



READING



AND

REFLECTING

ON



TEXTS



*A sourcebook for secondary teacher education*



# **READING AND REFLECTING ON TEXTS**

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*A source book for secondary teacher education*

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This book is the outcome based on the workshops conducted at IUCTE, organized by Inter-University Centre for Teacher Education (IUCTE), Regional Institute of Education (NCERT), Mysuru with eminent experts in this field of Education.

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## **PREFACE**

The education system today is advancing towards imparting the 21st century skills to its learners. The four Cs which are most sought after in the 21st century skills are Critical thinking, Creativity, Collaboration and Communication. Of these, Critical thinking which is, an objective evaluation of an issue, is also connected to the abilities of Problem solving. Creativity relates to thinking outside the box to provide unique solutions. Collaboration teaches how to work together to achieve a common goal and Communication helps learners to convey their ideas effectively.

It is said, 'Think before you speak' and it can be added to that 'Read before you think'. This is true for all, more so in the case of teachers and teacher educators. It is an obvious observation today that the undergraduate students in-our universities need to be voracious readers and effective communicators through writing in order to excel in the globally competitive era. If the prospective teachers passing out of the universities are to be equipped with the essential 21st century skills mentioned above, reading and reflecting on what is read is the first step. With this aim NCTE has incorporated the course "Reading, and Reflecting on Texts" for teacher education programmes since 2014 under the courses for Enhancing Professional Capacities. The course is aimed at creating an atmosphere to learn to read and think, both individually and interactively in groups; thereafter, respond critically and creatively. The interactive nature of the course thus develops a collaborative spirit. Student teachers are also expected to enhance their metacognitive awareness to become conscious of their own thinking process as they grapple with diverse texts. These readings and reflections also provide ample contexts for writing with a sense of purpose, thus enhancing communication skills.

The IUCTE, Mysuru took up the task of producing a source book on "Reading and Reflecting on Texts". The source book is the result of an effort in collaborating with experts from across the southern states. It is hoped that this source book serves the needs of teacher educators and student-teachers of this course.

This extensive work is a result of the efforts made by various people at different stages of its design and development. The draft material is an outcome of the efforts of Dr. Asha G. V, Dr. B Danappa, Dr. Deepesh Chandrashekharan, Dr. Faisal, Dr. Karunakaran B. Shaji, Prof. M. S. Lalithamma, Dr. Mridula. K, Dr. V. Prasad, Prof. Prema Raghavan, Dr. Ravinarayan Chakrakodi, Dr. Sajida Sultana, Dr. P. Bhaskaran Nair and Dr. Paramita Shastri. Dr. K. K. Chandini has worked tirelessly to bring out the draft till its editing stage as the coordinator of this programme. Prof. V. D. Bhat has undertaken the initial review and Dr. G. Rajagopal, has edited the source book for its content and language. Design and technical support to publish this source book is provided by Mr. Shravan Kumar Pendyala and Ms. Deepika K. M of IUCTE, Mysuru.

Any further suggestions for improvement of this source book would be much appreciated.

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## INTRODUCTION

The more a teacher reads, the greater she or he will be known as a teacher with a difference. Reading the textbooks prescribed for study forms only a very small part of the teacher's reading. Reading newspapers and periodicals keeps a teacher updated with the current events —social, political, cultural, and so on. Reading reference materials far above the level of the textbooks elevates the teacher to new heights. Only this teacher can properly guide the students to the higher levels of academic career. Reading those fringe materials which lie between the hard-core theory of one's subject and its popularly known applications makes the teacher a catalytic agent of social change. For example, a well-read teacher of Biology or Zoology can teach the society why a particular species of plant or creature is essential for our grandchildren to exist. A vast reading of the history of the past equips the teacher of History with the potentials of shaping the future of humanity— history reconstructs the past into future. Reading of literature binds single individuals together into a society. Yes, Man is the only reading animal!

This book has been designed to serve two purposes. First, the student-teachers who do a Bachelor's programme in education can use this as a resource book. Secondly, for teacher educators, this small volume serves as a springboard from which they can leap into higher or deeper levels of reading instruction.

The central theme is reading; but the volume focuses on academic reading: its components and the pedagogy of reading. The approach followed here is that of descriptive, rather than prescriptive, though any textbook, course book or resource book may have certain degrees of prescriptive undertones inherent in them.

The aim of this volume is to equip the teachers of future to have better scientific understanding of the nature of reading as opposed to the traditionally handed down teacher beliefs. Teacher beliefs about the subject which is going to be taught are crucial to the learning outcome. But more important is the testimonials as to how

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close those teacher beliefs are to scientifically tested theories and empirically proven practices. In other words, as more rapidly and frequently teacher beliefs undergo changes, the better will be the teaching-learning outcomes. “Do I contradict myself? Very well, then I contradict myself, I am large, I contain multitudes,” asserted Walt Whitman, the 19<sup>th</sup> century American poet-philosopher. Teachers are the best change agents a society looks forward to listen to—not scientists or technocrats. Therefore, let us get ready to change—change into ‘a terrible beauty’ as the 20<sup>th</sup> century Irish poet W.B. Yeats remarked. This small volume claims to possess the ammunition with which an explosion is made possible—an explosion of unearthing the hidden potentials of its readers. Let it be elaborated as follows.

The traditional notions of reading and reading instruction have always been product-oriented. The only question that haunted a sincere teacher has been “How well my learners have been able to read?” And, the teacher need not go hunting for the answer; it is there in the learner’s written scripts: ranging from the exercise book to the exam script. Just look at the funny paradox of testing reading ability through writing! Is it possible to judge an athlete’s short-distance running speed from her or his performance in the long jump pit, just because running is common to both? Don’t you think that there should be an exclusive measuring mechanism to record the short distance running speed, which again is different from long distance speed? This book provides the student-teacher with the framework of a scientific approach to teaching reading—in the first and second language.

How does this framework offer guidelines to the novice teacher? First, the book outlines the need of perceiving the phenomenon called reading from the point of view of a process. In pedagogy, a process approach naturally focuses on learning rather than the ‘learnt product’. Secondly, this book treats each of its readers as a distinct individual, not ‘uniform readers’. Both the strengths and weaknesses in reading are unique to a single reader. This approach, in turn, is expected to be followed back in the classroom, where the novice teachers start teaching reading in the first or second language. Thirdly, this resource book not only encourages, but makes it mandatory that students in a class must work in collaboration—in pairs, small groups and occasionally, in large groups as well.

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There is no need to remind the student-teacher of the need to carry this pedagogic tool, namely collaborative learning, to the classrooms which they are going to enter shortly. Finally, this small volume constantly reminds the reader of the need of integrating reading into communication, without treating reading skills in isolation—both in teaching- learning and in testing, as well.

The Unit I, as its title suggests, enables the reader to understand the linguistic-cognitive-psychological-kinesthetic complexity called Reading. It answers academic issues such as why should we read, what to read and how to read. This unit also highlights that reading cannot be treated in a homogeneous way, since each reader is an individual with varying potentials, and at the same time, has limitations too.

The Unit II discusses Reading exclusively within the context of a classroom by defining a text, answering questions on the nature of Academic Reading, illustrating the various strategies of teaching Reading, outlining text types, demonstrating how a reading-rich atmosphere can be created, and concluding with introducing the notion of Critical Reading. The concluding section provides a smooth transition to Unit III.

The Unit III takes up the issues of ‘reflection’ in general, in the broader context, and “Reflective Reading” in one’s academic career as a specific point of focus. Reflection, as a part of human psyche, is present in all of us, although we are neither aware of its presence, nor do we try to trace the course of its functioning. This Unit asserts that, when we consciously put our inherent potentials of reflection to use for academic purposes, it may create wonders. Reflective Reading coupled with critical thinking can enhance one’s cognitive-linguistic development to a great extent, the argument goes.

The Unit IV focuses on Reading Nonverbal texts, by deviating from the conventional reading of printed texts. Film, drama, puppetry, painting, cartoon, photograph— all are different ‘text types’, which we ‘read’ and understand in our day to day life. Semiotics, the scientific study of signs, treats these texts as being equal to nonverbal texts, since they too can communicate effectively. The Unit sends a strong message on how students are to be trained in comprehending and interpreting Nonverbal Texts through a different type of Reading.

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The Unit V emphasizes the need of treating the Language Skills (LSRW) as aspects which are integrated into Communication, and not treat the Skills in isolation. Thus, the Unit demonstrates how Reading is either preceded or followed by the other three Skills, almost always. Stress has been given to reading leading to writing – over and above the other Skills – since these are the two mainstays of all / any academic performance.

Unit VI deals with assessing reading skills, which is comparatively a less studied area. Teachers may be good at teaching; but quite often they ‘fail’ in testing their learners. The only aspect of language being tested, though inadequately, is that of writing skills, because the teacher has the finished product before her/him. In the case of reading, it is too abstract for the teacher to comprehend the mechanisms of testing. What to test and how to test still remain elusive in the case of listening and reading— the two so-called receptive skills. This unit offers a considerable number of theoretical fragments for testing reading effectively.

The last Unit VII is a sequel to the preceding one in the sense that it functions as practicum based on the theoretical postulations laid down in Unit VI, on the ‘why, what and how’ of assessing reading. A number of activities for practicing and testing have been outlined here— some elaborated, while some others have been explained as models. Guidelines for constructing tests also have been provided.

The authors and editors of this small volume will remain thankful to critical comments and creative suggestions from the readers so that they can be incorporated in future editions.

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# UNIT I

## Understanding Reading

This introductory unit serves two purposes: first, it persuades you to look at the various aspects of reading by asking questions such as why reading, how to read, when and what to read. Secondly, this unit emphasizes the need for paying individual attention to those learners who have difficulty in reading.

### 1.1 Let me try

A few written messages are here for you to read. How many of them can you read? Try your best to understand the message of each.

- a) “Be the change that you want to see in the world.”
- b) “India lives in her villages.”
- c) “My life is my message.”



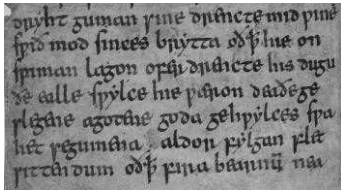
(1)



(2)



(3)



(3)



(4)

- a) It looks like English; but not all the letters. Maybe, some version of Old English.
- b) Well, this is my mother tongue. It is the cover page of a famous play.
- c) Though it is neither my mother tongue, nor my second language at school, I can read it.
- d) These three Gandhiji quotes may sum up his thoughts and life. Let me comment on one of them ...
- e) I can read it, because the letters are all English. But I don't understand a single word. I'm sure it's the cover page of a book. Let me try. I may get clues, if I spend a little more time on reading it.
- f) It looks like the cover page of a book—the picture says so. But, I don't know which language-- most probably, an Indian language.
- g) I can't read it at all. I don't think it is the script of any modern language like ours. Maybe some inscriptions on rock by primitive men.
- h) It is not English language. Maybe another language of the same family, which uses the same script of another language of the same family, which uses the same script.

## 1.2 What message did I get from my reading?

If you have tried to find or guess what each of the above means, then you can start writing down your comments. If you want, you can choose a few relevant comments from the box given on the right side.

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But, make possible changes to the comments—don't simply copy them.

### **1.3 Reading as a meaning making process**

Can you comment on what you have been doing for the last few minutes? You have been engaged in various acts and aspects of reading. Let us begin with the Gandhiji quotes. All of you read it and comprehended the message, at least partly. Going one step further, you were trying to interpret one of the quotes in your own way and in your own words, too. Here, reading leads to comprehending and responding in the spoken or written mode.

In the case of the second, what most of you guessed was true—it is neither print nor handwriting; it is some message carved on rock, maybe on the wall of a cave. Though we are not able to read and comprehend the message, there could be people who read it and understood the message. That means, we tried to read; but failed to comprehend the message.

The third was a test for you—did you know it? The test was meant to find out how hardworking you are. Those who worked hard, or tried and tried to understand, got the message at least partly, in a language which may be totally strange to you: Russian. You may be surprised to know that you were able to read Russian language! True. But, how? The printed word 'TOLSTOI' is familiar to you: 'Tolstoy', as usually written in English. Your inference (logical guess) was right, says the first name 'Leone'. In English, it is Leo. And, if it is a book by Leo Tolstoy, what could be the title 'La Guerra e la Pace'? Most probably, 'War and Peace'. In this reading context, you began with little or no familiarity with a new language; began with clues; thought critically; made inferences stage by stage, made use of the props (supports), and finally you succeeded partly in comprehending the message.

[When you start teaching English or any new language to children, don't forget the fact that this is the way most of them struggle to 'make meaning' out of unfamiliar written codes. Never punish them for their failure—they are struggling hard. Encourage them step by step; reward them continually.]

The fourth message is, of course English—but, Middle English,

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which was used before the fifteenth century. The shapes of many letters have undergone change. We failed totally in our attempt to read it, though it is English.

About the last: For some of you, it was the easiest to read—your own mother tongue, Kannada. It reads ‘Hayavadana’, the title of a play by the great dramatist, Girish Karnad. But, to others, no clue about the message at all. They had to satisfy by guessing “an Indian language like ours.” True.

Now, let us reflect on (look back and critically evaluate) what we have been doing for the last few minutes. We have been engaged in various acts of meaning making out of the written codes. In certain cases we fully succeeded in making the meaning, as in the case of ‘Hayavadana’ for those who were able to read Kannada script. We all were more or less equally happy in following Gandhiji’s message, because it is in English—‘the link language’ of India, which tries to link all the Indians together. The same way, all of us miserably failed with the cave writing, as well as with the medieval English, too. Those who struggled hard were able to read a new language (Russian) for the first time in their life! Congratulations! (Nothing is impossible.)

#### **1.4 Why should I read?**

Let us move to the next stage of our reading.

