



Annual Report

2023-2024



Message from Vidyun

I am delighted to present our annual report to our esteemed supporters, whose unwavering commitment and generosity have been instrumental in our journey. Over the past year, The Toy Bank has witnessed remarkable growth in the programs we are implementing within the municipal schools of Delhi. This growth is not just a reflection of our efforts but also validation of the dedication of our team and the enthusiasm of the children involved.

Our initiative has successfully established seven safe playrooms, which have emerged as extraordinary centres of learning and development. Each school has embarked on its own unique journey, tailoring the program to fit the specific needs and dynamics of the students. This adaptability has allowed us to create enriching learning experiences that resonate with the children, the development of both their imaginative abilities and analytical reasoning.

At The Toy Bank, we have consistently emphasized the importance of viewing play as more than just a leisure activity. We believe that play is an essential learning experience that transcends mere recreation; it is a powerful tool for cognitive, social, emotional and analytical development. Play also allow children to acquire important skills, enhances creativity and build connections with their peers. And, our mission is to ensure that every child has access to these invaluable experiences.

Nevertheless, ensuring the sustainability of our program is equally crucial for its longevity and constant success. Implementing a program of this nature is not an overnight attempt; it is a gradual and lengthy process that requires patience, dedication, and a steadfast commitment to our goals. Positive outcomes are not always immediately visible, but we firmly believe that they will emerge through our continuous and dedicated efforts towards our mission.

Our programs are in line with **the National Education Policy 2020**, emphasizing the significance of play-based learning, and have positively impacted more than 500,000 beneficiaries across India.

The Safe Playroom program runs on three pillars: **students, parents, and teachers** to ensure a robust learning experience. This collaboration has enabled us to engage all stakeholders, providing us with invaluable insights to further our efforts in achieving our vision.

For this accomplishment, we largely thank the strong partnership we have developed with the Delhi Municipal Corporation and our donors. Their unwavering faith has played a significant role in our journey.

As you explore our programs in this annual report, you will learn the progress we have made, and the lives we have impacted. Although our mission is focused on learning through play, the impact reached beyond the classrooms. It allowed us to empower, build communities, and create a brighter future.

With Regards,

Vidyun Goel

Founder and Director, The Toy Bank



Essence of 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

Identify the needs and how to intervene the project design



Collection

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



Upcycling

Toys are refurbished and given a makeover to make them reusable



Creation of Educational Toy Libraries/Safe Playroom

Age-appropriate and gender-neutral toys and other learning aids



Learning through Play

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



Promote social and emotional well-being

Play activities foster emotional well-being by nurturing creativity, connection, and self-expression.

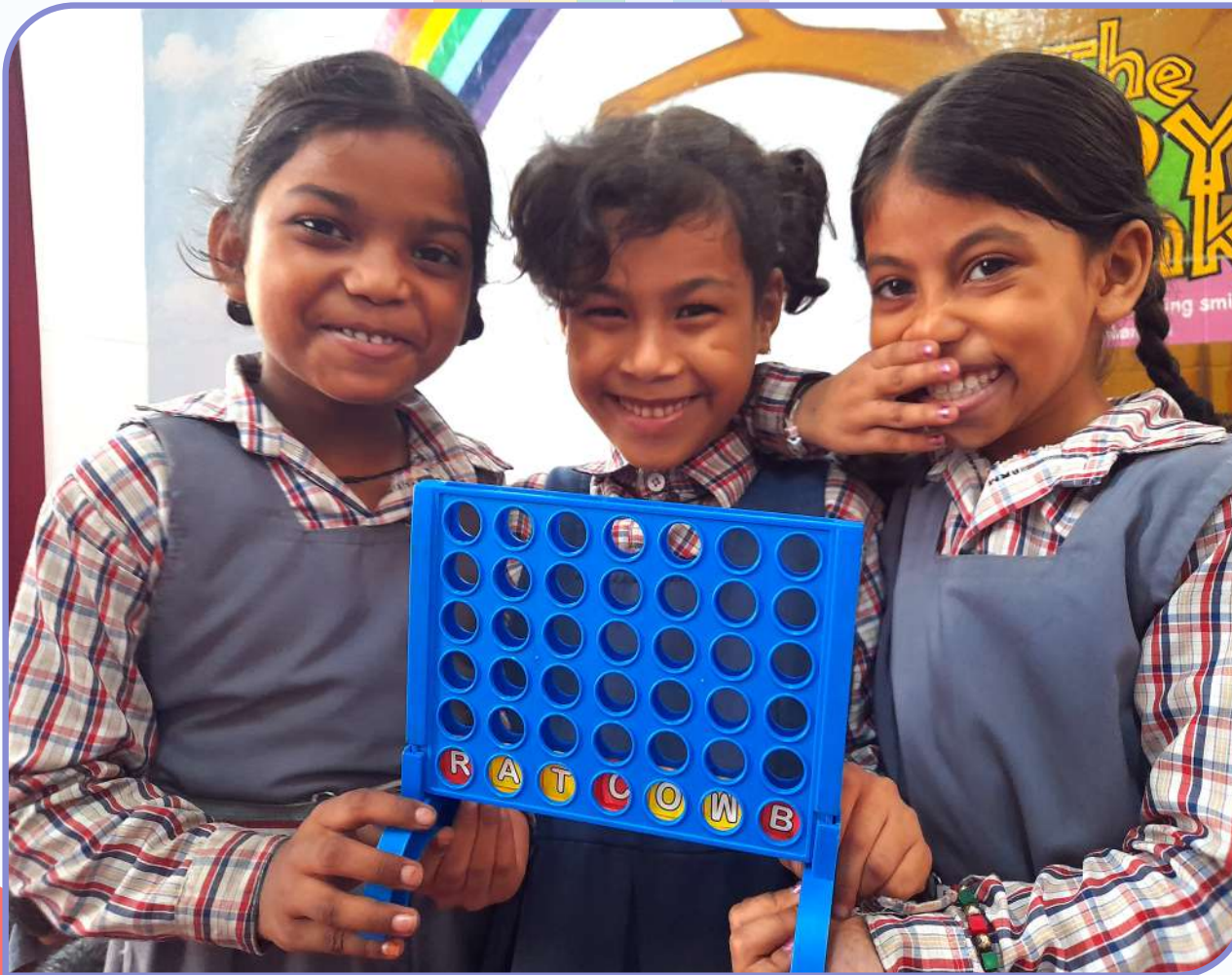


Impact Assessment

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



Emotional well-being



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) by integrating engaging safe places into educational programs to improve the quality of learning by facilitating on hands-on, experiential education. The approach nurtures creativity, critical thinking and problem-solving abilities.

