

**REPORT OF THE FIRST WORKSHOP -- DEVELOPING A HANDBOOK “ON
READING AND REFLECTING ON TEXTS FOR SECONDARY TEACHER
EDUCATION COURSES”**

Conducted on: June 25th and 26th 2019



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JUNE 2019

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 . The centre has been taking up various activities mainly in the field of materials production catering to the needs in the field of teacher education. An earnest effort is being taken to develop a handbook on reading and reflecting on Texts for secondary teacher education courses ,prescribed by NCTE2014 regulations

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. 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 curriculum(2014),for two year BEd course, 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 on 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 addressed in different ways and also learn to think together, depending on the Text and the purpose of reading. (Personal, creative, critical and altogether) The metacognitive awareness will be nourished so that they 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 the 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 June, 2019.

- To make a desk analysis of the NCTE prescribed B.Ed curriculum focusing on “Reading” and “Language across the curriculum” .
- To identify the different perspectives of reading like personal, critical and creative reading .
- To find out the related areas identified by the NCERT and NCTE .
- To discuss reading materials and e content of various genres and perspectives to be included in the proposed handbook.

.Workshop : The above objectives were achieved by organising a two day consultative workshop on on 25th & 26th June. 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 identify different genres of writing fit to be taken as examples and activities.
- Group work for identification and presentation of the framework.

Planning for the workshop

The pre workshop preparations were made well in advance .Related documents were collected from the internet and document analysis was done systematically. The experts who were invited for the programmes were contacted and reference materials were sent through e mail. There were in house meetings ,for planning the workshop and the duties were distributed to the faculty and non faculty members.

Outcome of the workshop :

An outline and framework of the proposed handbook could be made .

Day wise proceedings of the workshop.

Day.1

The programme started at 9am on 25th of June with registration of the experts. The inaugural session began at 10 am. The principal of RIE, Mysore , and the Chairman IUCTE , inaugurated the programme .

All members present in the workshop gave self-introduction.



Prof. Y Sreekanth briefed the members present on reflection and the importance of reading between the lines. He further spoke about how critical reading and evaluation are crucial aspects of reading. He stressed the need for reading for enjoyment along with other perspectives of reading. He also spoke about MHRD's views on the development of materials to help teacher educators.



Prof. M S Talawar welcomed 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



Dr. K K Chandini opened the workshop by providing an overview of IUCTE and the agenda for developing the handbook keeping the NCTE 2014 guidelines. She further provided inputs on the importance of such customized material for personal and professional improvement of student teachers. This was followed by the aims and objectives of the proposed handbook and suggestions for probable inclusion of units in the handbook, which was open for

discussion. A detailed powerpoint presentation was made.

Dr. Ravinarayan Chakrakodi raised a query on the practices and materials already existing in the centre and also about how to share it with the teacher educators. The members shared their experiences and articulated the need for a handbook.



After the Tea break, Prof. Bhaskaran Nair presented on Reading – An experiential, interactive pedagogy where he discussed four aspects important for student-teacher and teachers. The four aspects he focused on were: Why reading?, Why interactive?, Why experiential, and The context of situation (Branislaw Malinovsky, the anthropologist).



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. A three member committee comprising Dr. Ravinarayan Chakrakodi, Dr. Deepesh Chandrasekharan, and Dr. Sajida Sultana was formed to review the information relevant to the handbook based on the inputs received.

Venue : IUCTE, Hall.

Registration 9am to 9.30am	Introductory remarks	Briefing about IUCTE	1st session 10.30 am to 11am	2nd session 11am- 12 noon	3rd session 12 noon to 1pm	L u n c h 1 p m t o 2 p m	4th session 2pm--3. 30pm	5th session 3.40--5pm	Group work 5pm onwards
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Day1	PRof.Y Sreekant h,Principal,RI E and,Chairman IUCTE	Prof..M .S Thalwar. Centre Director ,IUCTE	Concept note Dr.K.K.Chandinn	Prof.P. Bhaskaran Nair (Pondicherry Central University) Reading ... An experiential interactive pedagogy	Free sources of e content -steps to develop quality e content Dr.Karthik Deepa .Avinasha LIngam UNlty.		Free sources of e content -steps to develop quality e content Dr.Karthik Deepa .Avinasha LIngam UNlty. (continued)	Teaching Reading-stories from classrooms) (Ravi Narayan Chakrakodi) Regional Institute of English,B'l	Group Discussion & writing
Day 2				Allotting chapters,	And presenting in the group	F o r d i s c u s s i o n	And approval	Presentati on and discussion	Contd..... Feedback and 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. Post discussion, it was decided that the language of the write-up will be revised accordingly by the members concerned.

