

**REPORT OF THE THIRD WORKSHOP TO DEVELOP A HANDBOOK “ON
READING AND REFLECTING ON TEXTS FOR SECONDARY TEACHER
EDUCATION COURSES”**

Conducted on: 28 - 30th August 2019.



Programme Coordinator
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FOREWORD

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabus of the course they are pursuing. Main goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and to reflect on them in various angles.

A comprehensive course material which enables the student teachers to develop proficiency in reading and responding to written texts and to examine and appreciate authentic literary and non-literary texts, to develop study and reference skills and to reflect on the ideas expressed in the texts, is necessary, and customised to the secondary teacher education courses.

Inter University Centre for Teacher Education, RIE, Mysuru, aims to help in enhancing quality education across the southern states and it is imperative on the part of the institution to encourage materials production in the areas identified in the field of Teacher education. With a view to encouraging these practices, a two day consultative workshop was conducted to identify the different perspectives in reading and also to have brainstorming sessions leading the discussions to the formulation of a framework of a handbook for reading and reflecting on texts to be used by the secondary teacher educators...

The product evolved from this consultative workshop is hereby compiled in the form of a report. The institute places on record all the encouragement received for this venture from Prof.Y.Sreekanth, Chairman IUCTE, and Principal RIE. The never-ending support extended by the academic faculty of IUCTE is also highly appreciated. Suggestions for strengthening this report is welcomed from all angles.

Proof M.S Talawar
Centre Director.

Acknowledgement

As per the NCTE Regulations 2014, the curriculum for two year Bed course includes Courses on Enhancing Professional Capacities (EPC). One of the four courses under Enhancing Professional Capacities (EPC) is1: Reading and Reflecting on Texts (1/2). It is envisaged to develop a handbook for teacher educators and students on this paper. .Not much relevant materials are available in the field to guide teacher educators and students through this. There are many things to be addressed in texts in different ways and also to learn to think together, depending on the Text and the purpose of reading.(Personal,creative,critical and altogether) Reflection nourishes the metacognitive awareness to become conscious of their own thinking process and enable their capacities as readers and writers .This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. This material could be related to the concept of Language across curriculum -looks at the role of reading and writing across other subjects, making and appraising arguments and interpretations.

Hence a series of programmes were envisaged to develop a handbook on reading and reflecting on texts for secondary teacher education courses. The product of the first workshop is presented here as a report. On this occasion, the coordinator expresses her in depth gratitude to Prof.Y.Sreekanth, the principal RIE and Chairman, IUCTE, for all the encouragement and directions given for accomplishing this work. The coordinator also wishes to acknowledge the academic and administrative support rendered by Prof.Talawar, Centre Director and also to the colleagues of IUCTE, without whose support this venture would not have come into being.

Dr.K.K.Chandini

REPORT

Introduction

The Inter University Centre for Teacher Education, (IUCTE), attached to the Regional Institute of Education (NCERT), Mysore, aims to strengthen the knowledge base of Teacher Education by facilitating professional development, networking, new knowledge creation and empowerment of teachers of academic Institutions and central and state universities.

Need and importance. :

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabus of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and to reflect on various angles. The course will enable the student teachers to - develop proficiency in reading and responding to written texts and to examine and appreciate authentic literary and non-literary texts , to develop study and reference skills and to reflect on the ideas expressed in the texts, plan, draft, edit and present a piece of writing related to their understanding of the texts.

The NCTE Regulations 2014, for two year BEd course, the curriculum includes Courses on Enhancing Professional Capacities (EPC). One of the four courses under it is1: Reading and Reflecting on Texts (1/2). It is envisaged to develop a handbook for teacher educators and students under this paper.

The NCTE has included this paper on reading and reflecting on texts along with language across the curriculum .Not much relevant materials are available in the field to guide teacher educators and students through this. There are many things to be texts in different ways and also learn to think together, depending on the

Text and the purpose of reading.(Personal, creative, critical and altogether) This nourishes the metacognitive awareness to become conscious of their own thinking process and enable their capacities as readers and writers .This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences. This material could be related to the concept of Language across curriculum -looks at the role of reading and writing across other subjects, making and appraising arguments and interpretations. Hence a series of programmes were envisaged to develop a handbook on reading and reflecting on texts for secondary teacher education courses.

