

2020



AN INITIATIVE OF
TATA TRUSTS

The year that was



The YEAR that was

Dear Friends of Parag,

2020 has been particularly tough for all, more so for non-profit organisations and civil society working on the ground. Just when we were picking up the pieces and hobbling back to a sense of normalcy we have been hit with a more aggressive second wave of the Covid pandemic. With more people, especially the young, falling sick again and schools shutting for the second time, uncertainty looms large. As part of the Parag Initiative of Tata Trusts, we are committed to reaching children and teachers with stories of hope. As we battle the second wave, we have reflected and documented how we did this past year, what motivated us to continue working despite challenges and celebrate the small victories. This will inspire us to continue and give us hope that things will improve, and no matter what the challenge on the ground, we will remain true to our vision of enabling joy of reading for all children.

We have put together stories of small achievements that were made possible through team work and saw us through last year. In Rajasthan, along with our team from the Centre for microFinance (CmF), Jaipur, we set up **34 model libraries** across each of the districts for the state government. In the aspirational district of Gadchiroli, we battled many odds to set up **50 school libraries** and ready a vibrant space for children to return to. Across our Associate Organisations: Eastern UP Direct Implementation Team (Uttar Pradesh), Himmotthan Society (Uttarakhand),

Kalike (Karnataka) and Coastal Salinity Prevention Cell (Gujarat), Centre for microFinance (Rajasthan), Integrated Rural Upliftment Program Gadchiroli (Maharashtra), we supported our field teams and volunteers to conduct community library sessions, taking books to children when they could no longer come to the school libraries. We took the Hindi Library Educator's Course (LEC) online. Despite the challenges of the medium, we managed to instil a love for libraries and books in our participants and this was seen through their field projects.

We completed five years of giving out the Big Little Book Award (BLBA), that recognises significant contribution to Indian authors and illustrators in the children's literature sector. The award ceremony, outreach events and a **5-year celebration exhibition** has been put out for all to enjoy on the Parag website and through our social media. Through our publishing partners we added a rich collection of children's books in multiple Indian languages. Last but not the least, we gave out Parag Honour List (PHL) 2020 Book Boxes to 90 deserving libraries, to enrich their library collection and help increase the outreach of PHL books.

The Big Little Book Art Exhibition displayed the diverse works of the five BLBA winner illustrators, young illustrators, and book based artworks by children.

While doing all this we kept each other motivated, connected with field teams regularly, exchanged stories and troubles and managed to do some quality work. We hope these stories inspire you and through this you become part of Parag's journey.

Happy Reading

Parag Team



Children turn **LIBRARY CHAMPIONS** during pandemic



Stories give us solace, escape from everyday trouble, connect us to characters who are like us and introduce us to protagonists unlike us. Stories make us happy, sad, reflective and empathetic. And never did children need the power of stories more than when they were suddenly confined to their homes, away from friends, teachers, schools and libraries.

But reading is a habit that sticks. In the district of Yadgir, Karnataka, when children could not go out to play, meet friends, roam the neighbourhood and constantly heard talk of COVID 19 and its dangers, they turned to stories for solace and companionship.

Nhina Begum a grade 8 student from Kadechur Village in Yadgir, has a home library with a small collection of books. Inspired by a vibrant school library and exposure to good children's literature, Nhina's favourite books are on display by her window side on a string.

↑ Lakshman Kumar from Reliya Bhagal village of Pali district (Rajasthan) putting together his personal library collection

Nhina with her home library collection



“ Never did I realise the importance of having books at home than when the COVID hit us and we could not access the school library. Books at home meant that reading could happen no matter what the outside situation was. ————— Nhina Begum

Nhina has created her book collection overtime, gathering books from different sources.

“Never did I realise the importance of having books at home than when the COVID hit us and we could not access the school library. Books at home meant that reading could happen no matter what the outside situation was,” says Nhina.

The situation turned Nhina into a child librarian and she began lending books to friends in the neighbourhood.

“During Covid time, we didn’t get a chance to go school due to the lockdown. Few of my friends and I visited Nhina’s home to read books together. She also let us borrow books from her home library collection,” shares **Chinmaya** from Kadechur, Yadgir.

Kalike, an associate organisation of Tata Trusts and Parag have set up 100 vibrant and active school libraries in Yadgir district.