Here are a few quotes by great people, on reading. Working in pairs, discuss each of them. While discussing, note down the points. The first quote has been elaborated in note form as an example. Attempt the remaining ones too.

1. “Reading maketh a full man; conference a ready man; and writing an exact man.” Francis Bacon (British philosopher:15<sup>th</sup>-16<sup>th</sup> century)
2. “If we encounter a man of rare intellect, we should ask him what books he reads.” – Ralph Waldo Emerson(19<sup>th</sup> century American philosopher)
3. “I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.” – Groucho Marx (20<sup>th</sup> century American comedian)



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4. "So please, oh please, we beg, we pray, go throw your TV set away, and in its place you can install a lovely bookshelf on the wall." – Roald Dahl (20<sup>th</sup> century British novelist)
  5. I always kept two books in my pocket, one to read, one to write in." – Robert Louis Stevenson (19<sup>th</sup> century Scottish novelist)  
Working in pairs, answer the following questions in a word or a phrase each. (No need for full sentences.)
    - a) Which quote, do you think, is a humorous one?
    - b) In which quote does the speaker get irritated?
    - c) Which quote, in your opinion, is a few centuries old?
    - d) Which quote indirectly suggests that serious reading becomes complete only when you write down notes?
    - e) Two speakers believe that TV kills reading—who are they?
    - f) Do you agree with the opinion that TV is an enemy to reading? Why do you think so?
    - g) What is common to Francis Bacon's and R.L. Stevenson's remarks?

Now, let's elaborate Francis Bacon's statement: "Reading maketh a full man; conference a ready man; and writing an exact man."

*a person gains knowledge mainly through reading; an illiterate person has no access to the numerous sources of learning millions of facts, ideas, topics and notions. Thus, reading makes a man distinct and unique he is a person with a difference. After reading and assimilating knowledge, one discusses what he has understood with others, for example, a teacher with students, a leader with followers, and so on. on sharing, he gets more clarity; ambiguities and doubts get cleared. that person can be approached when we are in doubt, because he is a 'ready' man—ready to help others by clearing their doubts. finally, after reading a lot, after internalizing a lot of knowledge, one writes his own opinion by synthesizing others' knowledge with his, and then his knowledge is available for the whole world, for all time. philosophers like Socrates, Plato, Sreesankara and statesmen like Gandhiji and Nehru are examples of 'exact' men, in bacon's words.*

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## 1.5 What is the difference between Reading and Literacy?

While reading the following section, try to answer the simple questions given in the box below.

Some people get confused reading with literacy. Reading and literacy are not the same. The relation between reading and literacy is that of part and whole. Reading proficiency suggests two things: the ability to decode a written text, and making meaning out of it. Literacy, on the other hand, is the ability to access, assimilate and analyse information. Literacy includes the ability to write, as well.

Literacy is traditionally defined by dictionaries as ‘the ability to read and write’; but at the same time, Literacy has been defined in different ways in varying contexts. However, now the term does not simply mean reading and writing, but something more. The general consensus among researchers is that Literacy always includes social and cultural elements. This notion is reflected by UNESCO's inclusion of numbers, images, digital media, cultural consciousness, and other means of understanding, communicating, gaining useful knowledge, problem-solving, and using the dominant symbol systems of a culture in its definition of Literacy.

- Literacy and Reading: Which is part, which is whole?
- Name one more part which goes with the part you have identified.
- ‘Literacy’ means the ability to read and write: True or False?
- What is the full form of UNESCO?
- What do we call this type of words like UNESCO, SAARC etc.?
- Understanding the road signs also comes under Literacy: Do you agree or not?
- An illiterate person cannot fully become part of the society he/she lives in: Do you agree with this statement or not?
- Quote that part of the UNESCO statement which supports your view.
- Of the many components of Literacy, reading is just one among them: True or False?
- Child, youth and adult: How does illiteracy affect each?
- How does a parent’s low literacy affect the child’s future?

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“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society” (Literacy in 21st Century Australia: The ALEA Declaration, 2004). Going by the part-whole relation between Reading and Literacy, we can add that Reading occupies the nuclear position of Literacy—not just a simple part.

- Working in pairs, discuss the dangers involved in the inability to read the label on a bottle of medicine, to read the sign boards in a town, to help the child with her or his homework, to read the details such as the MRP and expiry date printed on a product and so on.

In the absence of Literacy skills, a child won't be able to succeed at school, a young adult will be locked out of the job market, and a parent won't be able to support his or her own child's learning. People with low Literacy Skills may not be able to read a book or newspaper, understand road signs or price labels, make sense of a bus or train timetable, fill out a form, read instructions on medicines or use the internet. All these abilities begin with reading; hence the significance of a detailed discussion on Reading.

### **1.6 Text in context / Text and context**

The term ‘context’ is a highly confusing one when we come across it in a formal set up such as a textbook, research paper, an academic discussion. Quite a few educated people get confused with words like ‘context’ and ‘situation’. For those who cannot identify the difference, here is a tip: ‘the context of the situation’, a term coined by the famous Polish anthropologist Bronislaw Malinowski (1884- 1942). The term suggests that ‘situation’ is a smaller unit of ideation which is embedded in a larger unit of ‘context’. That is to say, the relation between situation and context is that of part-whole. (‘Situation’ is part, ‘context’ is whole).

### **1.7 Reading in Academic Contexts**

In an academic context, we have to define Reading from many perspectives:

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- i. Lower and higher levels of reading in the mother tongue,
  - ii. Lower and higher levels of reading in another language or other languages and
  - iii. Growing from the specified academic reading (such as textbooks, sourcebooks, handbooks, guidebooks and reference books) to wider reading (newspapers, periodicals, literature etc.) both in the first and the second language.

However, in this book, we may be focusing more on (ii) and (iii) above, since the first is well taken care of at the induction programmes for primary teaching such as Diploma in Education (D.Ed.).

A cursory glance at the long tradition of Indian education may tell you that Reading has been occupying the pivotal position in our education. However, a systematic pattern of formal education began with the spread of education on a massive scale when the British devised formal instructional programmes with grading of students based on their age. Thus, more or less across the British India, children were initiated into formal education by the age of six, by admitting them to class one at schools. No need to say, that all children reached schools as ‘perfect masters’ of at least one language, i.e., their mother tongue. ‘Perfect masters’ because, Modern Linguistics tells us that language is primarily speech; writing is only a secondary manifestation of speech. [Have you ever tried to find what exactly the grammatical term ‘parts of speech’ means, which you heard in your primary English class? ‘Parts of speech’ means ‘parts of language’ because, ‘speech’ equates with ‘language’.]

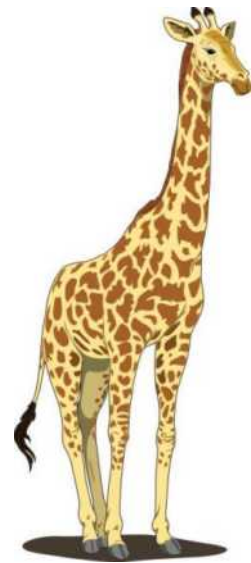
### **1.8 How it all began**



It was at this stage, i.e., at the age of six or in class one, that the learner was initiated into the new experience of reading—decoding the message embedded in the ‘picture-like’ scripts. [These days, children are initiated into literacy at a very early stage—seemingly a positive change, but ultimately, harmful to the child, perhaps]. The thrill and joy of decoding the written ‘text’ and getting the message ‘hidden’ in it naturally led the

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children to a new world. There they found a new mode of receiving the world of reality other than through listening which was the only source of receiving information so far. Later, when the child was introduced to the art and techniques of writing, he or she got a new mode of expressing oneself other than speaking as well: “Well, now I can convey my message to Mom like this, as well”—*‘Ma, the cat drank all my milk!’*”



During this early stage of reading itself, the child realizes (of course, through self-discovery, and not through tutoring) that the written letters don't carry any meaning by themselves; it is the 'cluster of letters' which makes sense or meaning.

Thus, the linguistic concept of 'word' gets internalized in the child. This can be marked as the earliest stage of meaning-making through reading. Thus, by reading the cluster of letters (word) printed below the picture of a not so commonly found animal adds something new to the child's existing language repertoire\*. A new reality, a new concept, a new word.

\*Repertoire /'repətwa:/ means 'a stock of something which we possess'

### 1.9 How children '*catch*' Reading or how Reading '*catches*' them



Curiosity plays an important role in human life—we are not consciously aware of its presence in our small and big activities. But, in the case of children, it is more observable, though they are quite ignorant of this mental trait. A child may break open a plastic toy just out of curiosity to know how it works.

But, do you know that the child is learning something on her/his own, independently by breaking a toy? The mystery has been revealed to her/him, though partly.

It is this same curiosity which drives a child to the printed

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words. When a child approaches you with a picture and a few words around it, the child is curious to know the message hidden in those words. When you try to hide some object from the child, she/he is curious to know: what? How? Why? When?

Curiosity prompts the best motivation for learning. “I have no special talent. I am only passionately curious”, said Albert Einstein.

Visual support, such as pictures, promotes curiosity. That is why children’s books are usually illustrated. Pictures provide the clues to the contents, but only partially. The rest is in the printed words, and curiosity drives the child to the full message or meaning. To begin with, adults read out to the child.... children listen...they associate.... sounds with ideas, then with words....then they recognize the words as “Units” of meaning. That is when they begin to ‘read’. And as they read, they look for feedback from adults... When feedback is positive, it is then that they ‘reject’ adults’ help. They try to be independent, by rejecting adult help.



Later, as in other cases such as eating independently, for example, the child starts working independently with the printed words. The child develops into a reader.

### **1.10 Still, why do some children dislike Reading?**



Think for a while, and try to answer this seemingly simple (but, psychologically complex) question. If children want to do everything on their own at some stage or other why do some of them try to avoid reading?

There is a special joy and thrill in walking on one’s own, eating, taking bath, dressing, sweeping, cleaning, and washing one’s napkin, dishwashing and so on independently. But when it comes to reading, why do some children feel uncomfortable with reading?

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Working in pairs, write down your answers. A detailed discussion on why some children do not read well or do not like to read at all has been included in the following section. But, before that, you must make your own list ‘Why do some children don’t like to read?’

Please remember, there are two ways of approaching problems related to teaching-learning. The first is to read theory and understand the problem, and then apply the theory for better results in the classroom.



Yet another process of problem solving is: Observe the class in action, identify the problem, and then look for theory as remedial measures.

Both models are essential. Here you are asked to follow the latter. Therefore, before proceeding to the next section, make a list of reasons which result in lack of motivation behind reading.

### **1.11 Barriers to Reading**

While most children learn to read fairly well, there remain many young Indian children whose future is in peril because they do not read well enough to meet the demands of our competitive, technology-driven society. As teachers, therefore, our duty should not be confined to a few hours’ effort in the classroom for teaching English. We must be aware of those children’s future—how dark it could be in the absence of sufficient mastery of reading skills. Please remember, to work for eradicating illiteracy is not just an academic act, it is a social service, as well.

Why do they fail in reading? A few reasons put in clusters, follow. While reading this section, try to identify one child—either at school, in your neighborhood, in the street, in the field or on the farm, at a brick kiln at work etc., who is a victim of each deficiency listed below, which leads to inadequate mastery over reading.

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**(a) Socio-economic factors**

Poverty-related reasons such as lack of availability of interesting reading materials (story books, cartoon stories, etc.). In the absence of something interesting and inviting, children get distanced from studies in general, and reading in particular.

Lack of proper light and ventilation: A reader has to struggle a lot to read in dim light or dark rooms. If proper ventilation is not there in the reading room, the reader may feel suffocated or tired.

**(b) Psychological factors**

Lack of motivation: Self-felt urge is needed while proceeding from reading for pleasure to reading for information. Reading for information and knowledge requires motivation and discipline. Many people think reading is a boring and time-consuming task. Lack of proper motivation and goals may create barriers to Reading.

**(c) Cognitive factors**

Lack of concentration: The ability to connect bits and pieces of information or ideas needs logical thinking abilities. In the absence of this cognitive skill, the capacity to concentrate can become weak. If the reader lacks concentration while reading, he or she will turn pages after pages without much comprehension.

**(d) Physiological factors**

- Articulating words and sentences aloud: Many readers have the habit of articulating words aloud or murmur the words in the text while they read. They buzz each word, and this can create a barrier to faster reading - if the buzz stops, reading stops! Reading aloud is acceptable in the early stages, but soon after, children must be trained to read silently.
- Narrow eye span: Reading depends on the eye-movement, and in turn, the eye-movement determines the speed of reading. Although we start with individual words initially, soon Children must be taught to read “chunks” of information



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- preferably ‘meaningful’ chunks - rather than individual words. From the earliest stages, “Comprehension” must be insisted upon, and this enables reading to progressively pick up speed, and will end with “reading-with-comprehension’. Hence we say that Reading with the correct ‘eye-span’ enhances not only Reading-with-Comprehension, but also Reading-with-speed.

- ‘Reading with the Index finger’: Many learners use their index finger – or a pen / pencil – while reading. It is the finger which guides their reading. This is a bad habit because, if the moving finger stops, then reading too stops, and comprehension gets affected. This habit must therefore be avoided right from the earliest stages of reading.

### **(e) Linguistic factors**

Lack of grammatical and linguistic competence: Establishing connections among linguistic units such as words, phrases, clauses and sentences is essential for effective reading. Many people lack the ability to recognize these units while reading. It hampers the process of reading. The reader may stop reading further if he or she fails to understand the text grammatically.

### **(f) Other factors**

Size of the reading materials: Normally, people prefer reading small- sized articles and texts and not the bulky ones. If the book contains volumes of pages, it may bring down the interest of the reader. Sometimes, the huge volume of the reading material can create fatigue in the reader also.