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.

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



A WhatsApp group of the members was created so as to share and discuss any issues related to the handbook. An email exclusively for this workshop was also created for sharing materials. Certificates for the workshop along with Attendance certificate were handed over to the members of the workshop.



Dr. K K Chandini informed the members that the next workshop is scheduled on the 25th and 26th of July 2019 and asked the members to make it convenient to attend the workshop.



Appendices

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 the 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

References

Appendix

Email and WhatsApp group of the members was also created so as to share and discuss any issues related to the handbook. Certificates for the workshop along with Attendance certificate were handed over to the members of the workshop.

Dr. K K Chandini informed the members that the next workshop is scheduled on the 22nd and 23rd of July 2019 and asked the members to make it convenient to attend the workshop.

LIST OF EXPERTS WHO PARTICIPATED IN THE WORKSHOP

List of experts and participants of the programme on 25th and 26th of June 2019.

1. Dr. P Bhaskaran Nair,
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4. DR. NATASA THONDAM

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(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,
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Mysore.

2. Prof. V. D. Bhat

Professor, IUCTE
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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.

APPENDIX 1

Detailed Programme Proposal for 2019-20

Format for Developing Development, Training and Extension Proposals for IUCTE

ABSTRACT

Type : Development.

Category : New

Title of the programme.: Reading and reflecting of texts. A supplementary handbook to develop skills to read and respond to a variety of texts in different ways for secondary teacher education courses.

Objective :To prepare a supplementary handbook to develop skills to read and respond to a variety of texts in different ways for secondary Teacher education courses.

- To identify the different perspectives of reading like personal, critical and creative reading .
- To write down a framework for the content of the handbook.
- To select reading materials and e content of various genres and perspectives to be included in the proposed handbook.
- To prepare the supplementary material to develop skills to read and respond to a variety of texts in different ways.
- To disseminate them by uploading in IUCTE and other websites .
- To release a print form of the handbook to be used by the Teacher Educators and BEd students to develop reading and reflective skills.

Need and importance. :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.

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 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.

Plans for utilization and Dissemination of the end Product(s):

The e-resources and video supports will be uploaded in IUCTE website and other e platforms.. Feedback will be collected nationally from all sources. A print form of the content will be released in the form of a handbook.

PROFORMA FOR PROGRAMME PROPOSALS 2019 -20

(Only for Development, Training and Extension Proposals)

1.	Name of the NCERT Constituent /Department	IUCTE -Regional Institute of Education Mysore
2.	Title of the program	Reading and reflecting of texts. A supplementary handbook to develop skills to read and respond to a variety of texts in different ways for secondary Teacher Education Courses
3.	(a) Type of the program	Development
	(b) Category of the prog.	New
	(c) If the program is on-going or carried over, mention the PAC Code No. and year of approval	Not Applicable
4.	Total duration of the program as phased in column 10 (months)	8 months
	(a) Date on which program	1 st june 2019

	to be commenced	
	(b) Target date of completion	31 January
5.	Target Groups	
	(a) If program is meant for a group with special needs.	Not Applicable
	(b) Stage of education to which the program is meant.	Teacher Education at Higher Education Sector
	(c) If program is State/Region/Agency specific, please specify the State/Region/Agency	national
6.	Beneficiaries	Teachers and teacher educators- at Higher Education Sector ,researchers,management,policy maker etc.

(b) Methodology:

- .A two day Workshop to vet the identified perspectives of reading with examples and to make a desk analysis of the Two Year BEd curriculum related to Reading and reflecting of Texts.
- A two day workshop to develop the framework for the content of the handbook.
- A three day workshop to edit the e content as well as the non digital content for the handbook
- Development of the required video and e content
- Workshop to finalise the e content and related material
- Editing and chapter writing of the book.
- .Uploading of the e content in portals like NROER,KOER, and IUCTE website.
- Release of the package in book form at RIE Mysore.