Through storytelling, book activities, community events and open access to libraries, the programme has inspired a love for reading among many children.

During a visit to
Balram Nagesh's
home library



“ I wish I had bought more books before the lockdown so that my friends and I had enough books to read at home until our school reopens.

Rajeshwari

“The Parag library programme is four years old. And over the years many children have been inspired to set up small libraries at home. But during the lockdown the home libraries took a life of their own. Reading and exchanging books received a boost,” said Mayur Pujari, programme officer (Education), at Kalike, which implements the library programme.

In Nhina’s village alone, 24 children who had set up home libraries have given access to friends and neighbours during the lockdown. Many of them used windows and shelves of their houses creatively to set up the library. Colourful strings, craft papers, small decorative pieces in a corner are now a part of many living

rooms in the Yadgir district.

Rajeshwari from Mudnal higher primary government school shares that ‘Kali & the Rat Snake’ is her favourite book. She loves how Kali becomes famous and overcomes his social differences in the story.

‘I wish I had bought more books before the lockdown so that my friends and I had enough books to read at home until our school reopens,’ she says.

Since the lockdown children have also started exchanging books frequently and sharing more stories.

'My home library doesn't take up much space — just a corner of a room is enough. A lot of friends from the neighbourhood and school visit our house more often now, just to read!' says **Shivakumar** from Bomshettali.

In Bali block of Pali district in Rajasthan, Centre for microFinance and Parag library programme have ensured that children have access to literature and stories by distributing small book collections in villages. Through Children's Library Management Committees, that are an essential part of Parag libraries, the team has ensured distribution of books from the Parag school libraries to the village.

"As the lockdown opened, we decided to take library to the children. The library committee of children (CLMC) went from village to village for book distribution. Initially 10 -12 books were issued and committee members further distributed the books to friends on their street and neighbourhood. Later 25 books were handed out," says Kailash Kumar (Headmaster) of Rajkiya Prarthamik Vidyalaya, Digaa Pipla, Pali.

Parag supports 50 school libraries in Bali block in collaboration with Centre for Microfinance, Jaipur. Children are eager to read more books and contact their respective schools every week to get new book.

Initially parents were concerned regarding the spreading of corona due to touching and sharing of books.

"My friends and I ensured sanitising the books and not letting anyone touch them for a few

days. I used to issue books to everyone in the school library. In the same way now I distribute books to the children around my house," says **Dalpat Choudhary**, a class 5 student from Sesli, Rajasthan.

Small groups of children also gather in homes to read together or to listen to stories.

"I miss my school library. I read out stories to my parents and children in my mohalla from the books which are provided by our library teacher at home," says **Sanjay Gawariya**, a class 5 student from Katai Bunai Beda, Pali.

"I was nervous to touch the books initially. But I couldn't stop as the joy of reading new stories every day is something else," she adds sheepishly.

All children were trained and given instructions about physical distancing, sanitizing books (which are covered in plastic already for library use), and around touching and distribution of books.

The excitement of having books at home has also rubbed off on parents.

"My son is very fond of reading story books but as the library is closed right now, I re-called and recited some stories to him. His library teacher sends 10 books to our home at one time and sometimes I also read along with him," says Rambha Devi, mother of Avinash Meena from Sesli, Pali, Rajasthan.



COMMUNITY LIBRARY

a photo
story



As the pandemic shut schools, Parag libraries took books to children when children could not access school libraries. Across all regions, libraries in communities became the point of access for children and elders to access books. Mobile libraries in the form of 'Magic Bag', 'Baal Sabha' and 'Wandering Library' were some of the innovatives tried by Library Coordinators to provide access to books and stories to communities and children.

Community libraries helped children remain engaged, read, learn and share stories.



Under a tree

↑ Read aloud with
students of Government
Secondary School
Kooran, Pali district
(Rajasthan)

In a reading mela



“ After the schools closed, the children's education ceased. The parents paid no attention to the children because they lost their livelihood. Through community library sessions, children had the opportunity to stay in contact with books and stories for a few hours a day. It was a pleasure to see kids reading together under a village tree and returning home with a book. They also read us the stories. _____

Guardians from Uttar Pradesh

In community spaces



A community reading mela organised for children in Dohaniya village, Kotabagh (Uttarakhand)



An open library set up in Bahraich, Uttar Pradesh





On the pathways

- ↑ 'Wandering Library' – Parag's library coordinator conducting a session with children in the Chamorshi town of Maharashtra's Gadchiroli district



In the verandah

Community ownership not only kept the library alive during this period, but the use of the library increased steadily, both in terms of visitors attending sessions and borrowing books.