## **1.12 Reading Disabilities**

The points which have been discussed above in the section on 'Barriers to Reading' can be termed as 'general barriers', in the sense that they may affect all young readers. At the same time, we must understand that there are stronger barriers than these which negatively affect reading fluency, and these are individualistic – i.e. seen in very few learners. But, teachers must be aware of these individual-specific problems also, so that parents can be alerted and scientific

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remediation can be made available from and through Experts, including Medical Experts. In such cases, the teacher's special care alone may not be sufficient in improving the quality of reading.

Reading disabilities are a part of learning disabilities. A learning difficulty can be defined as "a childhood disorder characterized by difficulty with certain skills such as Reading or Writing in individuals with normal intelligence". Usually, any physical disorder is likely to impair learning. Poor eyesight or hearing, problems with tongue and vocal cords, split upper lip, uneven row of teeth, distorted fingers, and so on - all can result in bringing down the learning outcome.

However, in this brief section we shall focus exclusively on one major reading disorder, leaving out the general issues such as poor eyesight and hearing, the reason being that, even before the child is brought to school, parents may be aware of these issues and they might have sought adequate medical help.

A few serious factors which come under Reading Disorders have been briefly mentioned below. (These factors are especially relevant for us Teachers, because they can be found in classrooms, and may not have been noticed by the Parents)

The most major Reading Disability, for example, is a condition in which a learner displays difficulty in reading, even if he or she is of normal / average intelligence – it is called Dyslexia.

The US-based National Institute of Neurological Disorders and Stroke (NINDS) defines Reading Disability or Dyslexia as follows: "Dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read. These individuals typically read at levels significantly lower than expected despite having normal intelligence. Although the disorder varies from person to person, the common characteristics among people with Dyslexia are difficulty with spelling, phonological processing (the manipulation of sounds), and rapid visual-verbal responding. In adults, Dyslexia usually occurs after a brain injury or in the context of Dementia. It can also be inherited in some families, and recent studies have identified a number of genes that may predispose an individual to developing Dyslexia." (Lewis, 2013)

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This information is important to us because, the prerequisites of a well-informed teacher are :: (i) to be aware of the possibilities of these problems among learners, (ii) give them special care such as more time to read, use extra props and support, reading along with them etc., (iii) get adequate medical aid through the Institution or parents, (iv) observe and record the progress while under medication so that treatment can be made more effective, and above all, (v) let not the child be a victim of laughter among peers. Please remember, the teacher's care is the most crucial factor among the remedial measures to Reading Disorders.

### **1.13 Developing Reading Skills through Formal Instruction**

After reading this much on Reading, did you arrive at the following conclusions? Say Yes or No.

- a) Children learn to read naturally as they learn to eat, drink and walk.
- b) Children learn to read as they grow up.
- c) All children learn to read the same way.
- d) Reading skills develop in all children at the same pace or speed.

If your remark on any of the statements above is yes, then sorry, you are thoroughly mistaken. Think for a while, and correct yourself.

[Remember, it is quite easy to change a Yes into a No or vice versa, but that is not 'correction' - you must be able to tell yourself where you went wrong and, more importantly, why. Only then the correct form gets internalized; it becomes a correction which lasts forever, the same mistake is likely to occur again.]

Why is the first statement wrong? Learning to eat, drink and walk are all parts of natural physiological development. A child gets hungry; it looks for food; it eats.

The second statement too is false, because reading has nothing to do with growing or age. Millions are there who don't read at all. Still they lead a normal life.

The third one: This is a mistaken belief which many teachers share among them. That is why they try to teach all the children the same way. Those teachers teach 'a class', not children - 'a class' does not learn, but children do!

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The fourth conviction too is shared by quite a few teachers; and as a result, they use the same method and the same materials to teach Reading. In fact, some children start reading early, some much later; some proceed fast, some proceed slowly; some children have difficulty in one aspect of Reading, while some others face difficulty in another aspect.

#### **1.14 Five Stages in the Development of Reading**

Literacy learning or learning to Read and Write requires formal guidance and practice, and this learning occurs across discrete stages. Maryanne Wolf (2008) in her book *Proust and the Squid: The Story and Science of the Reading Brain* identifies the following five stages in the development of Reading Skills in an individual -

- The emerging pre-reader (typically between 6 months to 6 years old)
- The novice reader (typically between 6 to 7 years old)
- The decoding reader (typically between 7 - 9 years old)
- The fluent, comprehending reader (typically between 9 - 15 years old)
- The expert reader (typically from 16 years and older)

There is no need to state that these age divisions and stages are not separated by any clear border lines; in fact, each stage merges into the preceding and the following stages. Moreover, these marked stages differ from individual to individual. Therefore, this stage-wise division is for the convenience of observing the readers and their characteristic features in the process of development. Now, let's have a quick glance through the stages of developing Reading, as Wolf observes.

The emergent pre-reader, sitting on the knees of elders listens to what is being read out to them. They learn from a full range of multiple sounds, words, concepts, images, stories, literacy materials, and just plain talk during the first five years of life. "*Emerging reading arises out of years of perceptions, increasing conceptual and social development, and cumulative exposures to oral and written language.*" (Wolf M. , 2008)

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The novice reader starts learning the relationships between the letters – the permissible, and later the non-permissible combinations. The child starts to read simple sentences or a meaningful chunk, which contains words that are frequently heard. By the end of this second stage, most children can understand up to 4000 or more words spoken to them, but can read about 600.

The decoding reader is the child who reads simple, familiar stories and selections with increasing fluency. Even at this stage, elders read out to the child, and in this process, children are exposed to the level above their own independent reading level to develop language, vocabulary and concepts. By the end of this stage, about 3000 words can be read and understood by the children.

The fluent, comprehending reader reads to learn new ideas in order to gain new knowledge and to experience new feelings / emotions. Reading includes the study of textbooks, reference works, trade books, newspapers and magazines that contain new ideas and values, and so on. There is a systematic study of word meaning, and learners are guided to react to texts through discussions, answering questions, generating questions, writing, and more.

The expert reader starts reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints. They also read widely across disciplines; include the physical, biological and social sciences as well as the humanities, politics and current affairs. At this stage, Reading comprehension of Texts with higher levels of complexity and readability allows for better listening comprehension as well.

Stating that there is no upper limit to the development of Reading Skills, Maryanne Wolf concludes: “*The end of reading development doesn’t exist; the unending story of reading moves ever forward, leaving the eye, the tongue, the word, the author, for a new place from which the ‘truth breaks forth, fresh and green,’ changing the brain and the reader every time.*” (Wolf M. , 2007)

That means, Reading is a complex Skill and teaching Reading is a difficult task. If you agree with this statement, we should then study the habit formation of Reading much higher and deeper stuff,

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and we should get more informed, and we must get better trained, and above all, we should read more and more about Reading.

That is what we are going to do in the remaining part of this Volume.

### **1.15 Conclusion**

Millions lived and died without reading or writing. They lived rather happily, establishing strong social bondage, perhaps within a stronger social network of caring and sharing, than the present generation enjoys. But, that was in the past. The present, and of course the future, demand all types of reading skills of a fairly high degree; otherwise, living a normal life may not be possible, let alone leading a successful life. Therefore, let us equip our learners with the skill of Reading, including all its sub-skills.

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# UNIT II

## Approaching Academic Reading

This Unit may answer the following questions and is likely to raise more related questions:

- What is ‘Reading’?
- How do we begin reading printed texts?
- What are the levels of reading comprehension?
- What are the common methods of reading?
- What are the models of reading instructions and the stages of reading in the classroom?
- What are the different types of texts and what are the strategies for promoting interaction in the classroom?
- How can a reading-rich environment be created?
- What is Critical Reading?

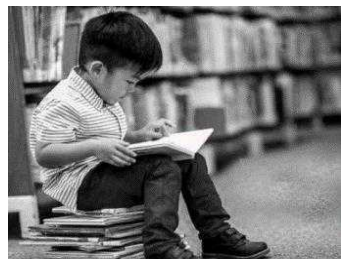
### 1. What is Reading?

If someone were to say, “I read anger on her face”, you would understand it to mean that the speaker saw an expression on someone’s face and understood that the person was angry. Reading therefore means that you look at something, study it, interpret it and arrive at a conclusion. Reading “print” is also a similar process and therefore in a sense the cognitive processes involved are a part of human behavior. What other expressions can you read on others’ faces or in their eyes?

#### 1.1 How Does Reading Begin?

Reading requires students to first make a connection between the visual symbol and the sound it represents.

For example, a young reader of English has to decide the mutual relationship



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between the printed symbol and the corresponding sound and do these after a little thinking / exposure, as, for example, in the following pairs - chair/tʃ/school/k/ chunk/tʃ/chemistry /k/.

The child should learn that, in a Language called English, the combination of “ch” can create two sets of pronunciation. This is called a symbol-sound correspondence or a grapheme-phoneme correspondence. This is significant, because, while they learn to read in English, they should learn to ‘read’ all such combinations perfectly, and this is a complex job. There are research studies which show that when children are placed in a print rich environment, or when stories are read to them repeatedly with the print exposed to them during their early years, they begin to make such connections between symbols and sounds.

- Which stories do you think children would listen to with interest?
- Recognize in a language but have not learnt them in a context?

## **1.2 Creating a Print - Rich Environment**

To familiarize children with print and to motivate them to read, it is necessary to create a print-rich environment. This is especially relevant in those classrooms which have first-generation learners. A print-rich environment would mean creating a classroom where the children are surrounded by print through colorful charts, comic strips, names of familiar objects and other such printed material placed preferably at a child’s eye level. Such a classroom shall also be an input–rich communicational environment, we may say. This means, it is always helpful if the children are exposed to the target language, hearing / seeing it from a variety of sources.

Once children make the connection between a sound and its symbol, they will use this as a key to unlock the sound of each word. This is called ‘*decoding the code*’. Further, by providing access to books, they will explore the world of print, thus beginning to “*read*” on their own.

Some children, however, need to be taught the sounds and the letters which represent them. This is true particularly when the child’s



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home-language differs vastly from the School-Language and the Text-Language. When such learners have problems in ‘handling’ so many Languages simultaneously, they may end up with what we technically call a “*processing*” problem – they find associating sounds and words highly problematic. For such children the Phonic Method could be of use, where letters of the alphabet and some of the phonemes they represent are taught as ‘mutually related’ features.

Reading begins when learners are able to utter all the letters or cluster of letters in the word, sequence them and pronounce the word correctly with a focus on ‘Syllables’ and individual sounds.

Linking the meaning of the word with its sound is an intrinsic part of Reading. In the subsequent stages, students should be taught to read ‘meaningful chunks’, and not individual words. It should be remembered by the teacher that there is a danger of being complacent about the ability of the learner to read word after word successfully and also that, in our normal or natural communication situations, we neither speak - nor read – a message word by word. Most often words go together, in clusters, such as, for example, when we want to say this sentence,

We do not say:

There is/ a cat / in the corner/ of the kitchen.

We would rather say:

There’s a cat in the corner of the kitchen.

Now, having said all this, we must note that the learners, at the subsequent levels, must be introduced to the concept of reading in “sense groups”.

## **2. Reading Comprehension**

For pedagogic analytic purposes, it has been stated that Listening and Reading are ‘receptive skills’, while Speaking and Writing are ‘productive skills’. This is a very broad classification and this binary positioning of Skills should not mean that in the so-called receptive skills, only ‘reception’ takes place, and no ‘*production*’ at all. Similarly, in the productive skills (Speaking and Writing), a lot of ‘reception’ activity too takes place, besides ‘production’.

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When we consider comprehension of ‘*Reading*’, we can see how much reception/receptivity and production/productivity go hand in hand while processing meaning. It is the varying degrees of production (producing meaning) which forces us to think of comprehension in relation to the otherwise known receptive skills of Reading. Modern theories of Reading tell us that we are not decoding the given meaning out of a text while reading, but we are producing or “*constructing*” meaning out of the text.

Going partly by the purpose of Reading, and partly by the time available for reading, the process of comprehension can be described in two ways: skimming and scanning. In the former, you can get an overview of the content, most probably leaving out specific details, whereas, in the latter, you are looking for specific pieces of information.

Reading Comprehension can be studied from a long-term perspective also. If we think of skimming and scanning as having rather short term goals, we may say that Intensive Reading and Extensive Reading, on the other hand, may have long-term goals.

Let us summarise the four types of Reading we have discussed so far

- **Skimming** is reading just those parts of a text that are most likely to indicate what the author is talking about at different points, in order to gain an overview of the content. For example, skimming through the day’s news paper to get an overview of the news.
- **Scanning** is looking through a text to find keywords and phrases that are likely to indicate the specific information that you are seeking. For example, you have to scan through the following material to answer the questions that follow.
- **Intensive Reading** is careful reading through every word of a text from beginning to end so as to understand and evaluate its content in depth. For example, reading an article on which you have to submit a term paper.
- In **Extensive Reading**, you read as many different kinds of books, journals and papers as you can, chiefly for pleasure, and only needing a general understanding of the content. For example, reading, Dickens’ *David Copperfield* for pleasure.

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**Let us do a small exercise now.**

Look at the following passage. Read it carefully. With your peers, discuss how you would skim / scan / read intensively or read extensively. A few questions have been suggested in the box. Say what functions they are performing.

**How Rocks are formed**

A rock formation is an isolated, scenic, or spectacular surface rock outcrop. Rock formations are usually the result of weathering and erosion sculpting the existing rock. The term rock formation can also refer to specific sedimentary strata or other rock unit in stratigraphic and petrologic studies.

A rock structure can be created in any rock type or combination:

Igneous rocks are created when molten rock cools and solidifies, with or without crystallization. They may be either plutonic bodies or volcanic extrusive. Again, erosive forces sculpt their current forms.

Metamorphic rocks are created by rocks that have been transformed into another kind of rock, usually by some combination of heat, pressure, and chemical alteration.