9. Collaborating Agencies (if any) : Name of Agency Nature of Collaboration

(a) NCERT Constituent : DTEE, NCERT, New Delhi Academic
And Other RIEs

(b) Outside Agency : SCERTs of Southern Region Academic
and universities
Regional Institute of English, Bangalore
IFLU

10. (a) Phasing of the program with precise information on activities:

S. No.	Activity proposed to be organized	Proposed dates	Estimated Expenditure	Actual amount spent
1.	A two day Workshop to vet the identified perspectives of reading with examples and to make a desk analysis of the Two Year BEd curriculum related to Reading and reflecting of Texts.	May-June, 2019	105325	83061

APPENDIX 2A - NCTE Curriculum

III. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- ❖ Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- ❖ School Internship
- ❖ Courses on Enhancing Professional Capacities (EPC)

Course *EPC 1*: Reading and Reflecting on Texts (1/2)

Course *EPC 2*: Drama and Art in Education (1/2)

Course *EPC 3*: Critical Understanding of ICT (1/2)

Course *EPC 4*: Understanding the Self (1/2)

Course 11: Optional Courses (as indicated in the Course Structure)

Course *EPC 1*: Reading and Reflecting on Texts

There have been studies to show that under-graduate students in our universities are reluctant readers and struggle to write for different purposes. This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to

enhance their capacities as readers and writers by becoming participants in the process of reading. A related course to this, 'Language across the Curriculum', looks at the role of language and the pedagogy of reading and writing across other subjects. The aim is to engage with the readings interactively- individually and in small groups. 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. We are also resources for one another, both as a function of our differences and one another's responses to what we read. The work in this course should focus on making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them (Anderson, 1984).

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This will also initiate them and prepare them for the course requirements of working in the field, as well as for selected readings and writing for the other courses.

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read (Grellet, 1981). Students will analyse various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as responding to a text with one's own

opinions or writing within the context of others' ideas.

APPENDIX 2B

EPC 1: Reading and Reflecting on Texts

Total Marks: 50 Contact Hours: 3 Hours per Week Internal Assessment: 50

Introduction 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 syllabi 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 then to critically examine the ideas presented in the texts and organize debates/discussions around the 'ideas'. The given texts could be excretes from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme shall select 10-15 books available in their library for teaching the course in the light of its objectives listed below. Objectives The course will enable the student teachers to - develop proficiency in reading and responding to written texts. examine and appreciate authentic literary and non-literary texts. develop study and reference skills reflect on the ideas expressed in the texts. plan, draft, edit and present a piece of writing related to their understanding of a text. The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course. 120

Unit 1:

- One or more stories from the following collection:
- How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004 .
- Tales from the Indian Jungle-Kenneth Anderson- Rupa& Co. 2001.
- Tales of the Open Road- Ruskin Bond- Penguin UK-2006.
- Encounters with Animals- Gerald Durrel-Penguin-2012
- Excerpts from the following:
- The Diary of a Young Girl :Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.
- ‘I have a Dream ’Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and Youtube version available.)

Unit 2:

- Essays /Excerpts from literary texts .
- The Elephant, the Tiger and the Cellphone-ShashiTharoor, Penguin, India.
- Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.
- Running in the Family- Michael Ontage, Bloomsbury, London.
- Interpreter of Maladies – (Title Story) - Jhumpa Lahiri, Mariner Books.

Unit 3:

- Essays /Excerpts from Educational and Scientific Texts .
- Medium of education (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- Democracy and Education (Ch -Thinking in Education)-John Dewey, Emereo Publ.

- Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury.
- A Brief History of Time- Stephen Hawking, Random House.
- Fall of a Sparrow- Salim Ali, Oxford.
- Education and world peace.
- In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.
- National curriculum framework – 2005. NCERT .
- Civilization and progress. In Crisis in civilization and other essays. (Tagore, R.) Rupa & Co.
- RTE Act, 2009
- Autobiography of a Yogi (Paramhansa Yogananda) Ananda and Crystal Clarity Publishers.
- Transaction Mode: A response based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped .

APPENDIX 3

Reading and Reflecting on Texts

Internal Assessment: 15 Marks

External Assessment: 35 Marks

Objectives:

The student teachers will be able to:

1. To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
2. To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
3. To enhance their capacities as readers and writers by becoming participants in the process of reading.
4. To make student-teachers aware of multiculturalism, gender racism and texts which relate with current issues and contemporary trends

Content:

Unit- 1: Reflections on Reading

1. Understanding scaffolding and the process of reflective reading: Learning through reflection, valuing reflection, setting the tone for reflection, guiding student reflection, modeling reflection, teaching students how to reflect.
2. Gibbs (1988) reflective cycle
3. Techniques of reflective reading-SQ3R-survey, question-read, recite and review.