↑ During a reading mela organised by the community library in Risia, Bahraich (Uttar Pradesh)

When the Covid 19 pandemic hit us, the Parag team had a commitment of setting up 50 libraries in the difficult to access and challenging district of Gadchiroli in Maharashtra. The team had also committed to setting up 34 libraries – one across each of the 33 districts and one at RSCERT, Udaipur. With lockdown things came to a standstill. But as the lockdown eased, we set about creating welcoming spaces for children that they could come back to when schools reopened.

CREATING SPACE for the Joy of Reading



Students engaged in post read-aloud session in Ashram School Bhadbhidi library, Gadchiroli (Maharashtra)



The district of Gadchiroli was particularly challenging. It shares border with Chattisgarh and Telengana. Culturally it has much influence of the bordering states. Marathi, Gondi, Hindi, Chhatisgarhi and Bengali are spoken here. The multi-state border has made migration a regular livelihood phenomenon. We had the daunting task of setting up libraries across all the eight blocks.

In the first phase the team completed art work in **16 schools** covering Dhanora, Kurkheda and Gadchiroli blocks. They covered more than 300 km, dense bamboo forests and some extreme LWE affected areas, stayed overnight in Ashram schools. In second phase the remaining 34 schools were covered, traveling a distance of more than 1000 kms.

Subsequently a curated list of books was bought and distributed to all the **50 schools**

along with book shelves, rugs and stationary material for children to use. When children came back briefly to school they were welcomed into vibrant library spaces.

“The books are very attractive. Big Books and bilingual books we are seeing for the first time. I am borrowing books from the library for my younger siblings also. I eagerly await the library bell everyday,” shared Palavi Chaple, a class 7 student of Model School, Dhanora.

Amid the shadow of the pandemic the team also conducted training that would enable teachers to run functional libraries and make them vibrant spaces.

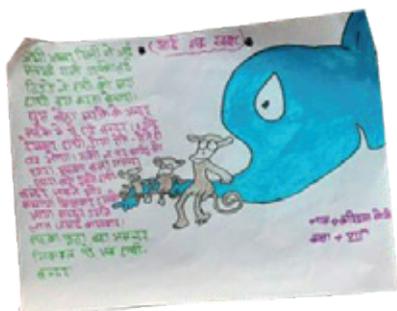
“We already had a library in our school. But the vision of an enjoyable library space and activities that I learnt from the training was new for me. These have been very helpful in



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We already had a library in our school. But the vision of an enjoyable library space and activities that I learnt from the training was new for me. These have been very helpful in connecting children to the library.

————— Anjum Sheikh



↑ Students immersed in post read-aloud art activity in Parakh Government Secondary School in Churu, Rajasthan

connecting children to the library,” shared Anjum Sheikh, teacher at Zila Parishad school in Gadchiroli.

In Rajasthan, Parag along with Centre for Microfinance (CmF), Jaipur collaborated with Rajasthan State Educational Research and Training Council, Udaipur (RSCERT) to set up **34 model libraries.**

The idea was to establish a best practice and demonstrate a fully equipped and functional school library. The model libraries have a curated collection of age-appropriate books, furniture and ambience to attract children and a teacher in charge who will be trained. The model library is also envisioned as a hub that

will cater to schools in and around it and as a training centre.

From quiet and dusty rooms to a space where children feel invited to read for the enjoyment, these libraries have been designed as spaces for storytelling, play and sharing as the focal point.

“Working with such diverse books in such an attractive library in a tribe-dominated region such as Banswara is no less than a gift to children. This is the first time that our teachers and children have had the opportunity to look at the library differently,” said Rajiv Kumar (UCITS) of Banswara.



“ When I joined as an assistant teacher, I saw that children were sensitive when it came to talking about caste and religion. I was always thinking of ways to talk about uncomfortable topics but struggling...