Sedimentary rocks are created by a variety of processes but usually involving deposition, grain by grain, layer by layer, in water, or in the case of terrestrial sediments, on land through the action of wind or sometimes moving ice. Erosion later exposes them in their current form. (Wikipedia contributors, List of rock formations, 2020)

- How are igneous rocks formed?
- What are the functions of erosive forces?
- What are sedimentary rocks?

**2.1 Levels of Comprehension**

There are broadly three different levels at which the meaning of a text can be comprehended.

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1. **The Literal level:** At this level whatever is conveyed is understood at the surface level (reading the lines). Any question asked at the Literal level can be answered directly from the text by merely referring to a portion of the text. Examples for these levels of comprehension are given along with the excerpt from *Black Beauty* in the next Section.
  2. **The Inferential level:** This occurs when one connects a part of the text with another and arrives at a conclusion. This is a skill we use in everyday life. If a friend, for instance stops talking to you and tries to avoid you, you would infer that your friend is angry with you or that you have unwittingly given offence (reading between the lines).
  3. **The Critical / Evaluative level:** At this level, readers use their own experience to evaluate what they are reading. This could be a character in a story, a situation, or a phenomenon, and they form an opinion about it. At times they may have a perspective which differs from that of the author. For example, how we interpret a Poem. At this level, multiple interpretations should be encouraged backed up by references to the text and their own perspective on it.

Comprehension takes place at various levels in the sense that the reader constructs meaning out of the 'sign posts' / clues / indications / details available in the text, either by directly guided by these sign posts, or by interpreting the signs into messages and so on.

Read the following short passage carefully and

- i. study the answers given in a word or phrase each and more importantly
- ii. identify the level of meaning making

### **UFO Sightings in Outer Space**

UFO sightings in outer space are sightings of unidentified flying objects reported by astronauts while in space which they could not explain at that time. These sightings have been claimed as evidence for alien visits by ufologists. Some of the alleged sightings never occurred: science fiction writer Otto Binder perpetuated a hoax claiming Apollo 11 Commander Neil Armstrong had encountered UFOs during the Apollo mission. UFO proponents see comments by

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astronauts or photos processed by NASA as one of the "strongest bodies of evidence" because they are considered to be of high trustworthiness; however, NASA Assistant Administrator for Legislative Affairs, Robert F. Allnut, concluded in a 1970 letter, "after fifteen years of manned space voyages including space stations and landing on the Moon, spacemen have brought back not a shred of evidence - verbal, photographic, or otherwise -- for the existence of extraterrestrial spacecraft, or 'UFOs'."

In 2009, footage from NASA was posted on YouTube by ufologists which "renew[ed] UFO conspiracy theories that the government is hiding knowledge about its interactions with intelligent life" by relying on a "lack of context" to promote a "collection of indistinct imagery and allegations". A number of the incidents were collected for an episode of the 2014 television series *Are We Alone?*

1. Expand acronym of UFOs.
2. Name the commander of the Apollo mission.

## **Incidents**

Some sightings involving astronauts or NASA include:

During the Gemini 4 mission, pilot Jim McDivitt spotted an object that he described as a "white cylindrical shape with a white pole sticking out of one corner of it." He took two pictures of it. His partner, Ed White, was asleep at the time. McDivitt maintains that it was some unknown but man-made piece of debris, while James Oberger argues that it was most likely the Titan II second stage of the craft.

3. Name one TV serial based on UFOs.
4. Say true or false. Quote the sentence or parts of the sentence in support of your stand.
  - Altogether the two groups of people related to UFO have been referred to in the passage.
  - Apollo II commander had encountered UFOs during his space Voyage.
  - NASA had been closely observing the outer space with a keen eye on UFOs the last 6 decades or more.

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In a transcript of Gemini 7 mission, the astronauts mention a "bogey" which ufologists have claimed was a reference to a UFO. Oberg, based on his trajectory analysis of the mission, describes the astronauts' comments about a "bogey" as referring to booster- associated debris, and not a reference to some sort of UFO. The astronaut who made the comments, Frank Borman, later confirmed that what he saw was not a UFO, and that when he offered to go on the television show *Unsolved Mysteries* to clarify, the producers told him, "Well, I'm not sure we want you on the program."

Within the UFO community, stories have spread that Neil Armstrong was reported to have witnessed multiple UFOs during Apollo 11. An explanation was that the sightings could have been attributed to jettisoned components. Additional stories were accredited to a hoax spread by science fiction writer Otto Binder. Buzz Aldrin says his words were taken out of context from an interview in 2005 about the incident.

5. On reading the short passage do you believe that UFOs exist or not?
6. Choose the word which suits each blank in the following phrases.

**journey**

**travel**

**trip**

**tour**

**voyage**

A ..... by train.

A ..... holiday to Ooty

A ..... to Himalayas

A ..... into childhood

A ..... to Sri Lanka by ship

During a 2005 spacewalk outside the International Space Station, astronaut Leroy Chiao reported seeing lights in a formation he described as "in a line" and "almost like an upside-down check mark".

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The incident was promoted as a possible UFO sighting in the television series *Are We Alone?* Chiao later identified the lights as being from fishing boats "hundreds of miles below".

In August 2013, according to NASA TV, astronaut Christopher Cassidy saw a UFO float past the International Space Station near its Progress 52 cargo ship. It was soon identified by Russian flight controllers as an antenna cover from the Zvezda service module. (Wikipedia contributors, 2020)

(Excerpted from *Wikipedia, the free encyclopedia*)

If you have answered all the questions above, let's think about how we arrived at these answers.

This process of 'finding out how we are thinking to answer a question' or 'finding a solution' is known as 'metacognition' – i.e. thinking about thinking. You will come to know more about metacognition later in Unit VI.

### **Answers to Questions in the Boxes**

Many questions were asked in the above section within boxes. Here are the answers to those questions:-

1. Unidentified flying objects. You get or you can lift the answers straightaway from the title.
2. Neil Armstrong: The process of locating the answer in 1 above, which does not need any thinking skill. In the absence of the text (for example as in examination) all that you need is a help of your memory. Memory and thinking are not the same, you should know.
3. Are we alone? Hope you will very well manage this question too in an examination, just memorize.
4. a. False. *There is one more group - the NASA scientists. Therefore 3 groups of people.*  
*To arrive at this correct answer you have to move from one spot in the passage to more spots, whereas in 1 to 3 above, the answers could be 'picked up' from one spot each.*  
b. False. *It was a lie. Here, you process the part of the sentence "science fiction writer Otto Binder perpetuated a roar claiming..."*

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- c. True. *You have to work out your answer a little arithmetically. In 1970 NASA stated that for 15 years they have been observing the space...* “1970 + 15 years. Now we are entering the third decades of 21<sup>st</sup> century. That means “NASA has been observing the space since 1955/ for the last six decades or more.”
4. I don't believe / believe that UFOs exist. Reasons:  
..... (State your reasons)

Here you have to go through the following thinking stages.

- A lot of stories which tell many people have seen UFOs in various points of time.
  - False claims in the names of Scientists.
  - TV serials and films - all imagination.
  - The clear statement issued by NASA.
  - Therefore, I don't believe / believe that UFOs exist.
5. The word ‘journey’ and ‘travel’ may be interchanged; ‘tour’ and ‘trip’ may be interchanged; but ‘journey’ and ‘voyage’ cannot be. Here a language component of a little higher order should help you in answering all these items correctly.

Read the following passage from the novel, *Black Beauty* by Anna Sewell and observe the different questions that follow. Answering each of these questions requires different levels of Reading Comprehension.

### **My Early Home**

1. The first place that I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees and at the bottom a running brook overhung by a steep bank. (Sewell, 1870)





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- Who do you think is the speaker? List the phrases which support your guess.
    - Inferential level
  - Describe Darkie's early home.
    - Literal level

2. While I was young, I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot, we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the grove. As soon as I was old enough to eat grass my mother used to go out to work in the daytime, and come back in the evening.

3. There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun; we used to gallop all together round and round the field as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

- Pick out a phrase from the last sentence which connects paragraph 3 with 4. – Vocabulary
- How did Darkie spend time with the other colts? – Literal level

4. One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said: "*I wish you to pay attention to what I am going to say to you. The colts that live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well-born; your father has a great name in these parts, and your grandfather won the cup two years at the new market races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play.*" (Sewell, 1870) I have never forgotten my mother's advice; I knew she was a wise

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old horse, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.

- Pick out a word which stands for animal communication system. – Vocabulary
- What did Darkie's mother want him to grow up as? Inferential level
- Do you think there is a class system among animals too, as in humanity – something like lower class, upper middle class, upper class etc.? – Inferential level

5. Our master was a good, kind man. He gave us good food, good lodging, and kind words; he spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. When she saw him at the gate she would neigh with joy and trot up to him. He would pat and stroke her and say, "Well, old Pet, and how is your little Darkie?" I was a dull black, so he called me Darkie; then he would give me a piece of bread, which was very good, and sometimes he brought a carrot for my mother. All the horses would come to him, but I think we were his favorites. My mother always took him to the town on a market day in a light gig.

- What could be the reason for the intimacy between Pet and her master? Inferential level
- "Our master was a good, kind man". How do you know the master was a good man? – Literal level

6. There was a plowboy, Dick, who sometimes came into our field to pluck blackberries from the hedge. When he had eaten all he wanted he would have what he called fun with the colts, throwing stones and sticks at them to make them gallop. We did not much mind him, for we could gallop off; but sometimes a stone would hit and hurt us. One day he was at this game, and did not know that the master was in the next field; but he was there, watching what was going on; over the hedge he jumped in a snap, and catching Dick by the arm, he gave him such a box on the ear as made him roar with the pain and surprise. As soon as we saw the master, we trotted up nearer to see what we on. "Bad boy!" he

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said, "*bad boy! To chase the colts. This is not the first time, nor the second, but it shall be the last. There -- take your money and go home; I shall not want you on my farm again.*" (Sewell, 1870) So, we never saw Dick any more. Old Daniel, the man who looked after the horses, was just as gentle as our master, so we were well off.

- "One day, he was at this game..." Explain the context and who did what? Inferential level
- "So, we never saw Dick anymore"- Why? – Inferential level
- "There -- take your money and go home; I shall not want you on my farm again." What does this statement of the master tell us about him? – Critical level
- How would you deal with a person like Dick? – Critical level

(Link to audio file of the first chapter of *Black Beauty* by Anna Sewell)

<https://etc.usf.edu/lit2go/125/black-beauty/2144/part-1-chapter-1-my-early-home/>

(Excerpted from <https://etc.usf.edu/lit2go/125/black-beauty/>)

## 2.2 Purpose and Methods of Reading

Before discussing the various aspects of Reading, we need to understand why we read (the purpose), how we read (the method), and what we read (the materials). These three are related to one other, and as Teachers we need to understand this interdependence.

Depending on what we are reading (material) and the purpose of reading, we adopt different methods, as mentioned earlier in the Unit.

1. If the purpose of reading is to get the gist/summary, we read the text quickly and try and make sense of its overall meaning. This is called **Skimming**. This is how we read newspapers, magazines etc. We read the headline, and quickly skim through the report to get a general idea of the contents and then move on. We pay further attention to the details and read more carefully only those reports that may be of interest to us.
2. When we read texts like telephone directories, lists of items/names (like a list of candidates and their registration

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numbers), train timetables etc, we look for specific information within the large amount of information. This is called **Scanning**. Scanning is particularly useful when we focus on particular information.

3. Sometimes, we read for pleasure. We read a lot of information without paying attention to all details and by paying attention to the narrative aspects of the text. We are engaged in **Extensive Reading** when we enjoy reading a novel, a short story, a biography, or even someone's diary entries.
4. Yet, when we study for an examination, we read all details contained in a text and try and remember every bit of information in the text. When we read a textbook, research paper, journal article etc., we do **Intensive Reading** and wish to completely understand everything that is said.

There are other ways in which we read but these four are the most common and important ones.

As Teachers, we can *adapt* materials and teach students to *adopt* different methods to read different texts. An important concept that the teacher has to keep in mind is called '**schema**', which refers to the reader's existing knowledge. Richard Anderson's work (Anderson, C, Pearson, & David, 1984) led us to the understanding that Reading involves a three-way process – *the bottom-up process* where the eyes and then the brain receive the new information from the letters and words in the text, *the top-down process* where the reader uses her/his prior / previous knowledge to understand the content of the text, and *the interactive process* where the information in the text is partly 'known' and partly 'new' for the reader, and she/he uses both the processes to make meaning of a text.

The Schema Theory has led us as teachers to understand the importance of the students' prior knowledge and to use it to help them read texts better. We now aim to teach students how to read unfamiliar texts at an appropriate speed silently (like they do most times in life), and with understanding. Teachers avoid explaining texts word by word now as it hinders students' ability to learn to read.

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Students develop the confidence to read independently when the texts selected to teach them to read are just above their existing level of comprehension, and when enough scope is given for the teacher to use the three stages in a class – i.e. the pre-reading, while-reading and the post-reading stages.

### **2.3 Stages of Reading**

1. In the “**pre-reading**” stage, the teacher uses warm-up activities to introduce the students to the theme of the text. Some vocabulary items crucial to the understanding of the messages are also introduced so that the students can understand the text without interruption. The pre-reading stage motivates the student to read the text and relate it to their own life or understanding. Students are also made to *predict* what is in the text, which, in itself, is an important Skill.
2. For the “**while-reading**” stage, the teacher can break the text into manageable chunks based on the thematic divisions and create comprehension questions (Literal, Inferential or Evaluative) for the students to answer. This can be done individually or in pairs or in groups and informal discussions can also be used to proceed to the next stages.
3. In the “**post-reading**” stage, students can be encouraged to understand the text globally, evaluate it critically, distinguish fact from opinion, and guess what happened before and after the events in the text, recognize bias, relate the events in the text to their own personal experiences through a series of questions and tasks, and many other similar activities.

