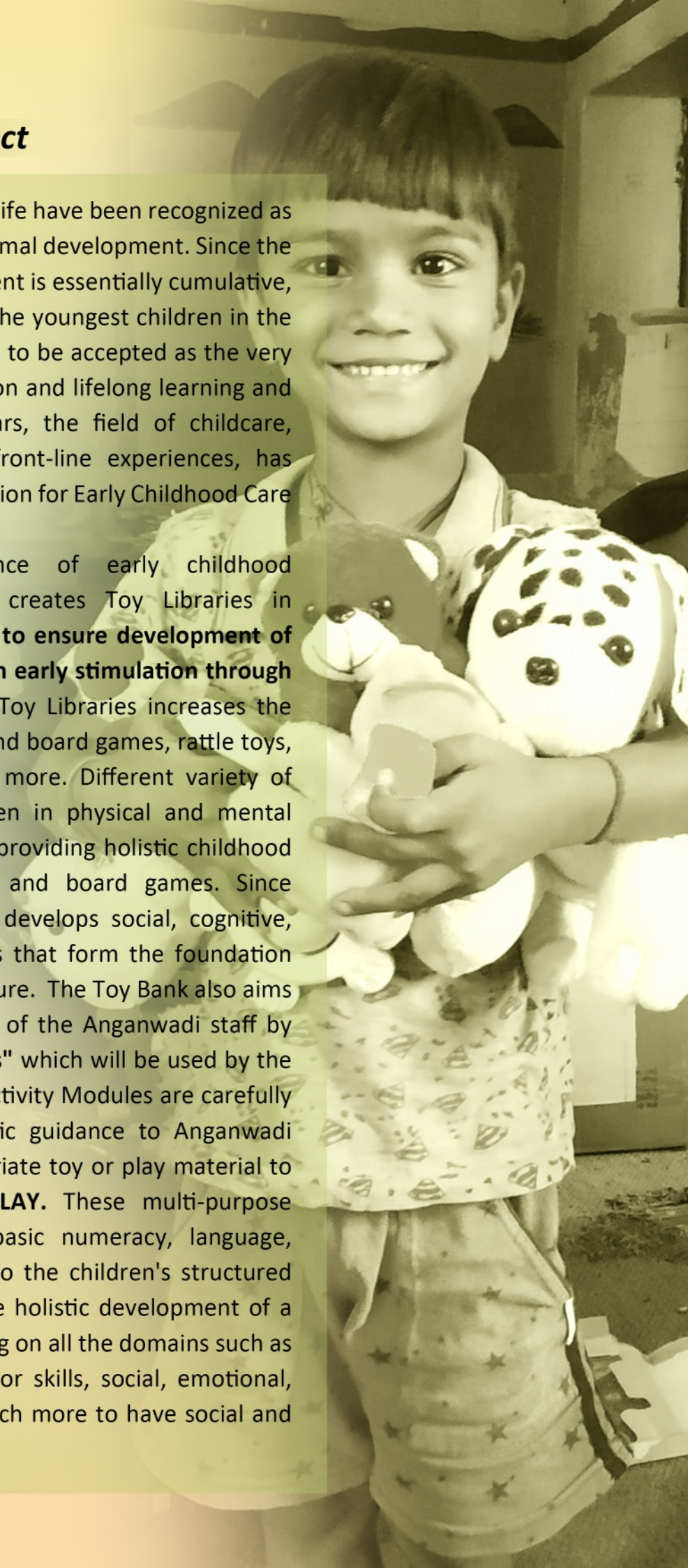
Aarush is a first-grade student enrolled in the SDMC Primary School, RK Puram, Delhi during the Covid pandemic 2020. He didn't get any chance to experience the school setup. Many students like Aarush faced a similar challenge of not receiving quality education at home. Closure of schools and engaging school teachers in Covid Relief Work by the government has led to a wide gap in the learning levels of the students. Aarush resides in Basant Gaon, his father is a guard keeper with 12 hours shift, and his mother is a daily wager. His grandmother and aunt takes care of him throughout the day as his parents are busy with jobs. During the Covid crisis, **Aarush could not meet his father for days as he was busy with double-shift to cover the expenses since his mother lost her job during the lockdown.** Aarush's aunt told us that engaging him at home was a task as they **do not have any aids or toys to engage Aarush at home.** He persistently asks for outdoor play, and we cannot send him outside. Aarush is too young to understand the pandemic situation and follow the safety measures. Responding to the needs of the students like Aarush, The Toy Bank partnered with SBI Foundation to initiate the Reach and Teach Program in primary government schools of Delhi. The aim is to increase access to toys and learning aids at home, strengthen their foundational learning, and promote the emotional stability of the young children residing in marginalized communities. The distribution of Activity kits has improved students' responses, as they had very limited resources at home and were dependent only on mobile phones with internet connectivity for education. Aarush's aunt told us that after receiving the Activity-kits, he is always excited for you (The Toy Bank) to share activity worksheets. After waking up in the morning, he continuously asks, "क्या मैं ने वर्कशीट worksheet भेजा है?" He enjoys completing your worksheet, especially numeracy, environment, life skills and recreational worksheets. **Through your worksheets and guiding video, now he can identify a body part's name in English, counting to fifty and 3-letter words in Hindi and English.** Every day he completes the worksheet on time. He also enjoys the drawing and craft worksheets sent twice a week to promote creativity and intellect productivity. Aarush parents appreciate the actions taken by The Toy Bank in increasing the accessibility of learning aids to the children. She says that Aarush is always excited to receive his kit and enjoys using the colours and drawing book provided in the kit. **We hope that Aarush and every other child that comes under our reach can flourish to their full potential through our Reach and Teach program.**