2018

BREAKING
stereotypes
through
books



2020

“ Since I was reading stories to them and the discussion happened informally, children were open, relaxed and did not feel any pressure to give the right answer. Through storytelling, discussions, pictures, book talks and read alouds, I was able to create a safe place for children to reflect on certain issues. _____ Shikha Awasthi

A glimpse of small group discussion during Shikha's library session



Stereotypes in children's literature have been present since inception. Stereotypes across religion, caste and gender are present in picture books, novels and textbooks. Through these, children are led to believe in and normalise biases that affect their understanding of themselves, the world and people around them.

Dealing with biases and stereotypes in the classroom was a challenging task for Shikha Awasthi, a primary schools teacher in Kaiser-ganj, Bahraich, Uttar Pradesh.

“When I joined as an assistant teacher, I saw that children were sensitive when it came to talking about caste and religion. I was always thinking of ways to talk about uncomfortable topics but struggling till I joined the Library Educators Course (LEC) and was introduced to the power of children’s literature,” says Awasthi.

In the seven-month professional development course, Awasthi learnt about critical elements existing within society through the lens of stories. She learnt about library management, curating books, experiential reading activities, and creating themed displays, amongst other things.

As a part of her field project, Awasthi decided to use children’s literature and the library to provide children a safe space to talk about issues such as exclusion, caste and religious hierarchy. She bought books that raised these issues subtly, without sounding preachy.

The books helped Awasthi facilitate discussions in which children reflected on their experiences, spoke about issues of diversity, differences, caste and religion -- and participated in extension activities. Some of the titles included Meri Zoya Chali Gayi, Pyaari Madame, Sir Ka Saalan (Eklavya), Payal Kho Gayi (Muskaan), Kyon



“ Stories provide us a chance to learn about someone else’s life and imagine oneself in another’s shoes. If it is our problem, we can discuss it openly because the lead character of the story is facing it and is a proxy for us.

Kyon Ladki, Kali Aur Dhamin Saanp (Tulika Books).

"It was wonderful to witness how a book could have so many layers of understanding, and just by listening or reading a story, children were able to express their ideas freely," observes Shikha. "Good books can bring to light matters which are ignored at home or in communities."

Since Shikha was reading stories to them and the discussion happened informally, children were open, relaxed and did not feel any pressure to give the right answer. Through storytelling, discussions, pictures, book talks and read alouds, she was able to create a safe place for children to reflect on certain issues.

"When we are reading for pleasure, there is no fear of questions. At first I had to nudge

children and probe gently. Stories provide us a chance to learn about someone else’s life and imagine oneself in another’s shoes. If it is our problem, we can discuss it openly because the lead character of the story is facing it and is a proxy for us," she adds.

"Diversity and inclusion in children’s literature matters and can help bring positive transformation in thoughts," says Shikha. Her field project and the constant mentoring she received during the course has shifted her understanding of diversity and helped her connect with her students.



Shikha Awasthi is a Library Educators Course (Hindi) Alumna

A BOX
full of
joy



“ The books in the book box
were beautiful.



“ For many students, this was
the first time they were
reading a story book.

Parag Honour List (PHL) is an annual curated collection of outstanding books in English and Hindi for children and young adults. In March 2020 Parag launched the PHL Book Box – an initiative to increase dissemination of the PHL books to non – profit organisations, libraries, schools, learning centres working in the library space. One book box comprises 33 titles in English or 20 titles in Hindi for the age group 0-16 years, which are a part of the Parag Honour List 2020.

After careful screening to determine that the libraries selected were going beyond just lending and borrowing of books, 90 libraries across the country were selected for receiving the Book Box. With the pandemic, and subsequent lockdown, publishing had taken a hit, making it difficult for us to procure the books. Delivering the books was also challenging as many libraries were closed or located in remote areas like the Andaman Islands, Ladakh, and Spiti. Over time, we were able to deliver books to all the libraries.

Librarians and children alike were delighted to receive the books. In some libraries children were visiting in small batches and in some reading sessions were being conducted online. Other libraries have had to close and reopen on many occasions. Some libraries haven't been able to open ever since last year's lockdown.

IT for Change, a Bangalore based NGO works with teachers and children in government schools on the outskirts of Bangalore. When the schools opened briefly, the team conducted some sessions using Book Box. For many children in the school, it was their first time holding picture books. Picture books were a hit with the older children too as they found it easy to read and the pictures made it attractive.