It should now be clear that different classroom strategies can be used while developing Reading depending on the type of text the students are engaged in reading.

### **3. Different Types of Texts and Classroom Strategies**

Teaching the sub-skills of Reading has, for most part, been confined to the reading of literary texts included in an English reader during the course of a language lesson. The learning and the strategies

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acquired while reading these texts have a “surrender value”, which means that what they learn in an English class can have an effect on what they learn in other Subject classes across the curriculum. Therefore it is important to note that, while teaching Reading in an English class, attention should also be paid to focus on developing their ability to read, comprehend and reflect on several genres of expository texts also.

- Do you think different subjects have their own vocabulary? Give two examples

On a slightly different note, we must understand that Children have well-defined language structures in place in their home language/languages before they come to school and are able to communicate well and fluently even before being introduced to formal learning. However, learning to become good readers requires an explicit and sustained teaching of *strategies* - i.e. ways and means of attaining total comprehension / a trick of the trade, shall we say? - Which make them become mature and reflective readers?

Research has suggested that these skills, when learnt in *any* language, are and can be transferred to the learning of any other language(s). Since transfer of skills across languages does indeed take place, a conscious effort should be made to teach students these strategies in the first language of exposure in which they learn to read, be it their home language or English.

*Expository texts* are those which expose i.e. provide authentic and accurate information on a particular subject. The style of these texts is different from those of *a narrative text*. These texts use language which is focused and may maintain technical terms depending on the nature of the information being imparted. The writer moves from facts that are general to specific and from abstract concepts to concrete ones.

- Jot down two examples of expository texts you have come across.

Expository texts also use specific structures, the understanding of which helps the students to comprehend, reflect on, integrate and recall the information read (Armbruster, Anderson, & Ostertag, 2020). *Teaching strategies* which are self-monitored and adaptable

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across texts and languages help prevent mechanical reading and enhance the quality of reading comprehension. When students are able to identify the structure of the text, they gain an understanding of how the main ideas and concepts are linked together along with supporting details and illustrative examples. This facilitates their comprehension and aids them in reflecting on what they have read.

### **3.1 Simple Description**

*Description* focuses on facts, statistics, and other observable details of the item being described. The author describes a topic by listing its characteristics and features, and provides supporting illustrations and examples. These factors provide details about how something looks, feels, tastes, smells, makes one experience a feeling, or experience what it sounds like.

Take a look at a well-known description of a Cyclone:

#### **Cyclone**

A tropical cyclone is a circular air movement that starts over the warm ocean waters in the warm part of Earth near the Equator. Most tropical cyclones create fast winds and great rains. While some tropical cyclones stay out in the sea, others pass over land. They can be dangerous because of flooding and because the winds pick up objects, including things as big as small boats. Tropical cyclones can throw these things at high speeds.

Tropical cyclones, hurricanes or typhoons form when convection causes warm, moist air above the ocean to rise. They begin as a group of storms when the water gets as hot as 80 °F (27 °C) or hotter. The Coriolis Effect made by the Earth's rotation causes the winds to rotate. Warm air rises quickly.

Tropical cyclones usually move westward in the tropics, and can later move north or south into the temperate zone. The "eye of the storm" is the center. It has little rain or wind. The eye-wall has the heaviest rain and the fastest winds. It is surrounded by rain-bands which also have fast winds.

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Tropical cyclones are powered by warm, humid ocean air. When they go onto land, they weaken. They die when they spend a long time over land or cool ocean water.

The term "tropical cyclone" is a summary term. In various places, tropical cyclones have other local names such as "hurricane" and "typhoon". A tropical cyclone that forms in the Atlantic Ocean is called a hurricane. The word hurricane is also used for those that form in the eastern, central and northern Pacific. In the western Pacific a tropical cyclone is called a typhoon. In the Indian Ocean it is called a "cyclone". (Wikipedia contributors, 2020)

- What causes the winds to rotate?
- How are tropical cyclones formed?

**Source:** [https://simple.wikipedia.org/wiki/Tropical\\_cyclone](https://simple.wikipedia.org/wiki/Tropical_cyclone)

### **3.2 Compare and contrast**

In 'Compare *and Contrast* ', similarities and differences between two things are described showing the connection between them. A comparative text shows how two or more subjects are similar while the contrast essay discusses the differences. This type of structure is often used in determining which is better among the two or more choices given.

An example given below compares and contrasts two travel destinations.

#### **A Visit to Japan**

In recent decades, the title of one of the most popular cultures worldwide should be definitely given to Japan. Millions of people all over the world study the Japanese language, watch *dorama* (dramatic TV series on all kinds of topics) or animation, read and writes haiku, and makes pen pals with Japanese people. Countless people buy tickets and fly to the country of the rising sun to see its wonders with their own eyes.



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Among the most popular destinations—mostly because these city names are most known to the western public—are Tokyo and Kyoto...

Tokyo is great to visit if you enjoy hustle and bustle, if you want to feel the heartbeat of a mega-city, dive into its life, and experience all those crazy things people in the West usually tell about Japan. Be prepared for the overcrowded subway— and “overcrowded” is a gentle way to put it; in fact, you can take a 60- minute ride in the subway, and your feet will not even have touched the floor, because you would have been squeezed between other people so tight that you may have even taken a nap in this position. (Differences Between Tokyo and Kyoto, 2020)

Kyoto, on the other hand, is good to visit for all those who feel inspired by traditional Japanese culture: *haiku*, *hanami*, court customs, the *Kabuki* drama, and so on. In Kyoto, you will not see amazing skyscrapers, the over 280 subway stations, and the craziness of the famous *Shibuya* crossing; instead, get prepared for temples, tea houses, museums: all things antique and authentic.

**Source:** <https://academichelp.net/?s=compare-contrast>

Task: List out the advantages of visiting Tokyo and Kyoto.

Tokyo	Kyoto
1.	
2.	
3.	

### 3.3 A Process Essay or A Sequence Essay

The ‘how-to’ or a process essay provides readers with a step-by-step guide on how to do something, or the steps it takes to finish a job. A successful process essay will be so detailed enough that a reader will have all the information needed to complete the task. This consists of describing the order in which things happen. This sequence is in terms of steps, timeline and a cycle of events. Following is an example of the law-making process in India.

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## **What is a Bill?**

A Bill is a draft statute which becomes law after it is passed by both the Houses of Parliament and assented to by the President. All legislative proposals are brought before the Parliament in the forms of Bills.

The Law - making process (How a Bill becomes an Act)

- i. A Bill undergoes three readings in each House of the Parliament. The First Reading consists of the Introduction of a Bill. The Bill is introduced after adoption of a motion for leave to introduce a Bill in either of the House... The next stage on a Bill i.e., the second reading starts only after the Committee submits its report on the Bill to the Houses. The Second Reading consists of two stages: the 'first stage' here consists of discussion on the principles of the Bill and its provisions generally on any of the following motions: that the Bill be taken into consideration; that the Bill be referred to a Select Committee of the Rajya Sabha ; that the Bill be referred to a Joint Committee of the Houses with the concurrence of the Lok Sabha; that it be circulated for the purpose of eliciting opinion thereon; and the 'second stage' signifies the clause-by clause consideration of the Bill as introduced or as reported by the Select/ Joint Committee. Amendments given by Members to various clauses are moved at this stage. The Third Reading refers to the discussion on the motion that the Bill (or the Bill as amended) be passed or returned (to the Lok Sabha, in the case of a Money Bill) wherein the arguments are based against or in favor of the Bill. After a Bill has been passed by one House, it is sent to the other House where it goes through the same procedure. However, the Bill is not introduced again in the other House, but it is laid on the Table of the other House which constitutes its first reading there.
- ii. After a Bill has been passed by both Houses, it is presented to the President for his assent. The President can assent or withhold his assent to a Bill or he can return a Bill, other than a Money Bill, for reconsideration. If the Bill is again passed by the Houses, with or without amendment made by the President, he shall not withhold assent therefrom. But, when a Bill amending the Constitution

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passed by each House with the requisite majority is presented to the President, he shall give his assent thereto.

A Bill becomes an Act of Parliament after being passed by both the Houses of Parliament and assented to by the President. (Legislative Functions of Rajya Sabha, 2020)

Source: <https://rajyasabha.nic.in/rsnew/legislation/introduction.asp>

Following is another example of *the process essay* written using passive constructions.

### **The Manufacturing Process of Edible Oils**

Some vegetable oils, such as olive, peanut, and some coconut and sunflower oils, are cold-pressed. This method, which entails minimal processing, produces light, flavorful oil suitable for some cooking needs. These oils undergo many steps beyond mere extraction to produce bland, clear, and consistent oil.

#### **Cleaning and Grinding**

1. Incoming oil seeds are passed over magnets to remove any trace metal before being dehulled, deskinning, or otherwise stripped of all extraneous material.
2. The stripped seeds or nuts are then ground into a coarse meal to provide more surface area to be pressed. Mechanized grooved rollers or hammer mills crush the material to the proper consistency. The meal is then heated to facilitate the extraction of the oil.

#### **Pressing**

3. The heated meal is then fed continuously into a screw press, which increases the pressure progressively as the meal passes through a slotted barrel. Pressure generally increases from 68,950 to 20,6850 kilopascals as the oil is squeezed out from the slots in the barrel, where it can be recovered.

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## Removing solvent traces

4. Ninety percent of the solvent remaining in the extracted oil simply evaporates, and, as it does, it is collected for reuse. The rest is retrieved with the use of a stripping column. The oil is boiled by steam, and the lighter hexane floats upward. As it condenses, it, too, is collected.

## Refining the oil

5. The oil is next refined to remove color, odor, and bitterness. Refining consists of heating the oil to between 107 and 188 degrees Fahrenheit (40 and 85 degrees Celsius) and mixing an alkaline substance such as sodium hydroxide or sodium carbonate with it. Soap gets formed from the undesired fatty acids and the alkaline additive, and it is usually removed by centrifuge. The oil is further washed to remove traces of soap and then dried.
6. Oils are also degummed at this time by treating them with water heated to between 188 and 206 degrees Fahrenheit (85 and 95 degrees Celsius), steam, or water with acid. The gums, most of which are phosphatides, precipitate out, and the dregs are removed by centrifuge.
7. Oil that will be heated (for use in cooking) is then bleached by filtering it through fuller's earth, activated carbon, or activated clays that absorb certain pigmented material from the oil. By contrast, oil that will undergo refrigeration (because it is intended for salad dressing, for example) is winterized—rapidly chilled and filtered to remove waxes. This procedure ensures that the oil will not partially solidify in the refrigerator.

- List out any five sentences written in passive voice.
- Why are passive constructions used in process/how to do essays?

8. Finally, the oil is deodorized. In this process, steam is passed over hot oil in a vacuum at between 440 and 485 degrees Fahrenheit (225 and 250 degrees Celsius), thus allowing the volatile taste and odor components to distill from the oil. Typically, citric acid at .01

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percent is also added to oil after deodorization to inactivate trace metals that might promote oxidation within the oil and hence shorten its shelf-life.

### **Packaging the oil**

9. The completely processed oil is then measured and poured into clean containers, usually plastic bottles for domestic oils to be sold in supermarkets, glass bottles for imports or domestic oils to be sold in specialty stores, or cans for imports (usually olive oil). (Cooking Oil, 2020)

**Source:** <http://www.madehow.com/Volume-1/Cooking-Oil.html#ixzz6G90KquL2>

### **3.4 Cause-and-effect**

A writing that identifies the reason for some occurrence and also lists the effects of the occurrence comes under the *cause-effect* category. The author describes how a particular event leads to an outcome or causality or the cause-effect relationship of events.

Take a look at this passage which is an example of “cause and effect”:

#### **What causes Air Pollution?**

Air pollution is caused by solid and liquid particles and certain gases that are suspended in the air. These particles and gases can come from car / truck exhaust, factories, dust, pollen, mold spores, volcanoes and wildfires. The solid and liquid particles suspended in our air are called aerosols... Any particle that gets picked up into the air or is formed from chemical reactions in the air can be an aerosol. Many aerosols enter the atmosphere when we burn fossil fuels - such as coal and petroleum – and wood... Some of the particles and gases come directly from these sources, but others form through chemical reactions in the air. Certain gases in the atmosphere can cause air pollution. For example, in cities, a gas called ozone is the major cause of air pollution. Ozone is also a greenhouse gas that can be both good and bad for our environment. It all depends where it is in Earth’s atmosphere. (Climate Kids, 2020)

**Source:** <https://climatekids.nasa.gov/air-pollution/>

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### 3.5 Problem and Solution

In this type of writing, we are made aware of a problem, how it gets originated, how it develops and finally, how it can be solved.

#### Child Labor

Child labor in India, somehow, has become a social norm that we accept and tolerate in our society. This exploitative and abusive practice will continue unless society adopts a zero tolerance attitude towards it. Children continue to be exploited and abused because the State and the people do not address children's issues comprehensively and effectively...

CRY's efforts towards the prevention of child labor include:

1. Identifying the root causes which force families and communities to allow children to be engaged in labor.
2. Addressing these underlying issues by interacting with parents, community leaders and children's collective where the importance of child rights and the damaging effects of child labor are discussed.
3. Empowering communities with the knowledge to demand for implementation of employment schemes, food security and access to all government provisions.
4. In instances of child trafficking and children forced into labour, CRY and grassroots partners work on rescue, repatriation and rehabilitation of children through child protection networks under Juvenile Justice Care and Protection Act and the Integrated Child Protection Scheme... (Child Labour, 2020)

**Source:** <https://www.cry.org/issues-views/child-labour>

**Note:** *Discuss all these examples of different types of Essays. Discuss in groups, first, and then have the entire class involved in a broad discussion on each of these examples.*

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Let us now move on to some Classroom Techniques concerning Reading.

#### 4. Guiding Learners through the Text

Sign posts, traffic signs and road maps ease the hardships of our journey into strange places. Similarly, in good writing, writers offer sign posts frequently so that readers can reach their destinations, without too many hurdles.