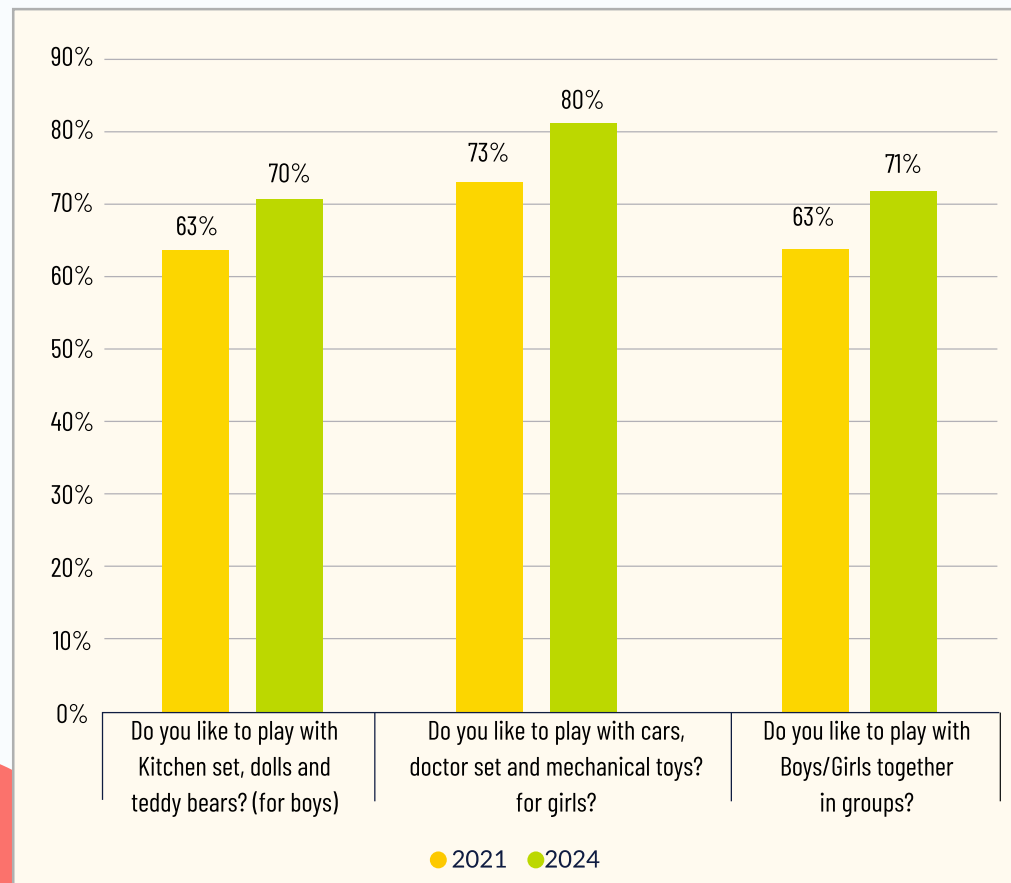
Goal 5 (Gender Equality) by fostering inclusive group play that ensures equal leadership opportunities, freedom of choice, and the sharing of diverse stories.

The Toy Bank works with communities, government and non-government institutions 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 engaging play modules and focus on building life skills, language skills, numerical abilities, and other elements that make children more informed about the environment around them and their emotional well-being.



Equal Opportunities to PLAY

The Toy Bank aims to create gender neutrality through toys. We have consistently prioritized the establishment of a secure and nurturing environment for children from diverse backgrounds, allowing them the autonomy to select, choose, and share the toys and others aids present in the Safe Playroom they wish to play with. Through our ongoing commitment to avoiding the categorization of toys by gender, we have effectively fostered an atmosphere where children engage in group play, thereby enhancing their teamwork and leadership abilities.

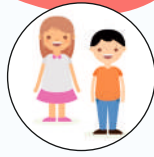


Our Programs

**Anganwadi
Toy
Connect**

**Safe
Playroom**





+2,500
Children Impacted | 3 to 6 years

The initial six years of a child's life are acknowledged as the most crucial period for achieving optimal development. Given that human development is fundamentally cumulative, there is a growing consensus on the importance of investing in programs aimed at children aged 3 to 6 years, as this investment serves as the cornerstone for foundational education and lifelong learning. Over time, the domain of childcare has evolved, drawing from research and practical experiences, into a well-defined framework for **Early Childhood Care and Education**.

Recognizing the significance of Early Childhood Care and Education, The Toy Bank creates Toy Libraries in **Anganwadi centres across 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 engages the children in physical and cognitive 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 hand-holding session on toys and **"Play Modules"** which will be used at the Anganwadi centres. These play modules are carefully mapped and provide specific guidance to Anganwadi staff in selecting the appropriate toy or play material to deliver **learning through play**. To improve a child's overall development through toys, these multipurpose modules will integrate fundamental topics into the children's structured play sessions. To achieve social and emotional well-being, one must work on all domains, including sensory, fine, and gross motor abilities, teamwork, and so on.

In this initiative, we adopt a three-phase strategy to assist Anganwadi staff in optimizing the utilization of the toy library.

Anganwadi Toy Connect



Induction Training



Handholding Sessions

Biannual Training





Induction Training

The Toy Bank team collaborates with Anganwadi workers to understand their challenges in facilitating play for children aged 3 to 6. We raise awareness about the developmental benefits of toys, foster a strong learning environment, and guide workers on effective engagement during play sessions to enhance early childhood development.

Handholding sessions

To ensure effective play sessions, The Toy Bank conducts weekly handholding sessions at Anganwadi centers. These visits help workers apply training principles, improve interactions with children, and address challenges. Field officers provide guidance, identify areas for improvement, and demonstrate play activities when needed, fostering a supportive learning environment.



Biannual Training

The Toy Bank conducts a biannual, two-day training program for Anganwadi workers, supported by the Women and Child Department. It emphasizes structured play sessions, showcasing the versatility of toys and their role in early childhood development. Workers receive personalized guidance on utilizing Toy Libraries, selecting appropriate play materials, and implementing effective play-based learning strategies. The workshop also fosters discussions on enhancing play sessions, ensuring holistic development for young children.