“Even though they are in high school, these children are below their reading levels. No one has engaged them with books before, no one has showed them illustrations. For many students, this was the first time they were reading a story book. They were very happy. Some of them had to struggle to read, and some came back to change their book,” said Gurumurthy, IT for Change, Bangalore.



Sharon English High School, Mulund, Mumbai, uses the Parag Honour List Book Box books to create a vibrant library corner



Shiksharth, an NGO working in Sukma, Chhattisgarh with children in tribal areas and conflict zones. Sukma, one of Chhattisgarh's aspirational district has been a conflict area for many years now with frequent Naxalite attacks. Schools in Sukma are made to be mobile in portable cabins so that they can be moved when an attack happens. Shiksharth has been making use of the books to teach language and conduct library sessions.

Author and librarian Arundhati Nath had opened a home library in Guwahati in February last year. She had to close it down when the

pandemic started. Her library was catering to the children who go to nearby government schools and other children from low income families. Finding herself stuck, she started volunteering with a local NGO, Akshar Foundation to conduct library sessions for the children with the PHL Book Box she had received from Parag.

Children enjoyed the book Pishi and me, the post reading activity of making an origami box which they took home to store some of their favourite things.

In Khunti, Jharkhand, the library coordinator of Collectives for Integrated Livelihood Initiatives (CINI-Tata trusts) created an outdoor setup using the Parag Honour List Book Box to engage children with the collection



“I felt this was a good way for me to assist in their reading and I had started going there once a week from February to conduct reading, art and storytelling sessions. The books in the book box were beautiful. We read several picture books with the kids,” Arundhati shared.

Upkram Foundation, based in Sonbhadra, Uttar Pradesh work in government schools as part of a 2-year transformation project. They have started ‘jhola’ library and carry the PHL Book Box to small villages and engage children with reading sessions, read alouds and book talk.

“We have used the books as part of our 'Jhola Library' collection, a mobile community library. It involves engaging children in small groups with focused reading hour, storytelling, read aloud and book talk.” – Nikhil Shetty, Upkram Educational Foundation, Sonbhadra.

Yet, many libraries such as **BeBook in Goa** or **Dakshin Foundation in Andaman Islands** haven’t been able to reach out to children. Some have had to shut down completely. In Ladakh and Spiti, heavy snowfall kept libraries shut longer than in the rest of the country, and when they had just opened the new restrictions have forced them shut.

Through a WhatsApp group, the Parag team has been in touch with the libraries that have received the Book Box, and is trying to support them by providing activity manuals and posting activity ideas in the group. As a next step, Parag team will be creating PHL Book Box activities that can be conducted online with children, for libraries that are unable to reach children physically so that children’s relationships with books continues despite the pandemic.



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At one point we were
not sure how long
Eklavya publications
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persists

In
CONVERSATION
with
Eklavya
Publications

www.eklavya.in



What were the major challenges faced by the children publishing industry during the pandemic?

————— We were not able to reach our readers or interact with them during the lockdown. This was quite disheartening. Social-media come in handy but we are unsure how much of it actually reached the children.

Another major challenge was severe financial crunch because of - one, funding agencies

withdrawing/slashing committed sanctions and two, we saw an all-time low sale, between April and September 2020. This rocked the entire publication programme. At one point we were not sure how long Eklavya publications effort will be able to survive if this situation persists.



What were some of the steps you had to take to continue publishing high quality children's books?

————— First silver lining was that most of the editorial and design team members could continue working on the books in pipeline with synergy even during lockdown, so we had more than a dozen titles ready for press by July-August, but no funds to print.

We tried Crowdfunding for the first time to get these books to press, and it worked fairly well. We were able to raise support for 12 children's books and half a dozen nature-society series map booklets. But Crowdfunding could not support salaries of editorial, design, dissemination and operations team members. That required different strategy, so after multiple

internal consultations it was decided that entire organisation will create a pool of Salary Support Fund through staff donations. This pool supported the publication person power shortfalls for almost six months. Later we realised that this step was quite unique, resorting to an across the board, staggered slab pay-cuts, so that one is not forced to resort to lay-offs even in dire situation.

In addition, we also requested authors and illustrators to extend contract period to delay publishing. This gave us time to garner funds and make sure that the quality was not compromised in any way.