Sign posts make reading easier.

##### 4.1 Teaching Signal-words

One such strategy is to have students look for *signal words* in expository texts. (Roehling , Hebert, Nelson, & Bohaty, 2017)As the label suggests, signal words are words that signal the text structure to the reader. Other terms for signal words include clue words, cue words, or keywords. To help keep track of the signal words in a passage, students can highlight or underline them as they read (e.g., (Hoffman, 2010)). The table below provides examples of signal words for each text structure.

Examples of Signal Words for Five Text Structures<sup>1</sup>:

<b>Text structure</b>	<b>Signal Words</b>
Simple description	looks like, sounds like, [shape, size, color, number], for example, for instance, specifically, such as, in particular
Compare and contrast	compare: Same as, similar (ly), both have in common, likewise, alike

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<sup>1</sup> Table represents Examples of Signal Words for Five Text Structures, excerpted from The Reading Teacher Vol. 71 No. 1 July/August 2017 literacyworldwide.org

	contrast: Different, in comparison, in contrast, however, but, on the other hand
Sequence	first, second, third..., initially, preceding, before, next, then, finally, now, following, after
Cause and effect	because, as a result, outcome, so, thus, consequently, leads to, is caused by, if...then, produces, therefore
Problem and solution	the problem/issue/difficulty is, solution, solve, one answer is, a reason for the problem

Source: <https://ila.onlinelibrary.wiley.com/doi/epdf/10.1002/trtr.1590>

## 4.2 Use of Different Text Structures

Depending on the level of the students with respect to their language abilities, teachers can choose to practice either a single structure or one in which more than one kind of structure is involved. Most *expository pieces* are written using different structures, the recognition of which helps better recall of information, integrating it wherever necessary with other sources of information, so as to arrive at a better understanding of the concept/concepts being learnt.

**4.2.1** In the following passage, observe how the writer **describes** a platypus:

### **Platypus: Size and Weight**

A platypus, according to the Oxford English Dictionary, is a semi-aquatic, egg-laying mammal which frequents the lakes and streams of Eastern Australia. The platypus is about 35-50 mm from head to tail



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and weighs between 0.5 to 2 kilograms. It is much smaller than people think, being only about the size of a small cat.

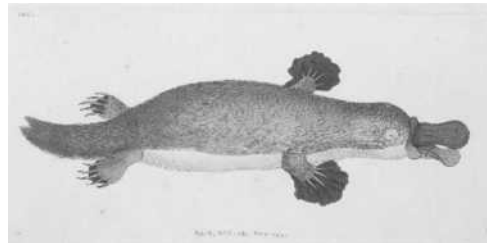
The female is smaller and weighs less than the male. Platypuses (Musser, 2020) in the southern parts of Australia are larger than those found in the north. Some on the southern island of Tasmania can weigh as much as 3 kilos.

### **Platypus Fur**

The platypus's upper body is covered in thick brown fur. The underside has cream or greyish-coloured fur. It has a grey undercoat. The platypus's waterproof fur coat is double-layered which traps air for insulation. This keeps the animal's body warm and dry and gives it natural buoyancy when it is swimming underwater.

### **Bill, Nose and Mouth**

The platypus's beak is called a bill. It is flat, soft, rubbery and very sensitive. (It looks like it's made of plastic). Its nostrils are located on the top of its bill and close when the animal submerges.



Electroreceptors on its bill are so sensitive that they can detect even the smallest movements made by underwater worms, insect larvae and crustaceans on which it feeds. Once detected, the platypus uses its bill to shovel up and unearth these creatures for it to eat.

An adult platypus has no teeth; instead it chews by grinding its food between two bony grinding plates on its upper and lower jaws.

1. Underline words which describe length and weight.
2. Are they of the same size all over Australia?
3. Underline the words which describe the fur of a platypus.
4. What purpose does it serve?
5. What do humans use for the same purpose as is served by the fur of the platypus?

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6. Name another creature that has bill.
  7. What purpose does it serve?
  8. Name at least two other animals which possess senses that human beings do not possess.

**Source:** <https://en.wikipedia.org/wiki/Platypus>

**4.2.2** Most expository passages use more than one structure, so students with more advanced language abilities can be introduced to the following passage. The topic remains ‘The Platypus’ but the structures used here are of both ***description*** and ***compare and contrast***.

## **Platypus**

### **Animals Network Team**

When it comes to strange and unusual animals, the platypus is king. If it came to a vote, this animal would be the front-runner for the weirdest animal on Earth. What makes them so strange? Read on to learn about the peculiar platypus.

- What other animals are mentioned here? Underline them.
- How are they similar and yet different?

### **Description of the platypus**

Even at a glance, the platypus looks weird. They have a small, hydrodynamic body covered in brown fur. Their tail is wide and flat, a little like a beaver’s tail, but covered in fur. These animals sport paws that are webbed for swimming, and the front feet have more webbing than the rear. Finally, they have a wide, flat bill, which resembles that of a duck.

### **Interesting facts about the platypus**

The oddities don’t stop at the platypus’ appearance! These incredibly odd mammals continue to astound with each new piece of information.

- **Bird-like:** Doesn’t stop at the bill – The resemblance to birds

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doesn't stop at the platypus' bill. While these unique creatures are mammals, they actually lay eggs! Platypuses are one of the only mammals in the world that lay eggs.

- Look up the characteristics of mammals. How is a platypus like mammals, and yet unlike them?
  - Do you possess all the senses they do? Is there any other mammal which has a sense you do not have?
  - Would you keep them as pets? Why? Why not?
- **Milky mammals** – Just like all other mammals, platypuses produce milk to raise their young. Even though baby Platypuses are hatched from eggs; they still require their mother's milk to survive. The only problem? Platypuses don't have teats! Instead of nursing from teats, the mother platypus oozes milk from glands on her abdomen, and the babies suck the milk from her fur.
  - **Electric animal** – Platypus bills don't just serve as a conversation starter, they are actually sensory organs. Just like your tongue can taste, and your nose can smell, platypus bills have a sense called electroreception. This electroreception allows platypuses to see the electric fields created when an animal moves its muscles.
  - **They're Venomous?!** – Just when you thought they couldn't get any weirder, male platypuses are venomous! All of these animals grow spurs on their rear legs, but the males have venom inside their hollow spurs. This venom is not deadly, but is highly painful. Male platypuses' venom spurs only activate during breeding season, and scientists believe they are used to fight competing males.

Were you able to see the differences in the two passages on Platypus?

Let us now move into a different exercise.

**4.2.3** The passage below includes two different structures, **sequence** as well as **cause and effect**.

The passage has been adapted so as to introduce words which provide cues to the sequence in which events happened. This will help students to recognize the structure of the passage till they become

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more adept at recognizing the structure even in the absence of obvious cues.

## **The Indian Mutiny**

The Indian Mutiny, (Britannica, 2020) also called Sepoy Mutiny or the First War of Independence, was a widespread but unsuccessful rebellion against the British rule in India, in 1857–59. First begun in Meerut by the Indian troops (Sepoys) in the service of the British East India Company, it later spread to Delhi, Agra, Kanpur, and Lucknow. In India, it is often called the First War of Independence and other similar names.

- Why do you think it was called by various names?
- Which one would you prefer? Explain why?
- If you think all three names are suitable, explain why you think so.

## **Background**

To regard the rebellion merely as a Sepoy mutiny is to underestimate the root causes leading to it. British paramountcy – i.e., the belief in British dominance in Indian political, economic, and cultural life – had been introduced in India around 1820. The British increasingly used a variety of tactics to usurp control of the Hindu princely states that were under what were called subsidiary alliances with the British. To begin with, everywhere the old Indian aristocracy was being replaced by British officials. One notable British technique was called ‘the doctrine of lapse’, first perpetrated by Lord Dalhousie in the late 1840s. It involved the British prohibiting a Hindu ruler without a natural heir from adopting a successor, and, after the ruler died or abdicated, annexing his land. To those problems was next added the growing discontent of the Brahmans, many of whom had been dispossessed of their revenues or had lost lucrative positions.

A further serious concern was the increasing pace of Westernization, by which Hindu society was being affected by the introduction of Western ideas.

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- Draw a flow chart representing the sequence of events leading to a growing dissatisfaction against British rule. For events which seem simultaneous place them alongside each other on the flow chart.

Firstly, missionaries were challenging the religious beliefs of the Hindus. Next the humanitarian movement led to reforms that went deeper than the political superstructure. During his tenure as governor-general of India (1848–56), Lord Dalhousie made efforts toward emancipating women and had introduced a bill to remove all legal obstacles to the remarriage of Hindu widows. Then came the provision that converts to Christianity were to share with their Hindu relatives in the property of the family estate. Now there was a widespread belief that the British aimed at breaking down the caste system. Finally, the introduction of Western methods of education was a direct challenge to orthodoxy, both Hindu and Muslim.

Initially, the mutiny broke out in the Bengal army because it was only in the military sphere that Indians were organized. The pretext for revolt was the introduction of the new Enfield rifle. To load it, the Sepoys had to bite off the ends of lubricated cartridges. A rumour spread among the Sepoys that the grease used to lubricate the cartridges was a mixture of pigs' and cows' lard; thus, to have oral contact with it was an insult to both Muslims and Hindus. There is no conclusive evidence that either of these materials was actually used on any of the cartridges in question. However, the perception that the cartridges were tainted added to the larger suspicion that the British were trying to undermine Indian traditional society. For their part, the British did not pay enough attention to the growing level of Sepoy discontent.

- Draw a diagram/flowchart representing the immediate cause for the Sepoy discontent. You can use arrows or other symbols of your choice.
- The Sepoy Mutiny is also known as The First War of Independence. Examine these titles and discuss how these titles reflect an attitudinal change depending on which title is used.

**Source:** <https://www.britannica.com/event/Indian-Mutiny>

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Could you see the operation of “Sequence” as well as “Cause and Effect” in the paragraph?

**4.2.4** The following passage from Geography defines what is meant by climate change with examples. It further describes its effects on the environment and ends with some suggestions on how to tackle it.

The structure of the passage therefore combines **description** with **cause and effect** as well as **problem and solution**.

## Feeling the Heat: Global Warming and Climate Change

### Climate Change: Too hot to handle?



Climate is an average weather condition for a long period. A minimum of 32 years has to be considered in order to determine the characteristics of a climate. The Earth’s climate is not static and has changed throughout

history. According to Intergovernmental Panel on Climate Change (IPCC), climate change refers to a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/ or the variability of its properties, and which persists for an extended period -typically decades or longer.

To give an example, in the last 6.5 lakhs years, there have been seven cycles of glacial advance and retreat with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era and of human civilization. You might have known that “climate change” and “global warming” are serious problems that the earth is facing today.

- Please choose any one of the titles given above after reading the passage.
- Give reasons for your choice.

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The evidence for rapid climate change is compelling and these are global temperature rise, warming oceans, sinking ice sheets, glacial retreat, decreased forest cover, sea-level rise, declining Arctic Sea ice. There are also reports of extreme events like increase in high temperature across the world, droughts, ocean acidification and so on.

The reason for climate change can be categorized into two: internal processes and external processes. External processes are modulations of the solar cycles, volcanic eruptions and, in particular, human activities. Humans are increasingly influencing the climate and the earth's temperature by burning fossil fuels, cutting down rainforests and farming livestock. This introduces high amounts of greenhouse gases to those naturally occurring in the atmosphere thereby increasing the greenhouse effect and global warming. In earth's atmosphere there are some gases which act a bit like the glass in a greenhouse, trapping sun's heat and not allowing it to escape from the earth's atmosphere. Carbon dioxide (CO<sub>2</sub>), methane, nitrous oxide, fluorinated gases are the greenhouse gases.

These gases which are being created by human activities like burning coal, oil and gas, cutting down forests (deforestation), increasing livestock farming, using fertilisers containing nitrogen are being added to the enormous amounts of greenhouse gases naturally occurring in the atmosphere.

These are causing a rise in an average temperature of the Earth's atmosphere.

Scientists have made major advances in the observations, theory, and modeling of earth's climate system and these advances have enabled them to project future climate change with increasing confidence. If there were no technological or policy changes to reduce emission trends from their current trajectory, then further warming of 2.6 to 4.8 °C (4.7 to 8.6°F) in addition to that which has already occurred would be expected during the 21st century.

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- How do we know humans are causing global warming? What have you witnessed or read about which makes you think so?
  - Will climate change have an impact in the future? Imagine and describe a scenario fifty years from now.
  - “...climate change and global warming is a serious problem the earth is facing today”. Think of what you as an individual could do to solve the issue.

By stating future effects of climate change, IPCC reported that change will continue through this century and beyond and temperatures will continue to rise. Frost-free season (and growing season) will lengthen changes in precipitation patterns will occur along with more droughts and heat waves. Hurricanes will become stronger and more intense and the sea level will rise 1-4 feet by 2100. The arctic is likely to become ice-free.

How to tackle this problem is the greatest challenge we are facing today. Many adaptation and mitigation options can help address climate change, but no single option is sufficient in itself. Effective implementation depends on policies and cooperation at all levels. These include practices like reducing CO<sub>2</sub> emissions from fossil fuel combustion and industrial processes, alternative energy sources, negative emissions and reforestation. Other useful practices would be to avoid deforestation and forestation, carbon capture and storage.

- If you were to carry out a campaign in your neighborhood to prevent human activities contributing to climate change, what measures would you suggest?

It is clear therefore that changes in the climate are having a negative impact on the environment. In order to control climate change and maintain a healthy environment on the earth, human influences on the same need to be controlled.

If everybody as one takes a stand and tries to end practices destructive to the environment this world would be a safer place to live in.

Were you able to see features like ‘*description*’, ‘*cause and effect*’, ‘*problems and solution*’ represented in the passage above?



