

Scope Of Work(SOW) Digital Course on Children Literature

About IPEL

The India Partnership for Early Learning (IPEL) project is conceptualized and implemented in state of Bihar, Jharkhand, and Uttar Pradesh (UP) and Delhi Municipality to transform FL service delivery in primary schools. The project covers 137 districts, reaching 330,519 Anganwadi Centres (AWCs),¹ 181,528 public primary schools, and over 66.5 million public school children over the five-year period. Bihar, Jharkhand, and Uttar Pradesh account for the country's largest number of aspirational districts and are predominantly home to some of India's most marginalized communities (i.e., the Scheduled Caste/Scheduled Tribe (SC/ST)) and Muslim populations.

About Room to Read

Room to Read India was established in 2003 and presently has programs in twelve states – Andhra Pradesh, Bihar, Chhattisgarh, Delhi NCR, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Telangana, Uttarakhand, and Uttar Pradesh.

Room to Read is a global organization transforming the lives of millions of children in low-income communities by focusing on literacy and gender equality in education. Founded in 2000 on the belief that World Change Starts with Educated Children®, our innovative model focuses on deep, systemic transformation within schools during two time periods that are most critical in a child's schooling: early primary school for literacy acquisition and secondary school for girls' education. We work in collaboration with local communities, partner organizations, and governments to develop literacy skills and a habit of reading among primary school children and ensure girls can complete secondary school with the skills necessary to negotiate key life decisions.

By focusing on the quality of education provided within the communities and ensuring these outcomes are measured, we have created a model that can be replicated, localized, and sustained by governments. With its global headquarters in San Francisco, Room to Read has benefited 32 million children across 21 low-income countries.

Room to Read plays a supporting role by **creating** curriculum and children's books, **providing** mentoring, **supporting** teachers, and **facilitating** learning activities. We facilitate opportunities for children to educate and empower themselves!

About the course:

Room to Read India plans to develop a short children's literature course for in-service teachers. The course will be self-paced – 3 months long, and divided into 6 modules for the participants based on broad topics. It will have assets such as video recordings, readings, and interactive assignments covering topics such as the history of children's literature across the world, genres and formats, good writing and illustrations, book levelling systems, and subtext within children's literature, etc.

With access to a short introductory course on Children's literature, we hope to help teachers acknowledge and appreciate children's literature as a viable tool of social, emotional, and literacy skill development of children. An insight into what comprise quality children's literature and its levelling science would help teachers ensure exposure to a wide variety of quality books, in classroom, that are appropriate for children's' reading levels, acquaint them with the significance of literature per say in the literacy and education space, and thereby equip them to be positive changemakers in their classrooms!

Aim

- Develop basic understanding on the need for children's literature (regarding policy documents, frameworks, etc.), quality children's literature, forms, and genres, etc.
- Exposure to approaches and methods to develop engagement with children's literature in classrooms and libraries.

Course Framework

A **self-learning interactive course** in **4 modules**, each module made up of **4 units**.

1. Each module will be of 45 minutes of content, which translates into-
 - a. 20 minutes of ppts/slides with interactive, clickable elements and audio voiceover
 - b. 15 minutes of video content (from LC, YT, or recorded academic lecture style videos)
 - c. 5 objective in-module progress assessments of 2 min each = total 10 minutes of objective assessment (with all objective questions)
2. Suggested readings – 2 per subtopic = 10 per module. These will be in Hindi, translated from various sources.
3. End-of-module assessment – 10 minutes of objective questions
4. Certificate of completion, based on X score in assessment

The details are below:

Course Outline

Module 1: Understanding Children Literature

(A brief idea about Indian children's literature in the present context, legacy, and existing ecosystem.)

Units	Subtopics
Unit 1: What is Children's Literature?	Various definitions, written and oral forms (With examples of different types of children literature,
Unit 2: Era of European children's literature	History, culture and evolution with some examples
Unit 3 : Children's literature: history and its evolution in India	In context of various Indian languages, regions, and legacy (Before and after 1947), reading culture, role of libraries, children magazine etc.
Unit 4: Indian children's literature Scenario	Pioneer publishing houses contributed, exiting market landscape, gaps, awards and recognition, Institutions and bodies promoting children's literature

Module 2 - Children's Literature: Role & Importance

(Need of Children's literature in early stages for a child.)

Units	Subtopics
Unit 1: Child & Childhood	Understanding of child and Childhood in different perspective, Policy documents defines child, examples of literature which address the psychology of little ones, their likes, dislikes, inquisitive nature, experiences, ways of thinking, etc.),
Unit 2: Role of Children literature	role of books in imagination, books as windows and doors; universal appeal of literature in their forms in history, Examples of policy documents, and frameworks that advocate role children's literature in early years of a child.
Unit 3: Role of children literature in foundation literacy	The value of CL in foundational years - cognitive, emotional, social, and cultural development, shaping of identities through CL Role of CL in foundational literacy: increased linguistic and comprehension ability; vocab acquisition. Learning to read, reading to learn - focus on literature to link the two
Unit 4: Children's literature vs literature	Examples of different forms of stories, rich culture and tradition of storytelling In India (focusing IPEL states) Is children's literature different from elders' literature, etc. If yes, then how? In context of culture of oral traditions and now print culture.