Objective:

The main objective of the program was to develop a handbook for the secondary teacher educators who teach the paper “Reading and Reflecting on Texts” (½, EFC). A series of programmes were scheduled in this regard. The first programme was a workshop to vet the identified perspectives of reading with examples and to make a desk analysis of the two year B.Ed. curriculum related to reading and reflecting on texts. This activity was undertaken by way of organising a workshop at IUCTE, RIE, Mysore, on 28 – 30th August, 2019.

- To discuss reading materials and e content of various genres and perspectives selected for the proposed handbook.
- To present in the group selected and written items.
- To have discussions and make improvements of the content already distributed in the previous workshop.
- To do the preliminary editing of the available content.

Outcome of the workshop:

The first draft of the proposed handbook was made.

Day wise proceedings of the workshop.

Day.1 : The programme started at 9am on 28th of August with registration of the experts. Professor M.S.Talawar, centre Director, IUCTE, inaugurated the workshop by giving a briefing of the work so far undertaken for developing the proposed handbook on reading and reflecting on texts. He emphasised on the importance of evaluation and formative type of activities to be selected and included in the book.



Dr. K. K. Chandini introduced the experts and participants of the workshop. She

gave a small comprehensive note on the work already undertaken. She gave a PowerPoint presentation on the chapters already written and invited comments from the experts.

Day 2

A recap of the previous day's work was recapitulated. Prof M.S Lalithamma, led the discussion on the pattern of internal evaluation and types of activities that could be embedded in each unit.



After the Tea break, Mr.Deepesh Chandrasekharan led the session for presenting each unit by the writers.



Post lunch, the members deliberated on the units of the framework for the handbook. The comments evolved based on each unit were pooled together and were written down in a comprehensive manner to be circulated to all experts.

Day 3

The Third day session began with a discussion on each of the areas identified. Respective members of the workshop shared their ideas on the areas chosen. Post discussion, it was decided that the language of the write-up will be revised accordingly by the members concerned. Certain guidelines on layout of the units were also shared.

The valedictory function commenced at 4.00 p.m. The Centre Director of IUCTE Prof M. S. Talawar of Regional Institute of Education, Mysore presided over the function Dr.Sajida Sultana Assistant Professor, Tata Institute of Social Sciences, Hyderabad gave her impressions regarding the course.



SCHEDULE

Regi strat ion 9am to 9.30 am	Welcome and introduct ory remarks	Briefing about IUCTE and speech by Director	1st sessi on 10.30 am to 11am	2nd session 12 noon to 1pm	L U N C H 1 P M t o 2 P M	4th session 2pm--3.30pm	T E A B R E A k	4th session 3.45-- 5pm
Day1	Dr. K.K.Chan dini	Prof.M.S Talawar. Centre Director ,IUCTE	Dr.K. K. Chan din	Teaching reading methodology A review of the work already done and discussions on it Group work		Intricacies of the component of writing Understanding writing Strategies based on nature of Texts Group work Mr.I Ragavan	3.3 0- 3.4 0 pm	Teaching Reading Writing (groupW ork)
Day 2	Reading Leading to writing Illustration s with examples Exemplar materials from other subjects	Group work Ms.Sajida Sultana		Reading and reflecting Discussions on Chapters Understand ing Reading Strategies based on nature of Texts Group work		Reading non verbal texts and reading across languages Group work Di Deepak Chandrasekharan		Evaluatin g Reading Group work

Day 3	Practicum ,sample question papers and hour distribution	Group work Dr.Lalithamma(Evaln)		Presentation		Consolidation and presentation		valediction
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There were interactive sessions after each presentations. After the presentations and discussions were made, the experts were assigned to prepare a draft material related to the areas of reading and to be presented the following day to discuss in the group.



Appendices

1. The materials on reading and reflecting on texts
2. List of experts in the workshop.

Appendix - 1

Reading and Reflecting on Texts:

Unit 1. Understanding reading (BHASKARAN NAIR)

Defining reading

Why reading

Stages in the development of reading

 Learning to read

 Reading to learn

 Reading for career/life

Reading in the India curricula across ages

West “Reading method”

Academic reading as an established discipline

Reading in the mother tongue to the student’s tongue

Reading across the curriculum

Conclusion

Further reflective activities

Resources

References

Unit 2 Reflection – (RAVI and BHASKARAN NAIR)

Evolution of reflection from a psychological construct to a pedagogical

Historical development (Dewey, chon, etc.)