What was Eklavya's dissemination strategy to combat school closure?

By May- end/ Early-June it was evident that schools might not open soon, and that digital efforts do not reach the populations Eklavya is working with – primary and middle school students enrolled in Government schools. And our belief that for small children face-to-face and peer group interactions are extremely important. Also, for children getting away for some time from the stressful home conditions is extremely important. In June, after successful pilot, Eklavya set up Mohalla learning activity centres (MLAC) across all the field geographies. In this model 10-15-20 children of a Mohalla/falia/pada came together under guidance of a local youth

and spent two hours under strict Covid-safety protocols. A set of 40-50 books and necessary stationery was provided to each MLAC so that they could function independently, without any external movement/travel. About 30,000 books/magazines reached 600 Eklavya Mohalla LACs by September 2020.

Simultaneously, we started working on audio stories/audio books as early as May 2020 and over a period of two months, managed to record, clean, edit and upload 50 audio stories on Eklavya website, that have had thousands of hits each.



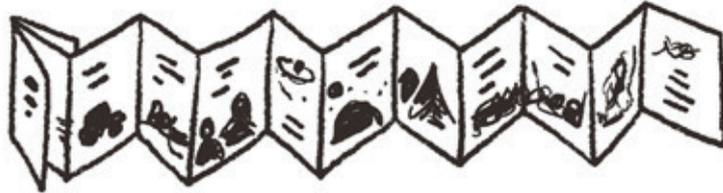
Over the next 2 to 3 years what trends do you envision for the children's publishing sector?

There are uncertainties because of continuing pandemic, but still recent trends seem to indicate that demand for children/education related books and materials is going to pick up even if schools are partially opened. We see significant increase in demand for pre-primary books/content and Teaching Learning Materials as NEP 2020 now envisions a five-year foundational phase, from age 3 to 8. Material in this segment is scarce.

Pace and reach of digital publishing in Indian languages is bound to increase with standardisation of fonts and more-and-more software providing Indian languages support.

Demand for children's books, DIY kits and home based TLMs might increase if schools continue to function in a partial mode due to Covid-19.

For children's publishing to continue, especially in Indian languages, what support do small independent children's publishers need?



Provision of sufficient resources is obviously necessary. It is important that there is information flow and collaborative efforts among publishers/organisations working on children's literature in Indian languages. Collaboration could be around translations across Indian languages, editing/ designing/ book making workshops and dissemination efforts.

It would be useful to have residencies and fellowships for translators and designers.

Most of the awards in the children's publishing industry still accept only English books. This restriction discourages Indian languages publishers. It will be good to have some awards focusing on children's literature in Indian languages.



“ Receiving the Award has transformed my outlook towards children’s literature; children have become a focus area. Earlier, writing for children was one component of my work, now it’s kind of central with workshops on writing for children, conferences on children’s literature and so much! I have been receiving offers from publishers in smaller towns who earlier did not recognize me as an author for children. BLBA’s recognition has led to social recognition I must say. It has given me a new identity. ————— Nagesh Hegde (BLBA 2018 Winner – Author)

Five
years of
BLBA
2016 –
2020



We faced several challenges but we could pull it off successfully, especially for the sector where lies the world of children, their education, happiness and seeds for future. We declared the winners on social media and held live events with a wide media coverage.

Awarding authors and illustrators is about honouring the work done so far which has enabled children’s reading and sector growth. And often, Awards acts as an impetus for winners to continue writing/illustrating and get further recognition.

Subhadra Sen Gupta received the Award for her significant contribution to children’s literature in English and **Rajiv Eipe** received the Award for his outstanding contribution to children’s illustration in the year 2020.

Remembering Subhadra Sen Gupta



1952-2021

Subhadra Sen Gupta received the Big Little Book Award 2020. She has written over 60 books for children. Her interest in history led to her writing history for children in a most enjoyable way. She has been published by the major publishing houses in India. She wrote thoughtfully well researched fiction, nonfiction and travel books and scripts comic books. Keeping in touch with children has been one of the joys of her life. She was awarded the Bal Sahitya Puraskar in 2014; the Comic Con Award with Tapas Guha in 2012 and three of her books have been chosen for the White Ravens Selection at the Bologna Book Fair.