Module 3: Quality Children Literature

(Identifying engaging and relevant reading materials for children.)

Units	Subtopics
Unit 1: What is good story?	<ul style="list-style-type: none"> Defining a "good" story – what is a good piece of literature for a child (Begin this subtopic by explaining that a good story is not a moral story – just an authentic, original etc.) Structure and style - The structure of a story – a clear plot, what are some simple narrative structures, few characters. Classic writing styles – the definition of a good plot Use of Language
Unit 2: Role of Illustration	<ul style="list-style-type: none"> Visual Literacy and Its Impact on Pre-literacy Development Introduction to good, illustrated books: Dynamic characters, identifying picture book, illustrated storybooks, wordless book, etc. The variety of illustration styles through history (think about tribal art, etc. in India)
Unit 3: Subliminal Messaging	<ul style="list-style-type: none"> Diversity and inclusivity in children's books - gender, class, caste, stereotypes, and biases, Social-emotional learning through children's books Approaching a picture book, and understanding the link between text and image, using reader-response for deconstruction and criticism, Reading visuals for undertones in CL books
Unit 4: Classification of Reading Materials: genres, formats, and style	<ul style="list-style-type: none"> Book selection: elements of quality CL - Value of diverse collection of literature for children Ideal book collection for school libraries: criteria and parameters Taking the stages of language development into consideration when selecting stories

Module 4: Association with children's literature

(Use of Children Literature in Classroom.)

Units	Key Messaging
Unit 1 : Use of Children Literature in classroom	<ul style="list-style-type: none"> • Book levelling systems, levels, and the need • Promoting a print-rich culture and cultivating a habit • Engaging children in reading - storytelling, role-playing, interactive read aloud, game
Unit 2: Methods of working with children on literature	<ul style="list-style-type: none"> • Appreciation of art and illustration • Appreciating of quality content • Prepare collection – Theme wise, genre wise • CL Mapping with curriculum
Unit 3: Activities Based on Children Literature	<ul style="list-style-type: none"> • Catalyst activities - book talk, Treasure Hunt, Discussion around story, Role play, Book display • Reading Activities – Read Aloud, Pair Reading, Share reading, Reader Theatre • Writing Activities – Story writing, Poetry writing, • Activities based on Poetry
Unit 4: Planning on children literature	Formats- Session plan Sample of plans based on some books List of quality books Link to reach out quality children literature

Scope of work for the CWs (Course Writers):

1. CWs will be onboarded for two specific modules from the above list. In total, there will be 2 such CWs. They will be working on the framework first then start writing modules unit wise.
2. A one-day online interaction with QRM team separately with each CWs before writing starts, wherein we will discuss the above outline two modules at a time. This discussion will be based on the given framework of the course.
3. In preparation of course modules, the CWs are required to create a short, concise essential resources list (recommended book list, articles, video links, audio etc in Hindi) for the module assigned to them.
4. During the course writing process there would be a review process of each Module. In the review process, we expect the CW to join Room to Read members for online meetings if further discussion is needed.
5. Once review will do by the team, collated review points for the modules will be shared to CW. The SME will be required to review and suggest additions/edits as required; these may be across 2-3 rounds of review. If in the review, the CW wishes to add any supplementary reading suggestions, these can be added. Turnaround for the same will be expected to be two weeks from the date of sharing the compilation document.
6. This whole exercise will be done for creating a digital course. The course will be run on an online platform. So, CW needs to prepare their modules according to guidelines shared by our Ed. Teach experts. Hence after completion of the writing process CW need to be available during the digitalization process when team ask to join the review process or discussion.

Deliverables

CWs must write course modules by ensuring the following deliverables.

1. Framework for each module
2. Cover every aspect of units, topic and subtopics mentioned above.
3. Unit-wise short assessment/exercises
4. Popups, quotes related to unit and its topic.

5. Unit/Module wise suggested articles, list of reading materials (Module wise)
6. Link of audio, video links (module wise)
7. Module wise assessment
8. Final review of digitalized course (assigned modules)

All efforts should be made to make this course interesting and engaging to users.

Timeline:

The CW will need to provide services and complete tasks based on mutually agreed.

Terms of reference:

- There would be a total of 60 days for writing assigned modules after signing your contract.
- Each module will have 4 units. (Including reading, videos, and exercises)
- CW has to be available for review and changes which are expected during the digitalization of the course.

HOW TO APPLY :

CV/Resume are invited from the interested individual for the above assignment and the last date for receiving the CV/Resume is **22nd June 2023** at procurement.india@roomtoread.org [**do not copy anyone from RtR**]

- Kindly submit Proposal on emails with following subject lines:

- **CV/Resume - Course Writers**

➤ The Candidate should apply with the following:

- Read the ToR thoroughly before applying
- Only Shortlisted Candidate will be contacted and might be called for a face-to-face interaction with the panel.
- Any incomplete information or process deviation, the proposals will automatically be **rejected**

Proposal received after the prescribed deadline will not be considered.

- Selected Consultant will be required to sign and abide by the Child Protection policy of Room to Read.

For queries, please contact:

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