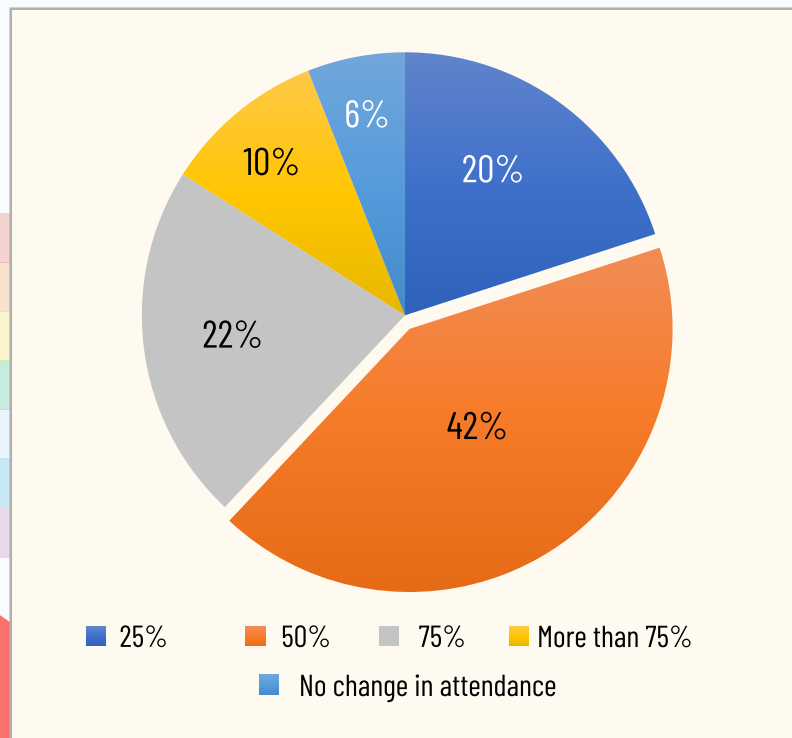


Impact and Outreach

The key findings gathered from across 50 Anganwadi Centres are outlined below.

Rise in Participation

The establishment of toy libraries at the Anganwadi centre has led to an increase in the frequency and duration of children's visits, as they are now able to engage with a diverse array of colourful toys. Additionally, the Anganwadi workers have observed that the availability of toys has facilitated their responsibilities, as children are now choosing to remain at the centre of their own accord.

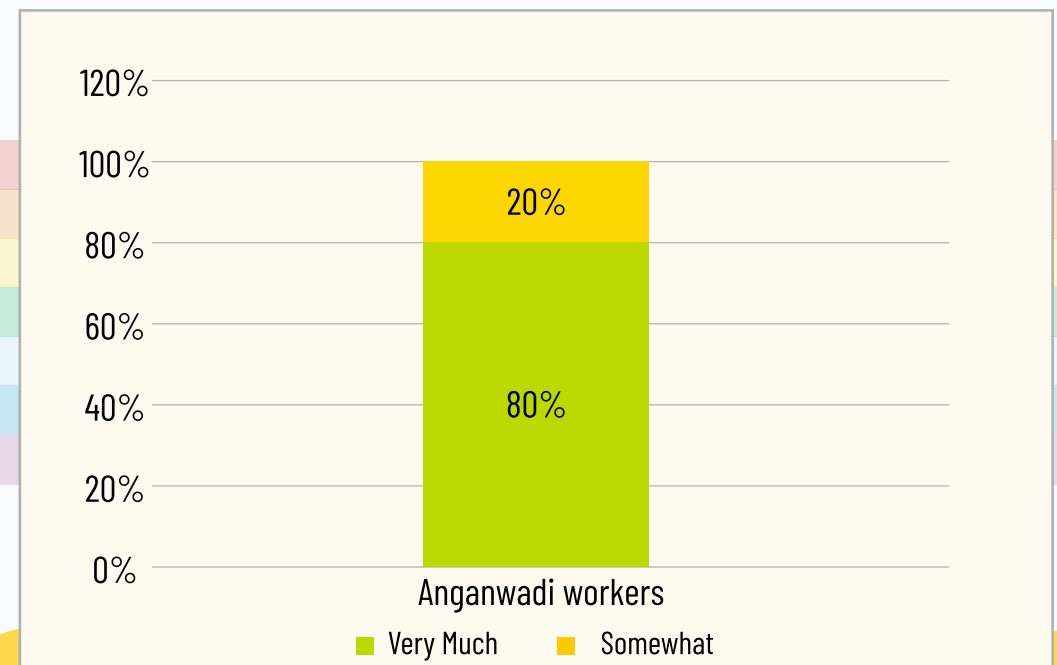


Enhancement of Motor Skills

About 80% of Anganwadi workers observed an improvement in children's motor skills, which can likely be linked to their interaction with the toys provided in the Toy Libraries.

The three main indicators of enhanced motor skills identified by the Anganwadi workers are:

- Kick, catch and throw a ball
- Build a tower of 4 or more blocks
- Draw/ scribble



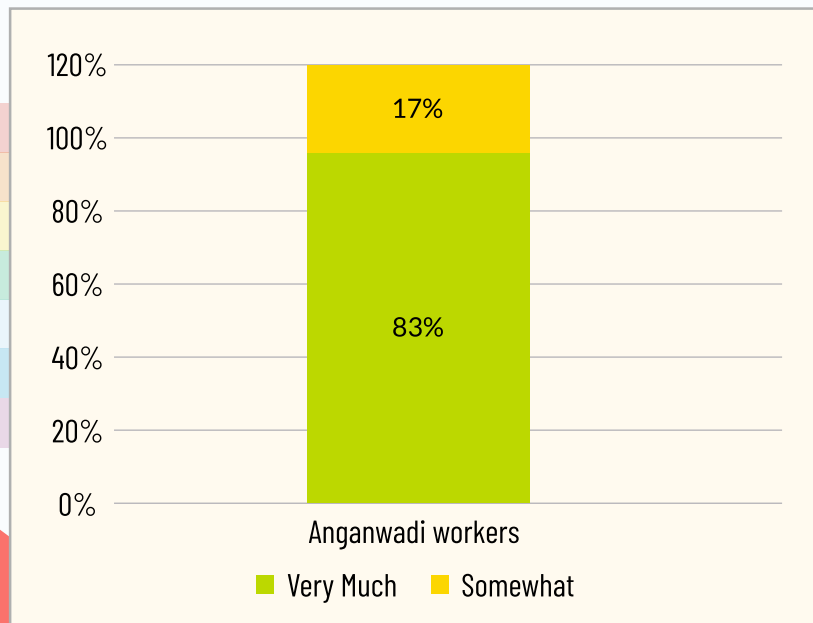


Improvement in Cognitive Abilities

About 80% of Anganwadi workers observed an improvement in children's cognitive skills, likely due to their interaction with toys in the Toy Libraries. They reported that children were able to perform tasks like naming colors and numbers, understanding counting, recalling parts of stories, engaging in simple board games, and recognizing items in picture books or toys, including animals and modes of transportation.