On 3rd May, 2021, we lost Subhadra to COVID-19. It has been tragic and unbelievable. Post winning BLBA there were plans shaping up with her on translations which she looked forward to. With her untimely demise, Subhadra has left a void in the children's literature world since there is no other like her who can make history a living and fun story for children.



Big Little Book Chat – Non-fiction in Indian Children's Literature

A panel discussion with Priya Kuriyan (BLBA 2019 winner illustrator), Devika Rangachari (Author), Vidya Mani (Children's writer, editor and book champion) and Thejaswi Shivanand (Library educator and teacher) on writing non-fiction, role of illustration in non-fiction, publishing and promoting non-fiction books.

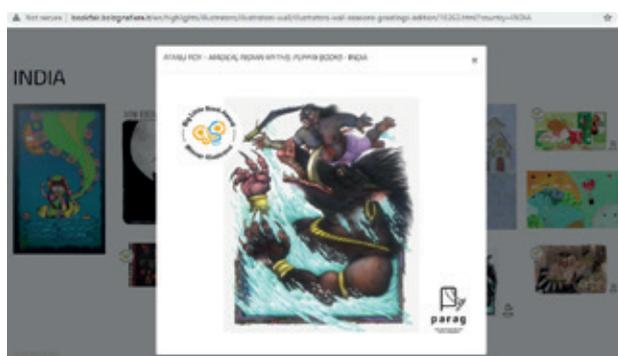
The Big Little Book Buzzar

Parag partnered with Funky Rainbow to celebrate the winners of the Big Little Book Award 2020 for their outstanding contribution to Indian children's publishing. The conversation explored some award-winning Indian children's books at this fun event that included a quiz, art, and a talk with Subhadra Sen Gupta and Rajiv Eipe.



Drawing Lines: Writing as Illustrators, Illustrating as Authors

Kripa in conversation with Deepa Balsavar and Nina Sabnani shared experiences from their journey as author-illustrators. And to understand the role that illustrations and text play in the reader's mind and with each other.



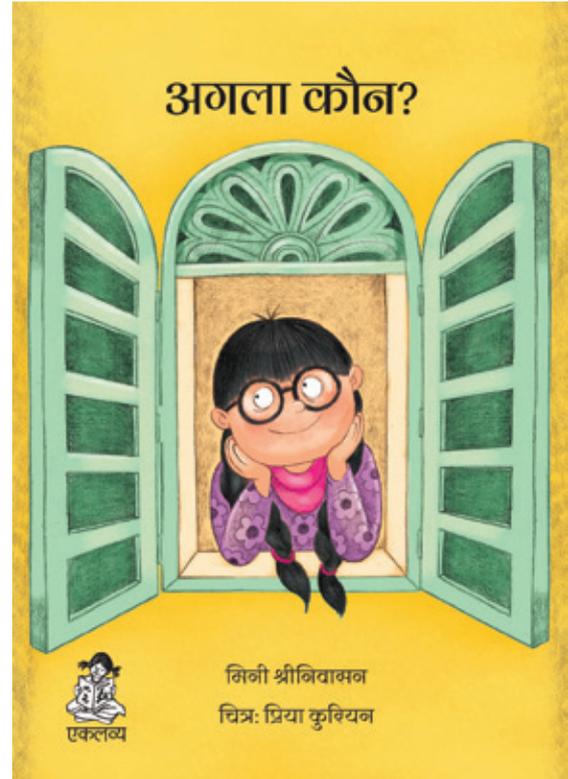
Bologna Children's Book Fair

Illustrators Wall featured works of BLBA Winner Illustrators from 2016 - 2020.