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## 5. Narrative Writing

A *narrative* is a form of writing that tells a story. The term 'story' denotes fictitious / imaginary, or real as well. Narratives can be fictional like fairy tales, fables, short stories, novellas and novels, or factual like biographies, autobiographies, newspaper reports etc.

Narratives have five elements: *plot, setting, character, conflict, and theme.*

Writers use different kinds of narrative style, point of view, chronological order, and other strategies to tell a story.

In the following excerpt from O. Henry's 'After *Twenty Years*', the author places the story in its setting in the very beginning and introduces the main characters. Study it well:

### **After Twenty Years**

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well-nigh developed the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace...

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands--'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

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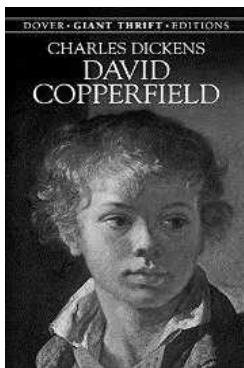
The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarf-pin was a large diamond, oddly set... (Henry, 2017)

**Source:** <https://americanliterature.com/author/o-henry/short-story/after-twenty-years>

The following excerpt from Charles Dickens' novel is another example of a *narrative* which also uses description.

## David Copperfield

### Tempest



But, as the night advanced, the clouds closing in and densely over-spreading the whole sky, then very dark, it came on to blow, harder and harder. It still increased, until our horses could scarcely face the wind. Many times, in the dark part of the night (it was then late in September, when the nights were not short), the leaders turned about, or came to a dead stop; and we were often in serious apprehension that the coach would be blown over. Sweeping gusts of rain came up before this storm, like showers of steel; and, at those times, when there was any shelter of trees or lee walls to be got, we were fain to stop, in a sheer impossibility of continuing the struggle.

When the day broke, it blew harder and harder. I had been in Yarmouth when the seamen said it blew great guns, but I had never known the like of this, or anything approaching to it. We came to Ipswich—very late, having had to fight every inch of ground since we were ten miles out of London; and found a cluster of people in the market-place, who had risen from their beds in the night, fearful of falling chimneys. Some of these, congregating about the inn-yard while we changed horses, told us of great sheets of lead having been ripped off a high church-tower, and flung into a by-street, which they then blocked up. Others had to tell of country people, coming in from

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neighboring villages, who had seen great trees lying torn out of the earth, and whole ricks scattered about the roads and fields. Still, there was no abatement in the storm, but it blew harder.

As we struggled on, nearer and nearer to the sea, from which this mighty wind was blowing dead on shore, its force became more and more terrific. Long before we saw the sea, its spray was on our lips, and showered salt rain upon us. The water was out, over miles and miles of the flat country adjacent to Yarmouth; and every sheet and puddle lashed its banks, and had its stress of little breakers setting heavily towards us. When we came within sight of the sea, the waves on the horizon, caught at intervals above the rolling abyss, were like glimpses of another shore with towers and buildings. When at last we got into the town, the people came out to their doors, all aslant, and with streaming hair, making a wonder of the mail that had come through such a night. (TEMPEST, 2009)

**Source:** <http://www.gutenberg.org/files/766/766-h/766-h.htm>

## **5.1 Narrative Structures**

*Narrative structures* are of many kinds and they determine how a story is told. All stories, irrespective of what the structure is, include aspects like *plot*, *characterization*, *dialogue*, *conflict* and *resolution*. We bring these elements together to tell the reader a story in what is called the story's narrative structure. There have been much experimentation with the basic form of narration, and throughout literary history authors have tweaked structures in ways which will make the storytelling more interesting.

Basically, narrative structures can be classified into the following *four* categories:

### **5.1.1 Linear Narration**

The oldest and the most common form of storytelling is presenting the events in the chronological order in which they occur, starting at a point and continuing till the story comes to an end. Some stories include flashbacks of dream sequences to further the plot in the story. The story *The Last Leaf* by *O' Henry* is an example of a *linear*

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*structure.* The story begins with a girl, Johnsy who is sick, and believes herself to be dying when the last leaf on the ivy creeper outside her window falls. When the leaf does not fall, her hopes slowly revive until she slowly begins to recover. The story has a subplot of an artist, Mr. Behrman who believes that he would one day paint a masterpiece and his masterpiece turns out to be that last leaf which is so real looking that the girl believes it to be a real leaf and that its presence is like a sign that she must not lose hope. The artist thus becomes instrumental in saving a life. This story is also an example of a technique used in most of O' Henry's stories namely a twist in the tale, where the end comes as a surprise to the reader.

- Make a list of any stories you may have read which have a linear structure.

### **5.1.2 Stream of Consciousness**

In literature, stream of consciousness is a method of narration that describes happenings which occur in the flow of thoughts in the minds of the characters. Stream of consciousness is a style of writing developed by a group of writers at the beginning of the 20th century. The technique gives readers the impression of being inside the minds of the characters. It aims at expressing in words the flow of the characters' thoughts and feelings. Therefore, the internal view of the minds of the characters sheds light on plot of the novel.

The technique uses flashback and time altering devices. For example, in *Mrs. Dalloway* by Virginia Woolf, the consciousness for some parts of the story is that of Mrs. Dalloway but it moves back and forth and relates anything which impinges on her consciousness. It is a structure in which the author can, through the thoughts of the characters, move back and forth between the past and the present.

- Sometimes things you see, smell, taste or situations themselves remind you of other experiences in the past. At other times your mind hurtles into the future. Your thoughts continuously change direction. Record for a few minutes your thoughts and where they take you.

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### 5.1.3 Story Curve

This is a *nonlinear narrative*, a storytelling device that portrays events of a story out of chronological order, e.g., in reverse order or going back and forth between past and future event. The story ‘*The Adventure*’ by Jayant Narlikar is an example of the disruption of timeline in telling a story. The historical record of the third battle of Panipat which had Afghans defeating Marathas and later British conquering India and enslaving the nation is changed and the story shifts between two timelines because of temporal disruptions in the order of events as known historically and the uncertainty about both time and space, the story is often challenging to understand but can be exploited for multiple interpretations.

- Imagine an India which had never been under colonial rule and write a paragraph on what you think the present will be like.

### 5.1.4 Circular Stories

In a *circular narrative* the story will conclude where it began. A circular narrative brings closure through a return to the theme and material introduced at the beginning. There is no attempt to tie together all the loose ends. Writers achieve this by repeating phrases or sentences from the start and returning the narrative to the setting of importance. *The Secret Life of Walter Mitty* by James Thurber is an example of a circular narrative which concludes with Mitty escaping his mundane life, his other fantasy, just the way the story opened.

- Do you think having a few fantasies makes a person deal better with life?

## 6. Conclusion

Reading is important because it develops the mind. Understanding the written word is one way the mind grows in its ability to read. Just as teaching young children to read helps them develop their Language Skills, reading improves thinking abilities across age groups. Reading is a mental stimulation exercise that keeps the brain active. It slows down the decline in mental power. The purpose of reading is to

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connect the ideas on the page to what you already know. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is thus, a thinking process in this Volume.

***Note: You can do some very interesting Reading from the excerpts Included in the Appendix in this Volume.***

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# UNIT III

## Critical and Reflective Reading

This Unit will help you answer the following questions:

- What is reflection?
- How is 'reflection' viewed by different philosophers / educationists?
- How does reflection help in teaching?
- How can teachers/ teacher-educators engage in reflective practices?
- What does 'reflective reading' mean?
- What do reflective readers do?

Ask yourself the questions given in the box.

How often do you ask such questions – about yourself?

Do these questions help you shed away negativity and do even better next time? If so, practice asking these **self-reflective** questions as much as possible and observe how you're learning practices, your relationships and your outlook will transform for the better.

Developing a *reflective process* involves asking and answering the fundamental questions of:

- What do I do?
- How do I do it?
- What does this mean for both myself as a professional (teacher) and those who I serve (learners)?

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- What was my best moment today and how can I have more moments like it?
  - What was my most challenging moment and why? How will I respond next time?
  - Am I excited to be in class today? Why? If not, what can I do to change this?
  - How was my mood and how can I improve it?
  - What did I do today for myself and why is this important?
  - How well did I communicate with others today and how can I do this better?
  - What are the biggest obstacles to improving my learning and how will I overcome them?
  - What do I want everybody to say about me?

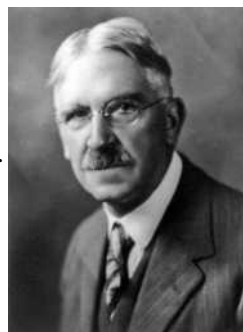
## 1. What is reflection? How does it help us?

*Reflection* is a part of everyday life. It is a version of the Cognitive Skills. Though reflection is at work continuously in our mind, we are not aware of its presence, or its advantages, or its contributions. As a result of this inability / neglect, we may not get the ‘services’ of reflection when it is badly needed – say, in times of crisis (say, for example, You are going to lose your present job, or Your short-temperedness has landed you in trouble, or Your slow reading-speed has cost you dearly, or a Lack of organization in the term-paper brought your grades low...)

Let us now see what some of the great Thinkers in the field have to say on these issues.

### 1.1 John Dewey

In his 1933 work, *How We Think*, John Dewey (1859-1952), an American philosopher, psychologist and educational reformer, distinguishes among four different modes of thinking: *imagination*, *belief*, *stream of consciousness* and Dewey acknowledges that imagination, belief, and stream of consciousness are certainly part of our thinking activities, yet





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they do not necessarily contribute to learning, and even less to lifelong learning. Reflection, however, plays a different role. Dewey defines *reflective thought* as the

*...active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends.* (Dewey, 1933, p. 9)

Reflection is active. When we reflect, we examine prior beliefs and assumptions and their implications. Reflection is an intentional action. *The function of reflective thought is to transform a situation in which there is experienced obscurity, doubt, conflict, disturbance of some sort into a situation that is clear, coherent, settled and harmonious* (Dewey, 1933, p. 100).

Reflection starts with discomfort during an experience and leads a person to a balanced state. It takes time to reach clarity of thought.

Dewey writes that reflection “*gives an individual an increased power of control*” (Dewey, 1933, p.21). It “*emancipates us from merely impulsive and merely routine activity..... It converts action that is merely repetitive, blind and impulsive into intelligent action*” (Dewey, 1933, p.17). It is not enough just to have an experience. Reflection directs that experience to learning and deeper insights.

Reflective thinking takes time and it requires one to engage in several different phases or aspects of reflective thought:

- Perplexity: responding to suggestions and ideas that appear when confronted with a problem.
- Elaboration: referring to past experiences that are similar.
- Hypotheses: developing several potential hypotheses.
- Comparing hypotheses: finding some coherence within these hypotheses
- Taking action: experiencing “*mastery satisfaction, enjoyment*” when selecting and then acting on these hypotheses (Dewey, 1933, pp.106-115)

Dewey asserts that these are not steps but aspects of reflective activity. An individual may stop at some point and find it necessary

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to go back and, for example, collect more experiences.

A key point is that informed action follows this reflective thinking process and leads to more ideas and therefore generates more experience on which to reflect. “Reflective thinking impels to inquiry” (Dewey, 1933, p.7).

In fact, to Dewey, reflective thinking fosters the development of three attitudes that further the “habit of thinking in a reflective way.” The three attitudes are:

- Open-mindedness ( freedom from prejudice )
- Wholeheartedness or absorbed interest
- Responsibility in facing consequences (Dewey, 1933, p.33)

These dispositions form the foundation for education that gives people “*a personal interest in social relationships and control and the habits of mind that secures social changes without introducing disorder.*” (Dewey, 1944, p. 99)

## 1.2 David Kolb

David Kolb (b.1939) is an American educational theorist whose interest and publications focus on experiential learning. Kolb’s (1984) theory of *experiential learning* elaborates the process by which adults learn from their experience. Kolb’s model (figure in the next page) illustrates the four stages of learning from experience: *Concrete experience, Reflective observation, Abstract conceptualization, and Active experimentation.*

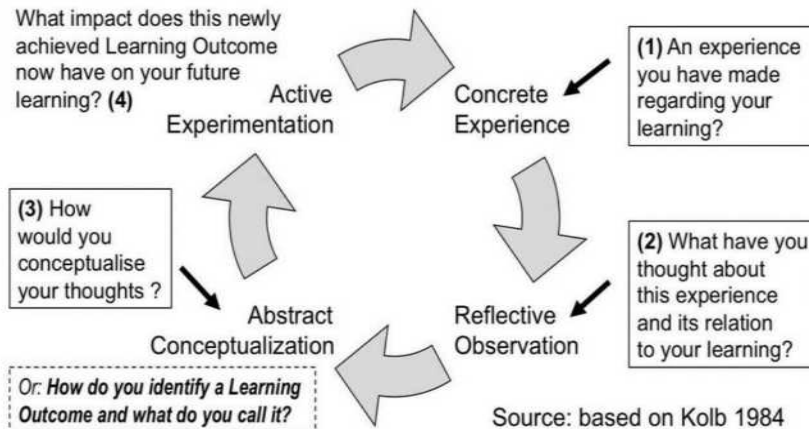


### **Kolb’s Theory of *Experiential Learning*:**

- The first phase in the Kolb cycle—concrete, “real world” experience — means direct, practical experience that results in “knowledge by acquaintance” as opposed to “knowledge about” something. Concrete experience precedes reflective observation of that experience.

- The next phase, reflective observation, involves focusing on what that experience means and its connotations in the light of past learning.

## Kolb's Model for the Learning Cycle



- In the third phase of abstract conceptualization, learners relate their reflective observations to what they already know: extant theories, preconceived notions, and embedded assumptions.
- In active experimentation, the last phase before the cycle begins again, the learner applies new concepts and theories to the real world.