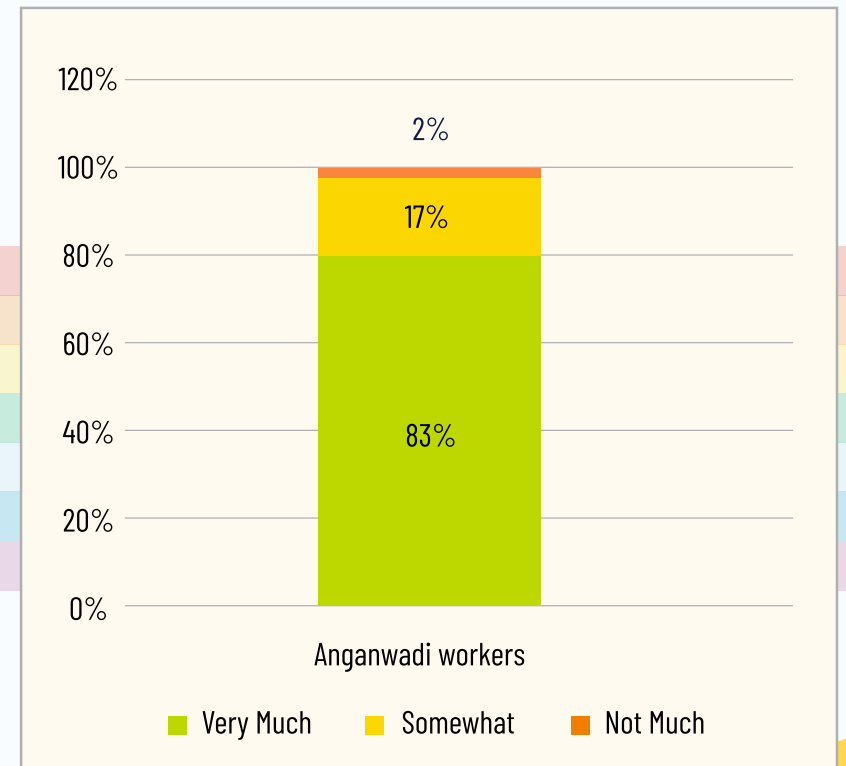
The three primary signs of cognitive skill improvement noted by the Anganwadi workers are as follows-

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



Enhancement in Pre-reading abilities

Approximately 56% of Anganwadi workers reported an enhancement in the pre-reading abilities of the children, likely attributed to their engagement with the toys available in the Toy Libraries. They noted that children participated in activities such as recognizing letters and counting numbers, among others.

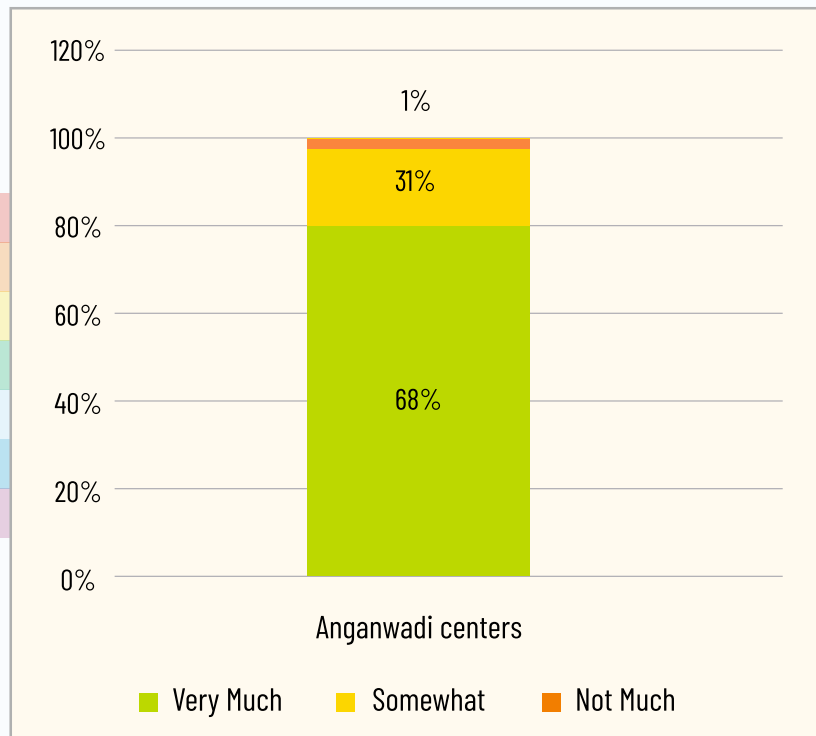


Improvement in Communication Skills

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



Learning Something New at Anganwadi Centre

Laxmi Sharma's three year old daughter Anjali goes to the local anganwadi in Jonachakalan. Both Laxmi and her husband did not get a formal education but understand the importance of education for their 3 children. Laxmi was initially apprehensive about sending her daughter to the center, however Anjali's father persuaded her to send Anjali to the center. She shares, "I was not much interested in sending her to the Anganwadi center. But, her father told me she will learn something. Also, one day, she told me something her teacher has taught, and she started repeating the same at home. Then, I felt that they are teaching her something". ***Laxmi recounts that at the center her daughter has learnt counting, has played with toys and learnt good habits which they had not necessarily inculcated at home.***





+7
Schools | +3000 Children



Safe Playroom Program



Before

After

To advocate for **Article 31 of the UN Convention on the Child's Right to Play**, The Toy Bank has established a "Safe Playroom" within government primary schools in Delhi, specifically catering to children from economically disadvantaged backgrounds. This playroom is equipped with child-friendly infrastructure and a selection of age-appropriate toys and board games, facilitating opportunities for every child to engage in free play and recreational activities.

The playroom features a collection of toys, board games, puzzles, musical instruments, soft toys, life-skill games, storybooks, and various educational toys, all aimed at promoting both physical and mental engagement among children. The initiative emphasizes comprehensive childhood development through play, recognizing that these formative years are crucial for the development of social, cognitive, physical, and emotional skills that are essential for a healthy future. The project aspires to provide children with sufficient time and space to play freely.

The Toy Bank has also created and implemented a play curriculum focusing on **"learning through play"** applicable across all playrooms. This play-based curriculum is tailored to assist children in developing language, mathematics, and life skills, while also fostering their social and emotional well-being, and environmental awareness. It provides educators with comprehensive guidance on selecting appropriate toys and play materials that support early learning and the overall development of children. The multipurpose modules are designed to integrate mathematics, life sciences, health, and literacy into children's free play, thereby enhancing their overall development through toys and games across various domains, including sensory, fine and gross motor skills, social, emotional, personal, and language development.



Teacher Training

The Toy Bank has initiated a teacher training program as part of the Safe Playroom initiative, aimed at enhancing primary school teachers' skills and understanding of the Safe Playroom concept within their institutions.