4. Strategies of reflective reading-making connections, understanding inferences.

5. Metacognitive process of Reading and meaning making

Unit- 2: Reflections on different ideological texts.

1. Indicators of Text comprehension: Retelling, Summarizing, Answering, Predicting, Commenting & Discussing.

2. What insights does a student develop by reading?

3. Texts - on feminist, leftist and rightist ideologies

4. Texts related to Indian History

5. Classical works of great authors- Shakespeare, Tagore, J. Krishnamurthi, John Dewey, Maulana Abul Kalam

Unit 3: Reflections on popular texts.

Novels

Fiction

Life stories of scientists, philosophers, great personalities- Abdul Kalam , Amartya Sen.

Biographies and Autobiographies.

Popular science texts, policy documents, Reports, Plan documents

Engagement: Group tasks, individual tasks.

1. Each student has to read the texts at home and reflect in the class room and also record the same as a document. Teachers should guide them.

2. Texts are suggested and provided to read and reflect by following different techniques (SQ3R), Gibbs, etc.

Internal assessment:

1. Read any two texts of wisdom and write your reflections and share them with the peer group.

2. Select any two texts with different ideology & write your reflection and share with the peer group.

3. Read any two novels / fiction/ biographies, etc. and write your reflection and share with the peer group.

Note: The above three tasks should be documented for internal assessment and to present before the examination.

Audio-visual Resources :)Any Three of the following to be screened for the student- teachers and discussion to be followed)

A New Education for a New India (CD ROM) (By Gnostic Centre/NCTE)

Had-Anhad: Journeys with Ram and Kabir by Shabnam Virmani
<http://www.kabirproject.org/>

Teacher's Journey: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director-Deepak Verma, Azim Premji Foundation.

Where Knowledge is Free: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981 <http://www.dalitstudies.org.in>.

NOTE: Based on the discussions held on the reading of the above texts students in the practical time the student-teachers shall maintain a detailed account of their reflection on the readings in the light of their own experiences in the form a diary. The Internal Assessment shall be on the extent of participation in a reading exercise in the class individually and in a Group and reflection on the same simultaneously. External Assessment shall be in the form of a Viva-Voce examination.

Readings for Discussion, Analysis and Reflection (In depth Reading of some of the following):

Reading List

Advani, Shalini. *Schooling the National Imagination: Education, English and Indian Modern*. Delhi: OUP, 2009.

Agnihotri, Ramakant, et al. *Problematizing English in India*. Delhi: Sage, 1997.

Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content texts*. Psychology Press.

Dash, Santosh. *English Education and the Question of Indian Nationalism: A Perspective on the Vernacular*. Delhi: Aakar, 2009.

Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. *Harvard Educational Review* 58(3), 280-298.

Donovan, M. S. And Bransford, J. D. (Ed.) (2005). *How students learn*. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.

Faust, David and Richa Nagar. "Politics of Development in Postcolonial India: English-Medium Education and Social Fracturing." *Economic and Political Weekly* 36.30 (28 July 2001): 2878-83.

Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517

Gramsci, Antonio. "On Education" Selections from the Prison Notebooks of Antonio Gramsci. Edited and translated Quintin Hoare and Geoffrey N. Smith. Madras: Orient Longman, 1996.

Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

Illich, Ivan. *Deschooling Society*. London and New York: Marion Boyars, 1971.

Mukherjee, Alok K. *This Gift of English: English Education and the Formation of Alternative Hegemonies in India*. Hyderabad: Orient Blackswan, 2009.

Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.

Murali Krishna, M. "Pedagogic Practice and the Violence Against Dalits in Schooling." Christine Sleeter, et al. eds., *School Education, Pluralism and Marginality: Comparative Perspectives*. Orient BlackSwan, Delhi, 2012.

Panikkar, K.N. "India's Education Policy: From National to Commercial." *Economic and Political Weekly* 56.17 (April 2011): 38-42.

Ramanathan, Vaidehi. *The English-Vernacular Divide: Postcolonial Language Politics and Practices*. Clevedon, UK: Multilingual Matters, 2005.