Anganwadi Toy Connect

The first six years of a child's life have been recognized as the most critical ones for optimal development. Since the process of human development is essentially cumulative, investment in programs 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 Anganwadi staff by implementing "**Play 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.





The
TOY
Bank
Encouraging toys recycling among

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बैंक

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एक ऐसे समाज को परिचय देना है
जहाँ प्रत्येक बच्चे को मिलने का
अधिकार हो।
हम उन्हें समग्र विकास के लिए
विश्वप्रद विनोदों और खेलों को
बिना किसी भ्रष्टाचार के
सक्रिय रूप में प्रदान करते हैं।
E-mail: info@toybank.org

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Induction Training

The Toy Bank team interacts with each Anganwadi worker to create a relationship with them and understand the individual challenges in conducting the play sessions with the children from age groups ranging from 3 to 6 years. We also aim to sensitize the workers to 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 workers on the subject of the correct code while conducting the play sessions in their respective centres. We create 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.

Handholding sessions

To have constructive play sessions in the Anganwadi centre, it's necessary to regulate handholding sessions with the Anganwadi worker. The handholding session gives them the chance to apply the principles they learned during induction training more quickly. Every week, the Toy Bank team goes to the Anganwadi centre to monitor the playtime the workers had with the children and discuss areas for development. The child's growth following the play sessions was observed. I.E., Has he gained any new knowledge from the lesson or improved his existing skills?

Furthermore, the session helps the Anganwadi workers resolve any queries they face while performing the play session. The team also performs the demo play sessions in the Anganwadi centres whenever needed.



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एक ऐसे समाज की परिकल्पना करता है
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अधिकार हो।



Training sessions

The Toy Bank biannually organises a 2-day training session with Anganwadi workers. The session focuses on how to conduct structured play sessions focusing on the multi-use of one toy in different activities and the importance of play in early childhood with the support of the Women and Child Department.

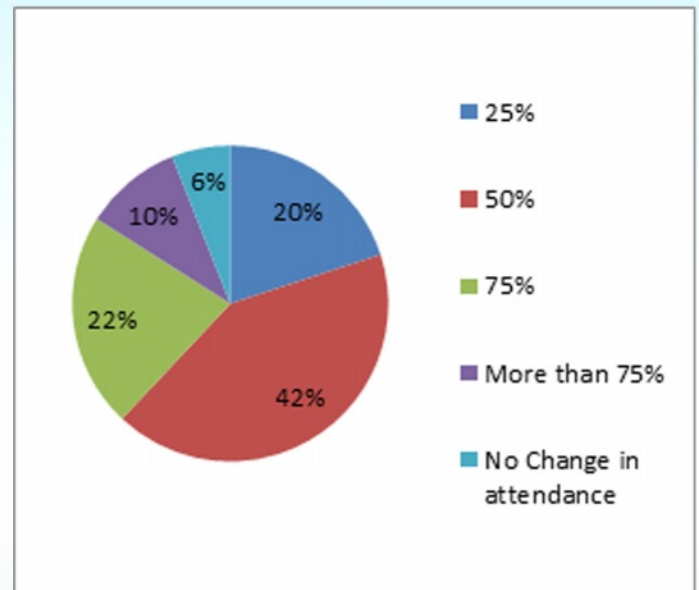
The specific guidance is provided to the Anganwadi workers on the usage of play/activity modules at the Toy Libraries created at their respective Anganwadi centres. We also sensitised the workers on selecting an appropriate set of toys and play materials that support early learning and the holistic development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