Each quarter, a session is conducted for primary school teachers, concentrating on the implementation of play-based methods to reinforce students' foundational learning. The training also involves updating teachers about new toys, board games, and educational resources, highlighting their role in achieving developmental milestones. Additionally, the sessions are designed to cultivate master-play teachers who can offer support and mentorship to new-joined teachers to put on this methodology.

During the sessions, an array of topics is covered, including the National Education Policy, VARK (visual, auditory, reading and writing, and kinaesthetic learning styles), communication skills, language proficiency, numeracy, and the use of various play materials and resources. The goal of the training is to provide educators with the skills needed to create a safe, engaging, and enjoyable learning environment for their students.

Teacher training is highly effective and engaging, providing new teaching methods and skills. It also helps us learn different teaching styles, making it incredibly beneficial.

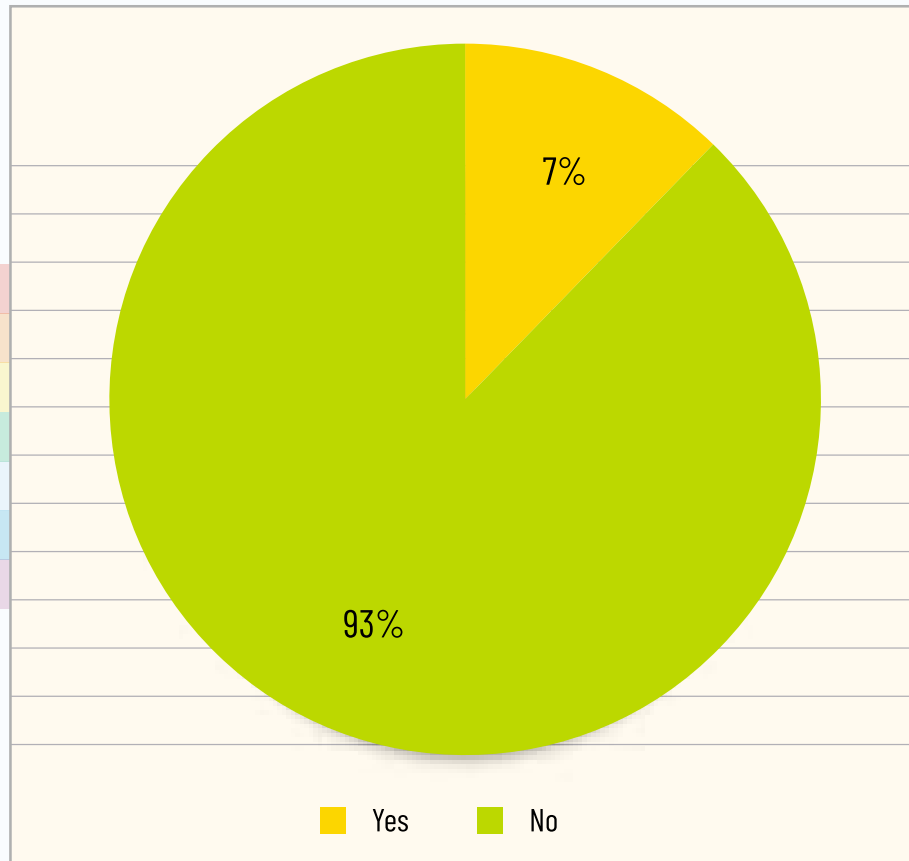
**(Ms. Rajni Meena, Primary Teacher,
MCD Co-ed Primary School, Sector 8,
RK Puram, New Delhi)**



Impact and Outreach

Access to Toys at Home

The survey indicated that only a small percentage of students living in urban slum areas have access to toys, board games, and educational materials at home—vital learning aids for their overall development. To address this gap, The Toy Bank Safe Playroom was established to enhance access to these important learning tools.



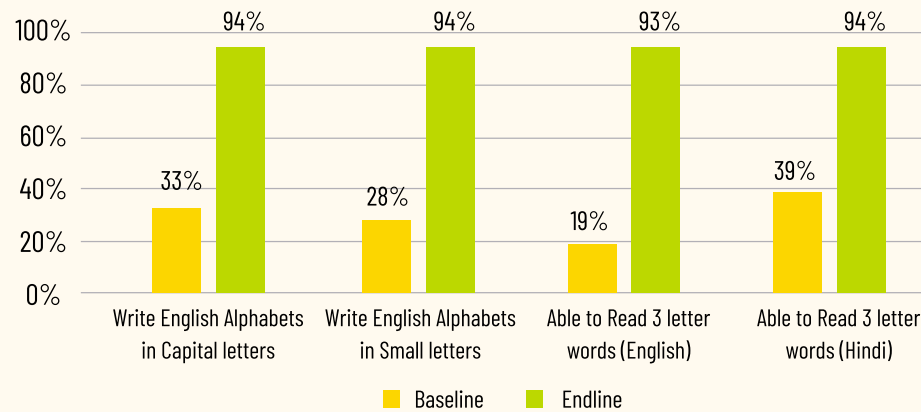
Learning level of the students

Through the play-way method, we have significantly enhanced students' learning levels by strengthening their language, numeracy, and environmental awareness while nurturing essential life skills.