Reflection as a part of professional development

Reflection is on teaching

Reflecting on reading

Reflecting on writing

The need to reflect

Ways of reflecting

Collaborative reflection

Conclusion Additional activities

Resources

References

Unit 3 Theory (PREMA and DEEPESH)

Teaching reading methodology

Reading skills and subskills,

Preparation

Strategies based on nature of text and levels of comprehension, transfer of skills from L1 to L2, schema theory (Anderson)

Conclusion Additional activities

Resources

References

Unit 4 Materials KALAYVANI AND DEEPA

Print and Digital - adapting, adopting

Authentic material,

Selection and development of material - level of the learner, language competence

Conclusion Additional activities

Resources

References

Unit 5 - Illustrating SAJIDA, FAISAL, MURUGAN, RAVI

Reading leading to writing.

Supported with tasks – Descriptive writing, Expository writing, Critical reading/thinking, reading leading to note making, (contribute different texts), and exemplar materials from other subjects

Conclusion Additional activities

Resources

References

Unit 6 - 'Reading' Non-verbal texts and reading across languages

Films, Plays, Cartoon strips ASHA AND MRIDULA

Conclusion Additional activities

Resources

References

Unit 7 - Evaluating reading - DEEPESH and SAJIDA

Theories of evaluation, process and product perspective

Conclusion Additional activities

Resources

References

Unit 8 - Practicum

Sample question paper, distribution of hours

Appendix - 2

List of experts who participated in the workshop.

1. Dr. Mrudula K

NSS Training College, Ottappalam

Kerala

2. Prof. Prema Raghavan

Professor (rtd)

RIE, Mysore

8904059994

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3. Dr. Paramita Shasti

Guest Lecturer

RIE, Mysore

4. Dr. Deepesh Chandrashekharan.

Formerly executive Director CLIL@India, Manipal University

9952055650

deepesh.chandrasekharan@gmail.com

5. Dr.Faizal

Asst Professor,

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9847652917

faisaluliyil@gmail.com

6.Dr.B Danappa

Associate Professor,

Kottur Swamy College of Teacher Education

Bellary, Karnataka

9448576842

7. Sri I.Ragavan

Former Principal, CFTRI, Mysore

8.Ramachandra Variyar

Ast Professor,

Rajeev Memorial B.Ed College

Karuvampady, Thillankery

Mattannur

9447646815

9. M S Lalithamma

Dean (formerly) & HOD

Central University, Pondicherry.

9611999398

10. Dr. Shantha Jayakumar

Principal

Gedee Public School

Coimbatore

RIE Faculty

1. DR. G.V. GOPAL

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2. Prof. Ramaa S

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4. Prof.Ramdas

Professor
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5. DR. V PRASAD

Department of Malayalam
Regional Institute Of Education, Mysore -570006
Contact No :9880370826

6. Dr .Arun Nehru

Assistant professor(On contract)
RIE,mysore

(a) Name and designation of the program coordinator

Dr. K. K. Chandini

Associate Professor in Language Education,
IUCTE, Regional Institute of Education,
Mysore.

(b) Name(s) and designation of the Associated Faculty

- 1. Prof. M. S. Talawar**
Centre Director, IUCTE,
Regional Institute of Education
Mysore.
- 2. Prof. V. D. Bhat**
Professor, IUCTE
Regional Institute of Education
Mysore.
- 3. Dr. Prasanna Kumar**
Associate Professor in Science Education,
IUCTE, Regional Institute of Education,
Mysore.
- 4. Dr. A.Divyapriya**
Associate Professor in Mathematics Education,
IUCTE, Regional Institute of Education,
Mysore.
- 5. Mr. Shravan Kumar Pendyala**
Assistant Professor in Art Education,
- 6. Mr.Prasanna Kumar T. K.**
Assistant Professor in Physical Education
IUCTE, Regional Institute of Education Mysore.
- 7. Dr.Suneetha C.N**
Assistant Professor,IUCTE RIE,Mysore