Impact and Outreach

The key findings we have received are from 50 Anganwadi Centres in Neemrana and Behror Block in Alwar district, Rajasthan. Different tools were used collectively to interview and collect the data from the Anganwadi worker, a mother-caregiver of 50 Anganwadi centres. The 50 Anganwadi centres benefited **2,300 children** till the age of six, and the findings are as follows:

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 colorful toys. Moreover, the Anganwadi workers believe that toys presence had made their job easy, as now children have started staying in the centre voluntarily.

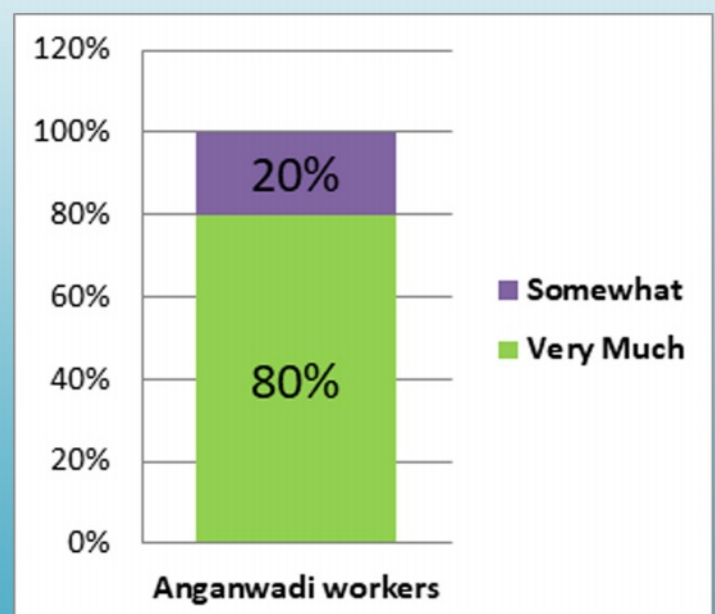


Improvement in Motor Skills

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.

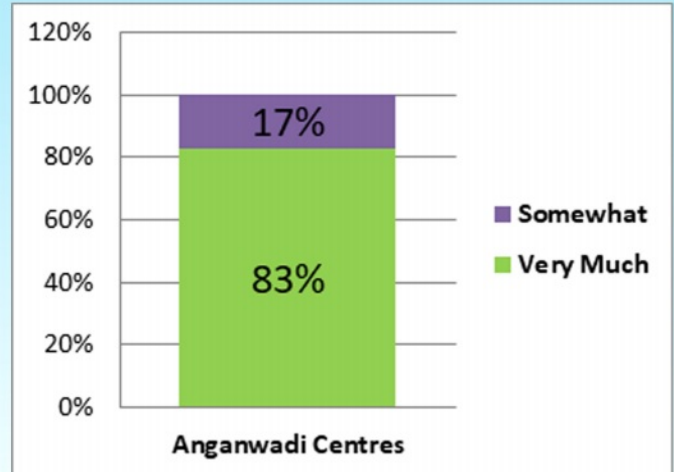
The three dominant signs under motor skills where improvement was observed by the Anganwadi workers include- Kick, catch and throw a ball (98%)

1. Build a tower of 4 or more blocks
2. Draw/ scribble



Improvement in Cognitive Skills

About 80 % of Anganwadi workers recognized 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.