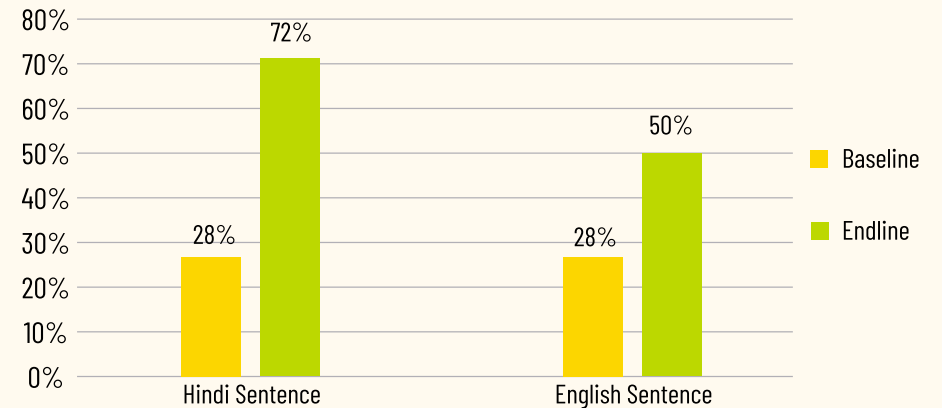


Language Skills

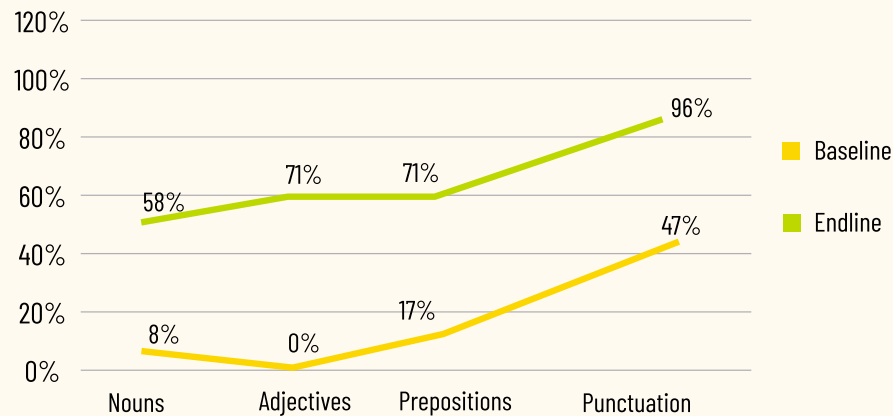
First Grade Language Skills



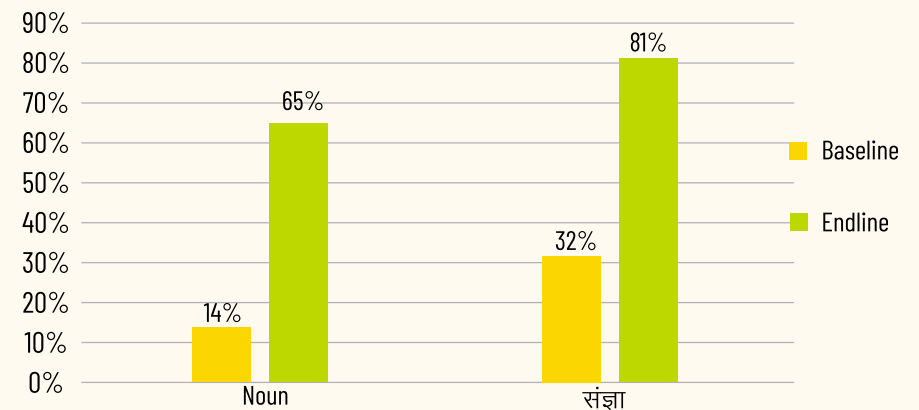
Sentence Making in Second Grade



Grammar concepts among third-grade students



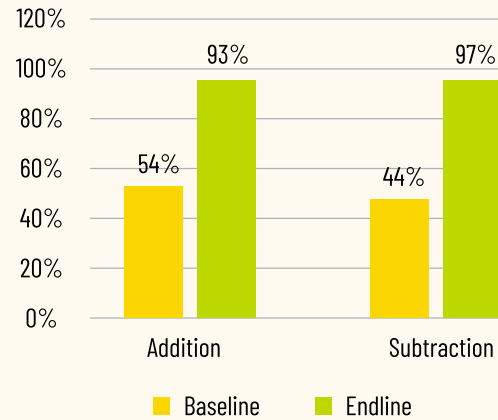
Enhancement in recognizing and comprehending the concept of a noun.



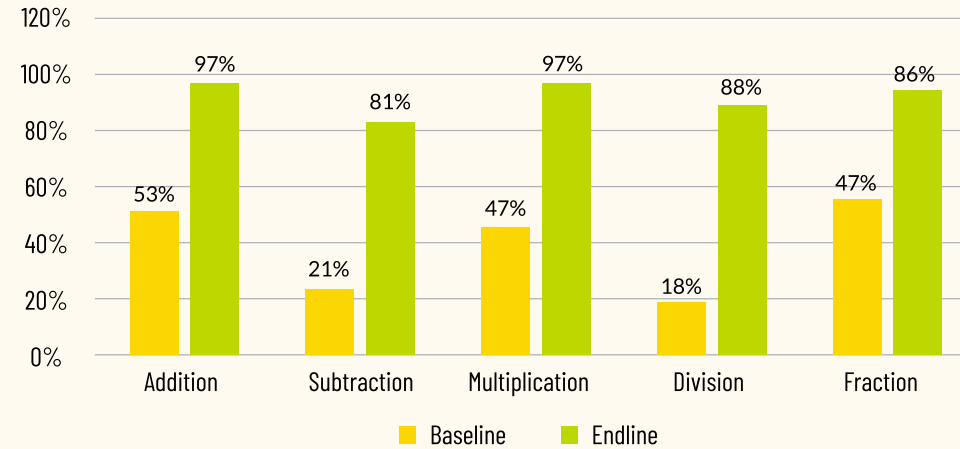
Numeracy Skills



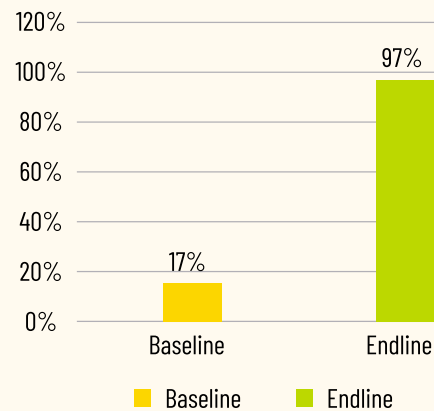
Improvement in addition and subtraction skills of first graders



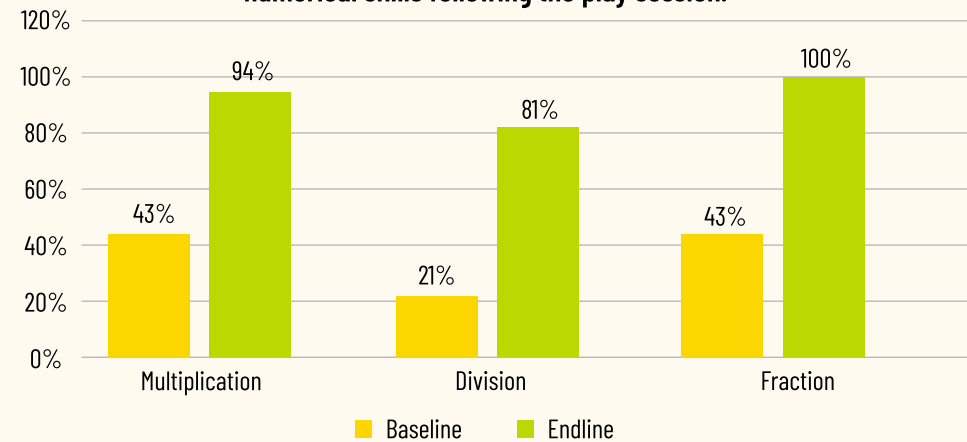
Improvement in numerical abilities in fourth graders



Improvement in the skill to read time from a clock.