1



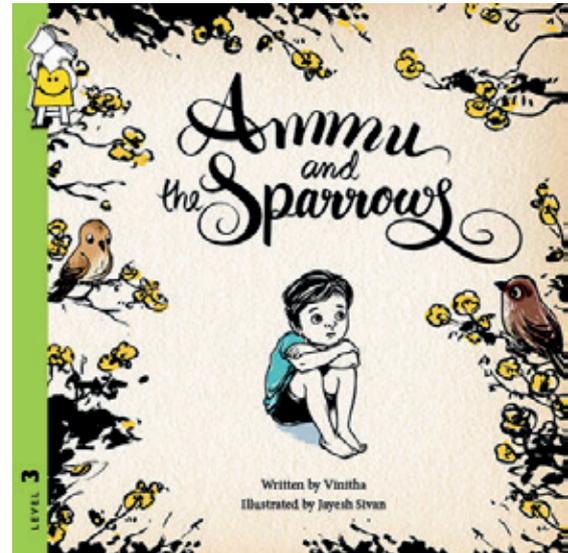
2



Parag
supported
BOOKS
in 2020



3

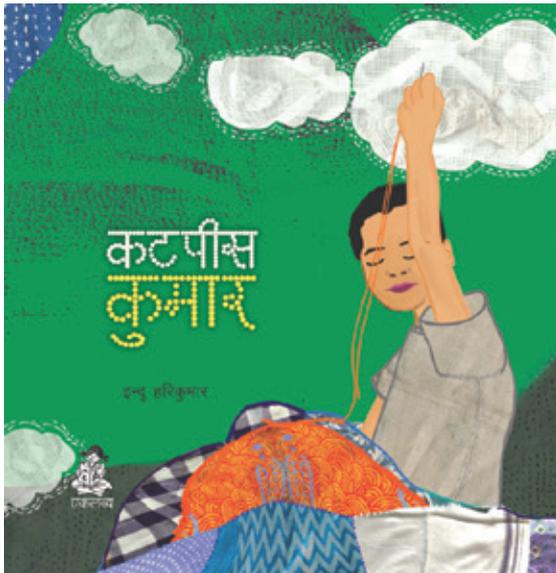


1. Travelling Seeds (Kalpavriksh)
2. Agla Kaun? (Eklavya)
3. Ammu and the Sparrows (Pratham Books)

4



5



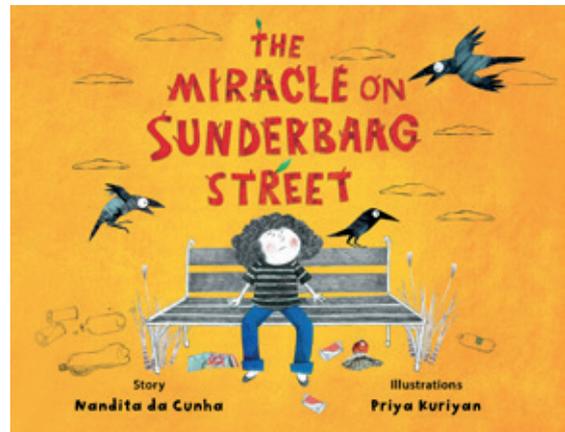
4. It's my Colour (Tulika Books)

5. Cutpiece Kumar (Eklavya)

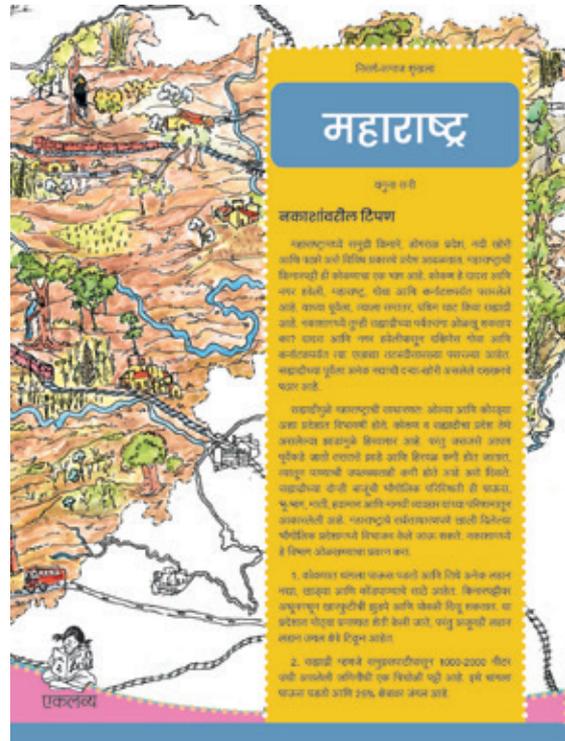
6



7



8



8. Nature Society Series (Maharashtra Map) (Eklavya)

2020 in NUMBERS



31

 Books published

4,373

 Teachers trained



11,654 ————— Community library sessions organised

25,240 ————— Children reached



↑ Spreading the joy of reading and storytelling through PHL Book Box in Gaya, Bihar



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