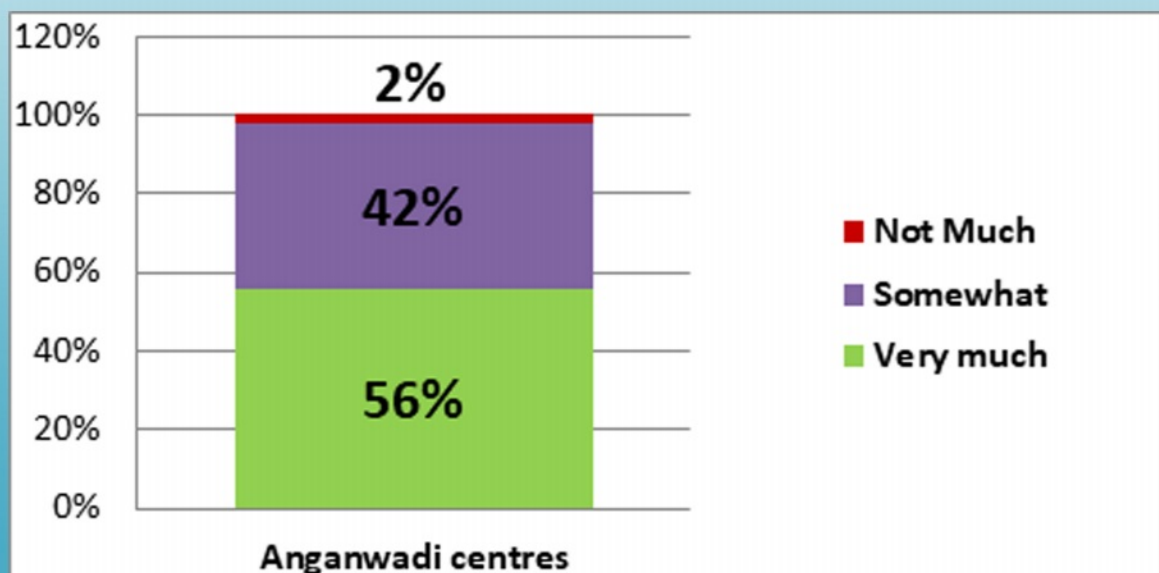


The dominant three signs under cognitive skills where improvement was observed by the Anganwadi workers include-

- Name some colours and numbers
- Understand the concept of counting
- 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.

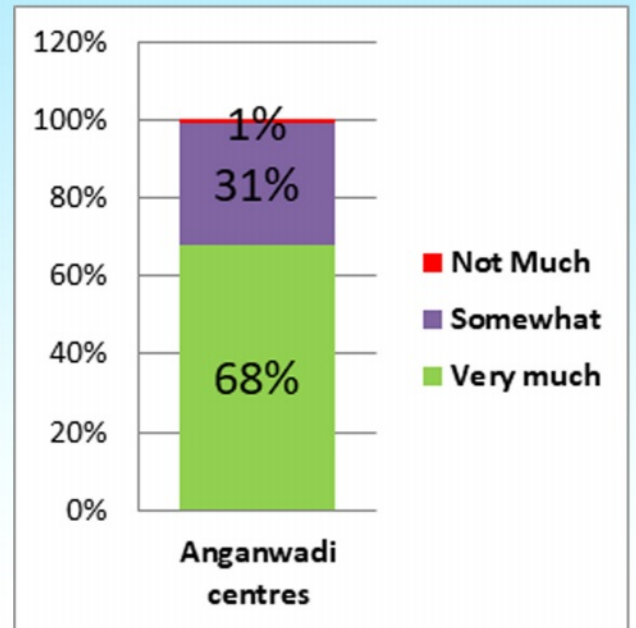


Improvement in Communication Skills

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.

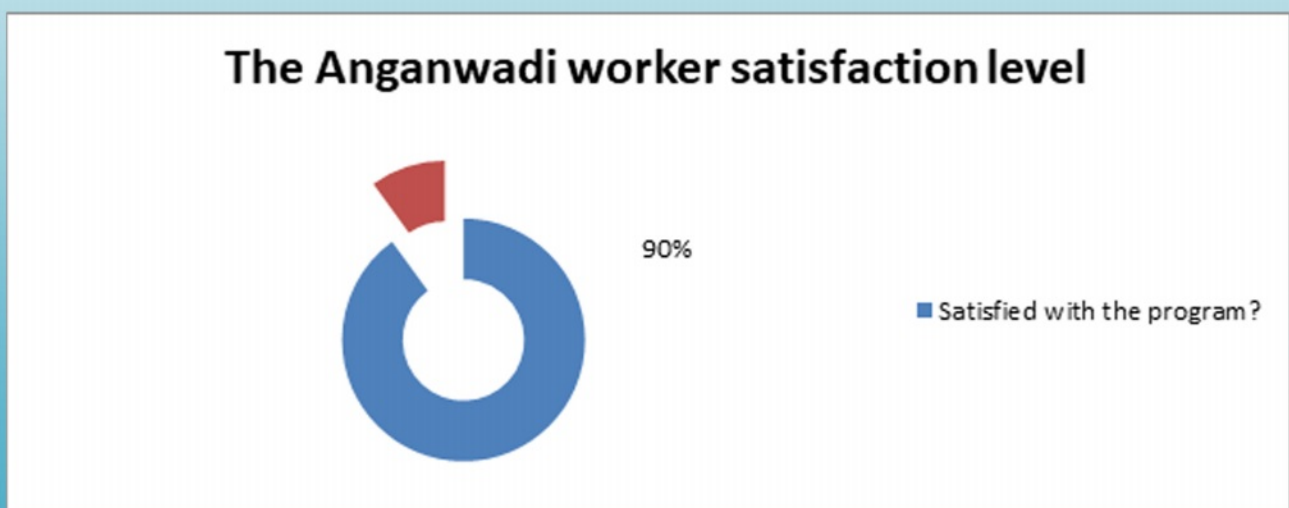
The dominant three signs under language development/ communication skills where improvement was observed by the Anganwadi workers include-