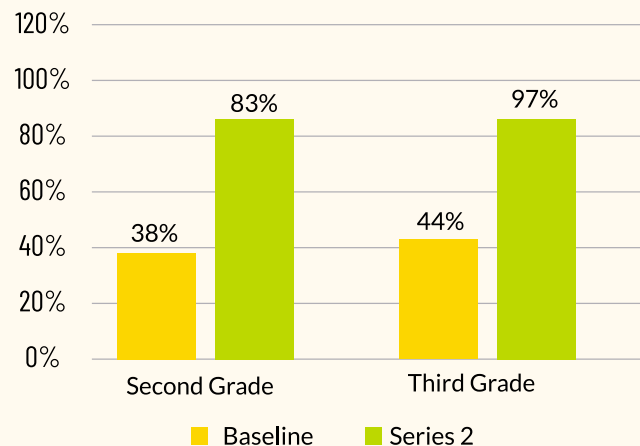


Improvement of fifth graders' numerical skills following the play session.

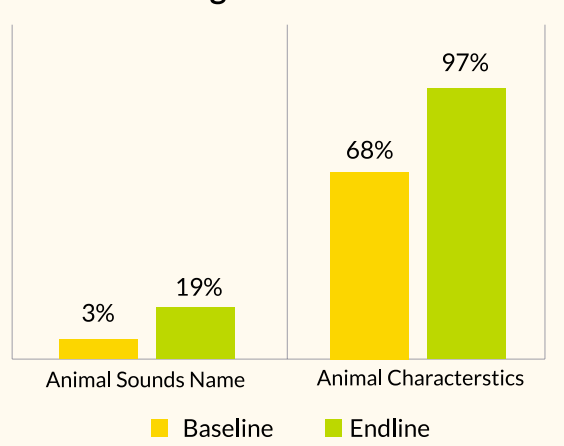


Environmental Awareness and Life skills

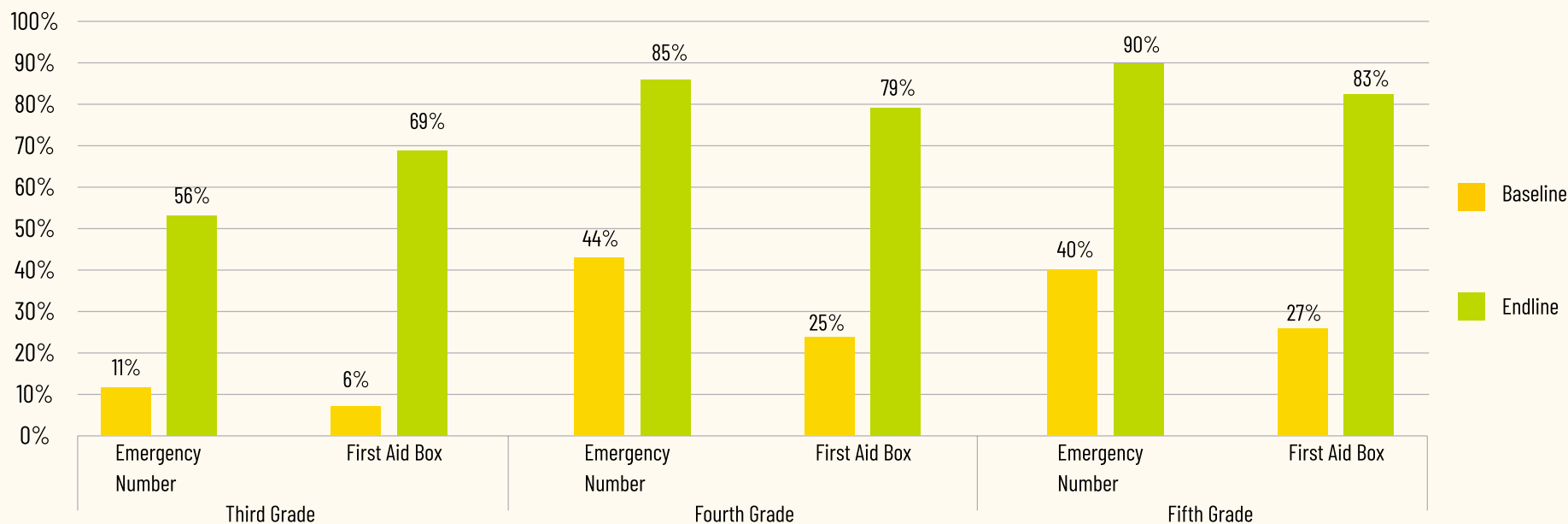
Importance of Waste Segregation and Bin Identification



Second Grade Students Knowledge On Different Animal



Enhancing Fourth and Fifth Graders' Knowledge of Emergency Numbers and First-Aid Box Essentials



Promote Social and Emotional well-being

A safe playroom is more than just a space for PLAY; it fosters an environment where children feel secure, valued, and free to express themselves. Such spaces promote social and emotional well-being by allowing students to interact without fear of judgment, fostering empathy, cooperation, and teamwork. These interactions help children develop essential skills like communication, conflict resolution, and mutual respect.

Beyond emotional growth, a safe playroom impacts children in ways that are often overlooked during developmental years but are vital for holistic growth. It encourages creativity and imaginative play, which are critical for cognitive development. Additionally, such spaces allow them to explore their emotions, build resilience, and develop a sense of self-confidence, which lays a strong foundation for long term mental well-being.

By integrating safe playrooms into educational settings, we nurture not just academic success but also the emotional intelligence and social adaptability necessary for thriving in the real world.





The TOY Bank

Recycling toys - recycling smiles!

