

Inviting Children’s Literature for Foundational and Preparatory Stages in Hindi and English

Send us children’s literature for foundational and preparatory stages published in 2014 or after that. The children’s literature published before the mentioned year will not be considered.

The National Education Policy 2020 and the National Curriculum Framework for Foundational Stages 2022 is committed to develop foundational literacy and numeracy. As envisioned in the NCF-FS 2022, the children in the foundational and preparatory stages learn better in a stimulating and engaging environment emphasising on print-rich environment, play and discovery learning. Children’s literature plays a pivotal role in creating and stimulating teaching learning environment. They function not only as tools for literacy and numeracy skills, but develop in children in critical thinking and problem-solving skills.

The National Council for Educational Research and Training is involved in the development of resources that aids the teaching learning process and understands that the development including the identification, addition and modification of the resources is of continuous importance. In this context, it is very important that the literature available for the foundational and preparatory stages be reviewed and ensured its suitability.

The council started the review of resources for the primary level (classes 1 to 5) in 2008 (formerly Reading Development Cell, Elementary Literacy Programme) and the list of selected children's literature was uploaded on the NCERT website. In the same manner, after review of these children’s literature invited for foundational and preparatory stages, a list of selected literature will be prepared and uploaded on the NCERT website. This would aid the schools, teachers, libraries, parents and other stakeholders to identify children’s literature suitable for children in early grades.

Age-appropriate and interesting children’s literature plays an important role in the process of reading, writing and learning of mathematical operations in the early years. The children’s literature may be in many forms – story books, poetry collections, posters, booklets, cards, flip charts, children's magazines, etc. It is expected that the content and language of the books is appropriate to the age of the children.

The content matter should be woven into the story or poem with natural ease keeping in view the complications, curiosity, interest, feelings etc. Keeping in mind the cognitive development of the child, any concept or contemporary social issue can be woven into a story by adapting it to the level, need and interest of the children. Stress would also be given to the illustrations in the literature. They must be clear, attractive and relevant to the story.

Themes and Genres

The literature can span an unlimited and varied range of themes and emotions in foundational and preparatory stages. Friends, family, daily chores, mundane activities or special occasions, day at school, visits, festivals, fairs, vacations, market place, food and its preparation, sports, games, weather, nature, environment and several such themes can form the central theme of narrative or expository texts. The children’s literature can include stories and poems related to

mathematics education which involves mathematical concepts such as, understanding numbers & their operations, shapes & spatial understanding, measurements of length, weight, capacity, etc, patterns, data handling, fraction, area & perimeter.

Similar to the variety in themes, a range of genres are suitable for and appealing to children of the concerned age group. They have been listed below:

- Poems/ Poetry collection
- Word less picture book
- Picture stories
- How and Why stories
- Fantasy tales
- Fairy tales
- Tales of adventure
- Cumulative tales
- Humorous tales
- Travel accounts
- Mythology
- Folk stories
- Contemporary stories
- Comic books
- Expository texts
- Biographies
- Fables
- Stories on historical characters

The following kind of books are especially relevant for young readers are invited: word-less picture books, texts with repetition of words and sentences, big books and illustrated books with text. In addition, stories that make use of repetition of a word, phrase and piece of verse or onomatopoeic sound in a text along with introduction of new characters (cumulative books) are preferred.

Important Points for consideration

- In the selection process text books, work books, hand writing books, grammar books etc. will not be considered.
- Books should be free from biases against any religion, region, caste, gender, language and specially-abled persons.
- Books should be either in English or Hindi, not bilingual.
- Illustrations should be appealing, have clarity and should be aptly placed in the book and should not manifest any objectionable message.
- Publisher should pay attention while sending the books that they should be for foundational and/or preparatory stages, not for older children.
- You may send books published under graded series as individual entry after removing the colour coding, number, etc. from them.

Publishers are requested to ensure that books of foundational and preparatory stages should be sent in separate bundles or packets and should clearly indicate the group it is meant for. The Council will not bear the expenses of postage/transportation of books and invites these books free of cost.

The Council shall not entertain any phone calls, emails etc. regarding the selection process of the books. Publishers are requested to send three copies each of every title by **15th January, 2024.**

The books should be sent at the following address-

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