- Say his/ her name
- Know the name of familiar people
- 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.**





Success Story

Reasons to Stay Longer in Anganwadi Centre

Champa Devi from Ghilot village says, “Earlier it was just snacks but after the creation of toy library, children stay on for toys. Those children who used to run away after having meals stay for hours in the center now”. As a part of Toy Bank’s initiative, her center has received material like story books, colours, pencils, erasers, sharpener, paper, blocks, puzzles, balls and bat, cars, animal’s toys, kitchen set and doctor set and lots of teddy bears and dolls. The attendance in the center has increased in her estimation by 60-70 percent. Some of the things that having toys and educational material has enabled her to do includes, conducting activities to stimulate pre-writing skills, cognitive skills and motor skills. With regard to what she has observed in children while they are playing includes, “Children have started selecting their toys and keeping them on their places. Mostly children play in groups, younger ones after the creation of toy library stopped crying as toys help in diverting their mind”.



Now! More Focus on Early Education at Anganwadi centre

Jaipal is a bank employee from the village **Fauladpur** in Neemrana block of Alwar district in Rajasthan. He has a son, Priyash, who used to go to the anganwadi center Fauladpur 2 before the lockdown. Seeing his brother's children going to the anganwadi center and they were satisfied with the facilities provided there, Jaipal and his wife decided to send their four-year child to the center. He opines that pre-school is a good start for the children who can adapt to school education easily after having pre-education. It builds a foundation which supports them in school education and faces fewer difficulties in future. He believes that anganwadi center should focus on both games and education so that children can learn to do new things while playing with toys. Playing different games with toys also increases their willingness and interest to know more. Jaipal shares **“Our kid has learnt a lot of things, and it's more than a standard of 4 years old child as we also teach him at home.”**



Saroj Devi works as the AWW in the **Anandpur** village in Alwar. Toy Bank's work in the center as she recounts was critical in many ways. Not only did her center receive additional toys and educational material, she herself was given additional training.

These trainings were followed by visits from the trainers to the center as a handholding support. Saroj Devi recounts, **"The training was a group session and also time to time one representative from the organisation used to visit our center. In the group session, they told us about how we should start the activity with children and we should motivate them (children) to do the activity. We were also asked to demonstrate any activity in front of everyone. In that, I learnt that if the voice is not modulated, it will become boring for children to focus on us and they will eventually run away. Also, they told us how a particular toy helps the child in his development. For example: playing with puzzles improves his problem- solving skills or animal toys to discuss their characteristics"**.

She has been able to use her training to engage better with the children. Some of the key changes that she has noted in the children after such prolonged interaction has been that children now, tell the names of colours and count. They can name few things by seeing their picture in a book or a toy and also they know the concept of counting. Children have shown a degree of motor development, they can play with ball like throwing it, kicking it and catching it. Older children can also make buildings using blocks and use one hand more than another.

The benefits of the intervention Saroj feels has been evident from the fact that attendance of children has increased reportedly by more than 50% in her center. Earlier children used to come mostly for food and go back home in some time because they couldn't engage them. Children now stay on and play with the toys.

How Can You Help?