www.toybank.in

Someone Special

From Restless to Resilience: Haridhan's Journey at the Safe Playroom

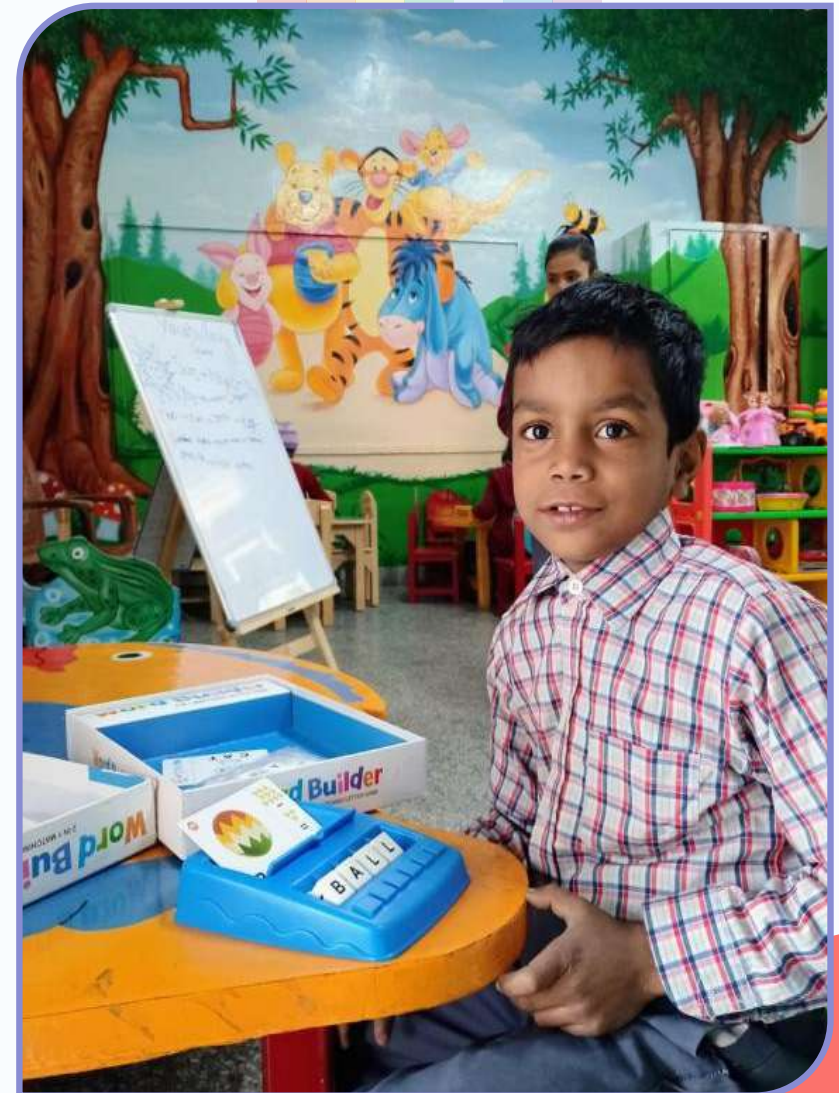
The best learning environments are those where students feel heard, valued, and secure in expressing their emotions and experiences. When students feel emotionally supported, they actively engage in their education, build confidence, and overcome challenges. The Toy Bank Safe Playroom was created to foster both academic growth and personal well-being, ensuring every child has a safe and nurturing space to thrive.

Haridhan, a third-grade student at MCD Co-ed Primary School, RK Puram, Sector 3, was known for his disruptive behaviour in class. His teacher struggled to engage him in lessons, as he displayed resistance and restlessness, making it difficult for others to focus as well. However, in the Safe Playroom, he actively participated in free play but showed little interest in structured activities. Concerned, the play teacher approached him after a session, hoping to understand and support him better.

During their conversation, Haridhan opened up emotionally, sharing that he lived with his father and grandmother after his mother separated from them a year ago, taking his younger sister with her. He missed them deeply and struggled to express his emotions appropriately. His teachers, recognizing his inner turmoil, offered him extra encouragement and understanding. Small gestures, such as praising his efforts more than others, helped him feel valued and safe.

A breakthrough came during a vocabulary session. Given flashcards with words, pictures, and writing exercises, Haridhan initially hesitated but soon participated alongside his classmates. Encouraged by their support, he gained confidence and actively engaged in the activity. This positive reinforcement significantly boosted his self-worth, leading to noticeable improvements in his behaviour and learning.

Now, Haridhan attends school regularly, expresses his emotions better, and seeks help when needed. His transformation highlights the impact of a compassionate learning environment where students feel supported. At The Toy Bank, we strive to create such spaces, empowering children like Haridhan to grow academically and emotionally. His journey is a testament to the power of empathy, proving that when children are understood and nurtured, they flourish.



School Partnerships

- ST. Thomas School, Dwarka
- Bhatnagar International School, Vasant Kunj
- LPS Global School, Noida
- Green Fields School, Safdarjung
- Veda Vyasa DAV Public School, Vikaspuri
- Pathways School, Noida
- Mount Abu Junior School, Rohini
- Ramjas School, Pusa Road
- DAV Centenary Public School, Paschim Enclave



Supporting Partners

- PM Relocations Private Limited
- SBI Foundation
- HDFC Capital Advisor Limited
- Give.do
- Keeping Up with The Baby
- La Pristine Bioceuticals Pvt Ltd, Noida



How Can You Help?

1. How you can help:

The Toy Bank is in operation for past 13 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/ Safe Playroom

Contribution can be made to The Toy Bank by adopting a Toy Library/ Safe Playroom. You can help us cover the collection process, packaging process, and the dispatch process to the concerned area. You can contribute to creation 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 comprise of toys, books and stationery 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 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: 72 Babar Road, Bengali Market
Contact: 011 - 23722020

North Delhi

Address: Aadharshila Vatika Preschool, Gujrawala Town, G.T Karnal Road
Contact: 011 - 27437000

Address: BPN Group of Institutions: GD Goenka La Petite, Pitampura
Contact: Ms Deepika Arya | 8586872222

North-West Delhi

Address: Aadharshila Vidyapeeth 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: BPN Group of Institutions:
Shri Ram Global Pre- School, A3/19, Janakpuri
Contact: Ms Manmeet Kaur | 9313004004

Address: BPN Group of Institutions:
Shri Ram Global Pre- School, Paschim Vihar
Contact: Ms Jasmine Kaur | 8882031032

South-West Delhi

Address: D2A 301, Golf links Residency, Sector 18B, Dwarka, Delhi-78
Contact: Mr Pranay Ranjan | 9810228230

Collection Centres

South Delhi

Address: W-1, Greater Kailash Part 1, Delhi – 110048
Contact: Ms. Priyanka Singh | 9711595943

Address: 190, 3rd Floor, Chirag Delhi
Contact: Ms Rashmi Mishra | 9818538294

Address: BPN Group of Institutions:
Supaksha Early learning Habitat, Vasant Kunj
Contact: Ms Pooja Khera | 955965599

Noida

Address: BPN Group of Institutions:
Shri Ram Global Pre- School, Sector- 50
Contact: Ms Vibha Vij | 7317316150

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: H-40, II -Floor, Residency Greens,
Opposite UNITECH Cyber Park, Sector-46
Contact: Ms Prachi Bapna | 8447661248

Address: BPN Group of Institutions:
Shri Ram Global Pre- School, Sector-28, MG Road
Contact: Ms Namita Dhir | 7678411618

For more information about us, feel free to write to us at info@toybank.in



PROJECTS ACROSS INDIA



Toy Libraries
5,425

Children Imacted
5,22,182

Toys Sent
15,37,254

States
26

UTs
04

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