



**INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION**

**Regional Institute of Education, Mysuru -570006.**  
(National Council of Educational Research & Training, New Delhi)



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

*Conducted on: July 25<sup>th</sup> and 26<sup>th</sup> 2019*



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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, 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 neverending support extended by the academic faculty of IUCTE is also highly appreciated. Suggestions for strengthening this report is welcomed from all angles.

Prof. M.S Thalwar  
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.Thalwar,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 is 1: 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 25th and 26th of

July,2019.

- To discuss reading materials and e content of various genres and perspectives to be included in the proposed handbook.
- To have some presentations which give in depth concepts of both theoretical and practical aspects of the content.
- To have discussions and improvements of the content already distributed in the previous workshop.
- To pool e content and activities required for each chapter.

**Workshop :** The above said objectives were achieved by organising a two day workshop on 25<sup>th</sup> & 26th July. 2019 at IUCTE ,RIE ,Mysore.

The specific objectives of this workshop are stated as follows.

**The workshop was envisioned with the following activities.**

- To have brainstorming sessions on various perspectives of reading .
- To conceptualise the concept of reflection and to discuss about the present practices in teacher education classrooms .
- To have a presentation on the theoretical aspects of reading and reflection
- To present the parts assigned to each expert and have discussions on it for improvement.
- To pool e content and activities required for each chapter.

**Outcome of the workshop :**

An outline of the proposed handbook could be made and first draft of some of the chapters could be developed along with some e content.

## **Day wise proceedings of the workshop.**

### **Day.1**

The programme started at 9am on 25th of July with registration of the experts. The inaugural session began at 10 am. Prof .M.S Thaiwar,centre Director inaugurated the workshop. .All members present in the workshop gave self-introduction.

Prof. M S Talawar welcomed all the members. He appraised the members present on the upcoming training/workshop events of the center in the next few months. He also thanked the members for making it convenient to attend the workshop.He further elaborated on the need for a customised textbook in the field for reading and reflection.

Dr. K K Chandini gave a brief introduction of the work so far initiated and also gave a briefing on various chapters assigned to each expert.



An overall powerpoint presentation was made along with description of each chapter typed.



Post lunch, the members deliberated on the units of the framework for the handbook presented by Dr. K K Chandini. After a list of suggestions was obtained, it was decided to prepare a short write-up on the 15 tentative areas identified by the members. The materials so far selected were discussed in groups and the exercises developed were also discussed at length.

**Venue : IUCTE, Hall.**

|   |   |                                     |  |  |   |  |   |                                      |   |
|---|---|-------------------------------------|--|--|---|--|---|--------------------------------------|---|
| <b>Registration<br/>9am to<br/>9.30am</b> | <b>Introductory<br/>remarks<br/>And<br/>welcome<br/>address</b> | <b>Briefing<br/>about<br/>IUCTE</b> | <b>1st<br/>session<br/><br/>10.30<br/>am to<br/>11am</b> | <b>2nd<br/>session<br/>11am-<br/>12<br/>noon</b> | <b>3rd<br/>session<br/>12<br/>noon to<br/>1pm</b> | <b>L<br/>u<br/>n<br/>c<br/>h<br/>1<br/>p<br/>m<br/>t<br/>o<br/>2<br/>p<br/>m</b> | <b>4th<br/>session<br/>2pm--3.<br/>30pm</b> | <b>5th<br/>session<br/>3.40--5pm</b> | <b>Group<br/>work<br/>5pm<br/>onwards</b> |
|---|---|-------------------------------------|--|--|---|--|---|--------------------------------------|---|



|       |                                      |   |  |  |   |   |  |   |  |
|-------|--------------------------------------|---|--|--|---|---|--|---|--|
| Day1  | Dr.k.k<br>Chandini                   | Prof..M<br>.S<br>Thalwa<br>r.<br>Centre<br>Directo<br>r<br>,IUCTE | Concep<br>t note<br><br>Dr.K.K.<br>Chandi<br>n | Prof.P.<br>Bhask<br>aran<br>Nair<br>(Pondi<br>cherry<br>Centra<br>l<br>Univer<br>sity) | Free<br>sources<br>of e<br>content<br>-steps<br>to<br>develop<br>quality e<br>content<br><br>Discusio<br>ns |   | Discussi<br>ons and<br>presenta<br>tions | Componen<br>ts of<br>reading<br>comprhen<br>sion and<br>illustration<br>s from<br>different<br>genres of<br>literature. | Group<br>Discussion<br>& writing                 |
| Day 2 | Group<br>Discus<br>sion &<br>writing | Writing<br>In<br>groups   |  |  | presenti<br>ng in<br>the<br>group   | F<br>o<br>r<br>d<br>i<br>s<br>c<br>u<br>s<br>s<br>i<br>o<br>n |  | Presentati<br>on and<br>discussion  | Contd.....<br><br>Feedback<br>and<br>valediction |
|       |                                      |   |  |  |   |   |  |   |  |

There were interactive sessions after each presentations. After the presentations and discussions were made, there was a thorough analysis of the materials available nationally and internationally, especially ,focussing the work undertaken by NCTE , NCERT and other state agencies. 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.



## Day 2

The second day session began with a discussion on each of the areas identified. Respective members of the workshop shared their ideas on the areas chosen. The three member committee, in consultation with Prof. Bhaskaran Nair, presented a modified version of the units. This was further refined during the discussion. It was also decided that two members would choose a unit they are interested in and come up with a brief information on the unit and the appropriate tasks related to the units. Certain guidelines on layout of the units were also shared.

Below is the list of first draft of Units identified for the handbook on reading and reflecting on texts.

## Template

For all units: Overview in shaded box. This section will answer...(three questions)

The valedictory function commenced at 4.00 p.m. The Centre Director of IUCTE Prof. M. S. Talwar 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.



1. The materials on reading and reflecting on texts
2. The materials of relevant part of curriculum etc e mailed to experts and participants.
3. List of experts in the workshop.

## **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

M. 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, Schon, 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), 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

## **List of experts who participated in the workshop.**

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