1. How you can 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

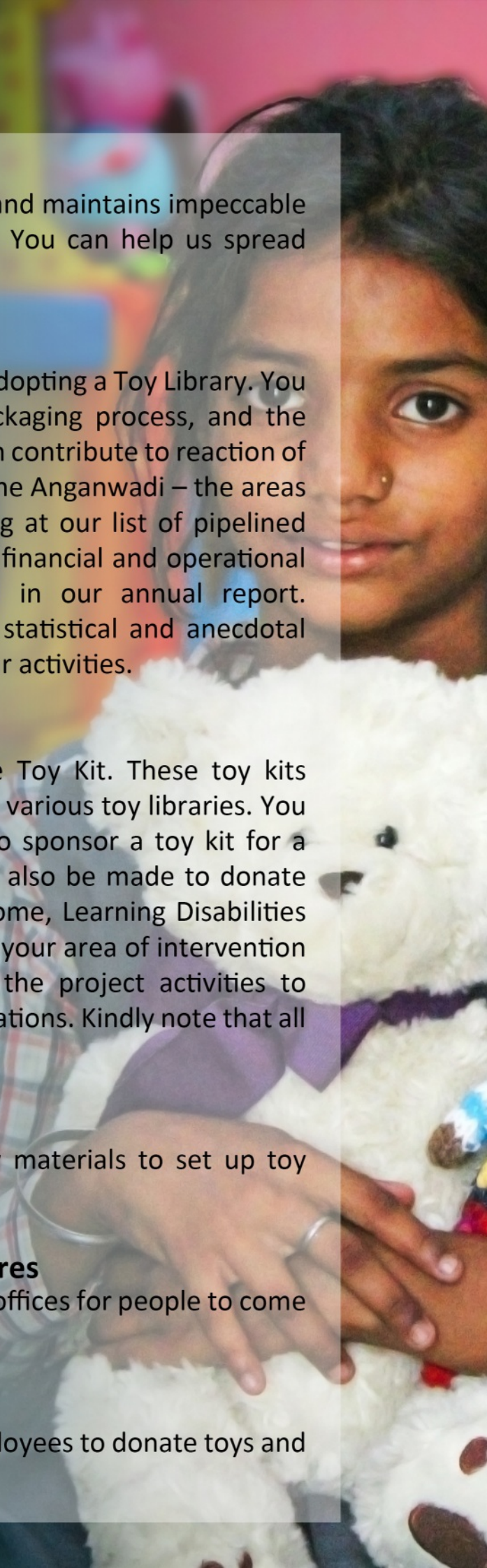
You can support us in kind by providing new materials to set up toy libraries in slums or Anganwadi's.

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.



Collection Centres

Central Delhi

Address: B- 36, Malcha Marg, Chanakyapuri

Contact: Mr Deepak Singhi | 9899757574

Address: 72,74 Babar Road, Bengali Market (Opposite Central Bank of India)

Contact: 011- 23722020

North Delhi

Address: Aadharshila Vatika Preschool, GujrawalaTown , G.T Karnal Road

Contact: 011-27437000

North-West Delhi

Address: Aadharshila Vidhyapeeth School, CD Block, Pitampura

Contact: 9312020477

Address: 549-550, 2nd floor, Sector A-6, Pocket 1, Narela

Contact: Dr. Rashmi Mishra |9818538294

West Delhi

Address: 165-A, LIG Flats(Yellow), Ground Floor, Rajouri Garden

Contact: Ms. Nishtha Seth |8368721221

South-West Delhi

Address: D2A 301, Golf links Residency, Sector 18B, Dwarka, Delhi – 110078

Contact: Mr Pranay Ranjan |9810228230

South Delhi

Address: 245, Kailash Hills, East of Kailash, Delhi – 110065

Contact: Ms Palak Mittal |9899547213

Address: W-1, Greater Kailash Part 1, Delhi – 110048

Contact: Ms. Priyanka Singh | 9711595943

Noida

Address: A-902, Antriksh Greens, Plot F-7, Sector 50, Noida – 201303

Contact: Ms Shiva Pandey | 9899954572



Gurgaon

Address: C-63, The Belaire, Golf Course Road, DLF – 5

Contact: Sakshi Jain | 9818436523

Address: Tower -2, Flat 401, Palm Apartments, South City -1

Contact: Ms Monica Setia | 9910960642

Address: H-40, II -Floor, Residency Greens, Opposite UNITECH Cyber Park, Sector-46

Contact: Ms Prachi Bapna | 8447661248

Faridabad

Address: 1357 Sector 14, Faridabad, Haryana – 121007

Contact: Aditi Jain | 9999917300





 www.toybank.in

 info@toybank.in



RECYCLING TOYS RECYCLING SMILES

Children
Impacted

5,21,682

Toy Libraries
Created

5,404

Toys
Sent

15,34,254

Number of
State & UT's

30



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