Rege, Sharmila. "Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogical Practice." *Economic and Political Weekly* 55.44 (30 October 2010): 88-98.

Richards, J. and Lochart, C. *Reflective Teaching in Second Language Classrooms*. Cambridge University Press, 1994

Vasanta, D. (2004). *Childhood, Work and Schooling: Some Reflections*. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.

Weis, Lois, et al, eds. *Ideology, Curriculum and the New Sociology of Education: Revisiting the Work of Michael Apple*. New York and London: Routledge, 2006.

Wood, D. (2000). *Narrating Professional Development: Teacher's stories as texts for improving practice*. *Anthropology and Education Quarterly*, 31(4), 426-448.

Further Readings – Books

Apple, Michael. *Ideology and Curriculum*. New York and London: RoutledgeFalmer, 2004.

Apple, Michael W., Wayne Au and Luis Armando Gandin, eds. *Routledge International Handbook of Critical Education*. New York and London: Routledge, 2009.

Collins, James and Richard K. Blot, eds. *Literacy and literacies: Texts, Power and Identity*. Cambridge, UK: Cambridge University Press, 2003.

Fairclough, Norman. *Language and Power*. 2nd Edition. London: Longman, 2001.

Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage* Trans. P. Clarke. P. Maryland: Rowman & Littlefield, 1988.

Freire, Paulo. *Pedagogy of the Oppressed*. Trans. Myra Bergman Ramos. New York and London: Continuum, 2006 [1970].

Joshi, Svati ed. *Rethinking English: Essays in Literature, Language, History*. New Delhi: Trianka, 1991.

Khubchandani, Lachman M. *Plural Languages, Plural Cultures*. Hawaii: East West Centre, 1983.

Krishnaswamy, N. and Lalitha Krishnaswamy. *The Story of English in India*. Delhi: Foundation, 2006.

Kumar, Krishna and Joachim Oesterheld, eds. *Education and Social Change in South Asia*. Delhi: Orient Longman, 2007.

Mohanty, A.K., Panda, M., Phillipson, R. & Skutnabb-Kangas, T., eds. *Multilingual Education for Social Justice: Globalising the Local*. New Delhi: Orient Longman, 2009.

Nambissan, Geetha B and S Srinivasa Rao, eds. *Sociology of Education in India: Changing Contours and Emerging Concerns*. New Delhi: Oxford University Press, 2012.

Panikkar, K.N. and M. Bhaskaran Nair eds. *Emerging Trends in Higher Education in India*. Delhi: Pearson, 2011.

Paranjape, Makarand and G.J.V. Prasad eds. (2009). *Indian English and 'Vernacular' India*. Delhi: Pearson India.

Pathak, Binay Kumar. Critical Look at the Narayana Murthy Recommendations on Higher Education.” *Economic and Political Weekly* 59.3 (January 2014): 72-74.

Rajan, Rajeswari Sundar. *The Lie of the Land*. Delhi: OUP, 1992.

Tharu, Susie, et al, eds. *Subject to Change*. Delhi: Orient Blackswan, 1998.

Tollefson, James W. and Amy B.M. Tsui eds. *Medium of Instruction Policies: Which Agenda? Whose Agenda?* Mahwah NJ: Lawrence Erlbaum, 2004.

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Weis, Lois ed. *Class, Race and Gender in American Education*. Albany: State University of New York Press, 1988.

Further Readings – Articles

Chandran, K. Narayana. “English for ‘Specific’/ ‘Special’ Purposes: An Essay Concerning Indian Understanding” *Changing English* 16.3 (September 2009): 201-12.

Chaudhuri, Supriya (2011). “What is to be done? Economies of knowledge” *Thesis Eleven* 105.1 (May 2011): 7-22.

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Nambissan, Geetha B. “Dealing with Deprivation” *Seminar* 493 (2000)

Niranjana, Tejaswini. “Indian Languages in Indian Higher Education.” *Economic and Political Weekly* 58.12 (March 2013): 14-19.

Roy, Modhumita “‘Englishing India’: Reinstating Class and Social Privilege” *Social Text* 39 (Summer 1994): 83-109.

Scrase, Timothy J. "Globalization and the Cultural Politics of Educational Change: the Controversy over the Teaching of English in West Bengal, India". *International Review of Education* 48:5 (September 2002): 361-375.
Seminar Special Issue on Redesigning Curricula 493 (September 2000)