For Kolb, learning is a cycle that perpetuates more learning. Reflection is the engine that moves the learning cycle along its path to further learning, action, and more reflection. Without it, the learner is “stuck” in the experience without gaining any new understanding.

### 1.3 D. A. Schön

Donald Schön (1930-1997), an American philosopher, was interested in how and when *professionals use reflection* to build professional knowledge and expertise. Schön's work appeals to professionals who teach professionals because he distinguishes between the static knowledge found in textbooks and the dynamic, adaptive knowledge that the expert uses in clinical and professional settings. To bridge this gap, pre-service professionals need guided practice. Given the

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dynamic, complex, and unstructured settings in which professionals work, developing reflective capacity is essential.

Schön's initial work (1983) was geared toward those who educate professionals. He asserts that in the past, professional practice programs have delineated the profession's "espoused theories" to novices. Yet these theories may make sense in the textbooks but may not actually be applied in daily practice. The theories that guide daily decision making, the "theories-in-use," are contextually specific, idiosyncratic, and often not mentioned in textbooks of professional practice. Over and over again the theories-in-use are tested and developed to become proven - sometimes even unconscious - ways of performing. One of Schön's central concerns is how to help novices learn the theories used by experts in real life settings.

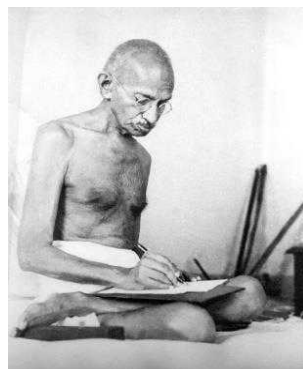
Schön describes two processes that contribute to the development of expertise: *reflection-in-action* and *reflection-on-action*. Professionals reflect while they are engaged in an experience (reflection-in-action) and after an experience (reflection-on-action). In this process of reflection, novice professionals develop the theories-in-use that underlie competent, expert decision making.

(Excerpted from

<https://facultyportfolioresource.weebly.com/uploads/2/1/5/3/2153229/journalkeepingchapter.pdf>)

#### **1.4 Mahatma Gandhi**

Mahatma Gandhi (1869 – 1948), the Father of the Nation, considered reading as a *sadhana* or a spiritual pursuit. His autobiography, *My Experiments with Truth* itself bears testimony to this fact. The great impact that Gandhiji had over the masses when he led them in South Africa as well as in India's freedom struggle is attributed partially to his reflective use of the enormous number of books he read.



Gandhiji's example shows that eclectic reading, which often prompts one to examine one's life, can also help to release one from the grip of ethically debilitating self-centredness and lead to the development

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of a being with a highly desirable concern for the well-being of all, or *sarvodaya*.

Gandhiji shunned both reading for pleasure and for more information. The voracious reader, constantly evolved as he incessantly questioned himself until he invented a redemptive path for himself. Constant reading, reflecting and writing, as well as political activism, helped Gandhiji pose new questions to himself. Engaging in self-transforming questioning was his idea of philosophy. This process, in turn, aided him in his unfinished journey from selfishness to *moksha* or liberation, the ultimate goal of every spiritual pursuit.

## **2. How Does Reflection Occur?**

In the *Action-Reflection-Action* cycle - Reflection occurs in a cycle of action, reflection, and action. Dewey, Kolb, Schön, and Gandhiji included reflection in at least one step in their theories on learning from experience. For all the four, reflection is not isolated from experience; it is a part of a cycle of learning and experiencing.

Dewey described “*aspects*” of reflection. Kolb described “*phases*.” Schön divided reflection into two parts: *reflection “in” and “on” action*. All include experience followed by reflection and the generation of hypotheses or experimental conclusions that are applied to further experience. For each, learning from experience requires shuttling back and forth from observations, to examination and reflection on those observations, and then acting on those conclusions. The more people reflect on action, the better they get at reflecting and the more they can learn about themselves.

### **2.1 Why is Reflection Worthwhile?**

Through the development of reflective capacity and the habit of reflective thinking, the student or the professional achieves certain broader as well as more lasting outcomes.

To sum up, while Dewey (1933) asserts that reflection is the foundation for democracy, and through it, for developing the capacity for open mindedness, whole-heartedness, and responsibility. Kolb’s (1984) theory shows how important it is to

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assess our basic beliefs that may bind us to new knowledge. Finally, Schön's model (1987) leads the professional to becoming an expert.

(Excerpted from

<https://facultyportfolioresource.weebly.com/uploads/2/1/5/3/2153229/journalkeepingchapter.pdf>)

## **2.2 Reflection in Reading**

*Reflective Reading*, in the various aspects we have seen it so far, can mean 'reading with deep thinking about something'. In this sense, it comes close to being meditative, say, in the act of Reading, if we may say so. It is important to reflect on what we read by analysing and evaluating it, so as to increase our understanding and knowledge. Reflection also ensures that, at the post-reading stage, we are more discerning about the information surrounding us than what we were, prior to start reading.

## **2.3 Different Strategies to Help Students Become Reflective Readers**

In order to become reflective readers, students need to learn how to become active readers. Rather than just reading the words on the page, students need to be able to make connections with the text they are reading. Reading comprehension is necessary for students in order to understand a text that is read, and also for becoming reflective readers.

Three strategies that are extremely helpful in building comprehension and developing "reflective readers" are: (a) *making connections*, (b) *asking questions*, and (c) *understanding inference*.

Let us examine these three strategies for building comprehension and creating reflective readers now:

### **2.3.1 Making Connections**

- Making connections such as *text to self*, *text to text*, and *text to life* -
- Students need to learn to make connections between the content of what has been read and the happenings in their own lives,
- Teachers need to help students recognize the connections that

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exist between real and imaginary people (characters) in the texts that they read,

- By drawing attention to the similarities and/or differences, students can begin to bridge the world of fiction and reality, making the process of reading a more personal act, than a passive one.
- Allowing students to choose topics that interest them is a great way to enable students to make those types of connections, thereby opening the door for personal connection and reflection.

### **2.3.2 Asking Questions**

Asking questions relating to, for example, on what they read ; what they could / couldn't understand ; words, if any, which they couldn't understand or what other questions would they have, or what did they wondered about as they read, and so on.

- Students need to feel comfortable in asking questions about the text they have read, and since not all students will be outspoken about their questions, guided questions are a great way to encourage students to think about specific aspects of reading...
- Guide / Lead Questions, whether broken up into the Chapters or grouped into several Sections, can help students as they make their way through a text.
- Asking students to compose their own questions to ask others in the class can be helpful in promoting group discussions about the text.
- Writing questions and answers down on the board by students can help promote classroom discussions.
- Questions should not only include answers that are specific to the text, but ones that involve personal thought / reflection as well.
- Students can be encouraged to write short, informal responses in their personal journal / portfolio / blog, which reflect their personal reflections either before or after a discussion of a text.

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- As a result, the ‘Reflective Readers’ can not only identify relevant points in a text, but are also able to summarize the main points through personal reflections.

**You may discuss issues related to “Reflections” and “Reflective Teaching Practices” now and then add your observations.**

Now read the following passage and answer the questions in the given box below:

### **Are Zoos Good for Animals?**

Zoos are hugely popular attractions for adults and children alike. But are they actually a good thing?



Critics of zoos would argue that animals often suffer physically and mentally by being enclosed. Even the best artificial environments cannot come close to matching the space, diversity, and freedom that animals have in their natural habitats. This deprivation causes many zoo animals to become stressed or mentally ill. Capturing animals in the wild also causes much suffering by splitting up families. Some zoos make animals behave unnaturally: for example, marine parks often force dolphins and whales to perform tricks. These mammals may die decades earlier than their wild relatives, and some even try to commit suicide.

On the other hand, by bringing people and animals together, zoos have the potential to educate the public about conservation practices. Some zoos provide a safe environment for animals which have been mistreated in circuses, or pets which have been abandoned. Zoos also



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carry out important research into subjects like animal behavior and how to treat illnesses.



One of the most important modern functions of zoos is supporting international breeding programmes, particularly for endangered species. In the wild, some of the rarest species have difficulty in finding mates and breeding, and they might also be threatened by poachers, loss of their habitat and predators. A good zoo will enable these species to live and breed in a secure environment. In addition, as numbers of some wild species drop, there is an increased danger of populations becoming too genetically similar. Breeding programmes provide a safeguard: zoo-bred animals can be released into the wild to increase genetic diversity.

However, opponents of zoos say that the vast majority of captive breeding programmes do not release animals back into the wild. Surplus animals are sold not only to other zoos but also to circuses or hunting ranches in the US or South Africa, where some people is willing to pay a lot of money for the chance to kill an animal in a fenced enclosure. Often, these animals are familiar with humans and have very little chance of escaping.

So, are zoos good for animals or not? Perhaps it all depends on how well individual zoos are managed, and the benefits of zoos can surely outweigh their harmful effects. However, it is understandable that many people believe imprisoning animals for any reason is simply wrong. (Are zoos a good thing?, 2020)

(Excerpted from <https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2-reading/are-zoos-good-thing>)

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### 2.3.3 Determining Importance

Teachers can help students to pick and choose which details are the most important to remember. Reading contains plenty of information. One cannot remember everything. By deciding what is important, one does not have to remember everything. We can prioritize the information we need in order to understand.

- Why are some critics against the idea of keeping animals captive in a zoo?
- How are zoos beneficial to animals from an environmental point of view?
- Are zoos meant only for entertainment for humans?
- Are zoos actually good for animals? Give your opinion.

Take a look at the passage which follows:

### 2.3.4 Inferring and Predicting

Good readers are like detectives. They use clues to determine what is happening in a reading passage. This is called *inference*. They also make educated guesses about what may happen later in the story. They use the author's hints to predict what will most likely occur. One simplified model for teaching inference includes the following assumptions:

- We need to find clues to get some answers.
- We need to add those clues to what we already know or have read.
- There can be more than one correct answer.
- We need to be able to support inferences.
- Teachers can help students to recognize connections that exist in a text by explaining inference.
- Inference requires students to read beyond the words on the page.
- Inference requires one to take that point or fact which is stated in the text and connect it with one's personal thoughts/ expectations.
- Let students practice making inferences by providing them with examples within daily life, as well as guide them in making inferences within the text being read.

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Let us look at the example given below.

The body that impacted Earth at the end of the Cretaceous period was a meteorite with a mass of more than a trillion tons and a diameter of at least 10 kilometers. Scientists first identified this impact in 1980 from the worldwide layer of Sediment deposited from the dust cloud that enveloped the planet after the impact. This sediment layer is enriched in the rare metal iridium and other elements that is relatively abundant in a meteorite but very rare in the crust of Earth. Even diluted by the terrestrial material excavated from the crater, this component of meteorites is easily identified. By 1990 geologists had located the impact site itself in the Yucatán region of Mexico. The crater, now deeply buried in sediment, was originally about 200 kilometers in diameter.

Question: Which of the following can be inferred from the paragraph about the location of the meteorite impact in Mexico?

- A.** The location of the impact site in Mexico was kept secret by geologists from 1980 to 1990.
- B.** It was a well-known fact that the impact had occurred in the Yucatán region.
- C.** Geologists knew that there had been an impact before they knew where it had occurred.
- D.** The Yucatán region was chosen by geologists as the most probable impact site because of its climate.

[C] Is the correct answer.

[A] There's no mention of the geologists keeping this event a secret, so we can eliminate A.

[B] The Yucatan wasn't discovered as being the location until later in the passage, meaning it wasn't well-known, so we can eliminate B.

[D] Climate isn't named as a factor in the discovery, so answer choice D can also be eliminated.

[C] Choice C is the best choice, as we see from our notes under the main ideas, that the collision occurred in 1980 and geologists didn't locate the area until 1990.

(For further references <https://www.bestmytest.com/toefl/reading>)

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### **2.2.5 Visualizing**

Visualization means picturing the images the author creates with his/her words in mind. Teachers should guide the students to pay close attention to sensory details. For example, asking questions such as: if you were there what would you see, hear, smell, taste, touch and feel? If the reader does not picture the events of the story she/he will get bored. The author's job is to paint pictures in the reader's mind. The reader's job is to visualize what the author describes.

### **2.2.6 Synthesizing**

Synthesizing is a fancy way of saying that one must bring everything together at the end of reading. In other words, asking a question such as "what is the meaning of what one is reading"? The reader should be able to ask oneself, "What does it all mean? What's the big idea? Are there questions still left unanswered? What are the lessons I should learn? What do I think about this book?", and so which should help one technically 'complete' the task one has set forth to do.

### **2.2.7 Using Fix-up Strategies**

During reading if the reader feels that she/he has not understood something, then the reader should use corrective strategies to help figure out what went wrong. Readers can use fix up strategies like re-reading, underlining, using a dictionary, read aloud once again, perhaps, consult someone, or use any other helpful strategy.

## **3. Critical Reading**

Imagine it rained heavily last night. This morning you are on the way to work / college / school on your bicycle / two-wheeler, for example. You travel through the same lane / country road / street which you had been treading on last evening, but this morning you are a little more careful about the road, its potholes, the puddles of water, your bicycle/two wheeler, your dress, sandals and so on, aren't you? That means, you are travelling the same route; but the travel experience is different, isn't it? Suppose we call this 'critical walking' or 'critical riding' what would then be a critical reading experience like? It'd be a special way of reading, of course, wouldn't it?

To *read critically* is to exercise your judgment about what you are reading - that is, not taking anything you read at its face value.

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When reading academic material, you will be faced with the author's interpretation and opinion. Different authors will, naturally, have different slants of views/opinions/ideas. You should always examine what you are reading critically and look for, perhaps, the limitations, omissions, inconsistencies, oversights and arguments of the write-up, and see where /what goes in favor of or against what your own opinions are.

In academic contexts, as a student, you will be expected to understand different viewpoints and make your own judgments based on what you have read and formed opinions about.

Critical reading goes further than just being satisfied with what a text says; it also involves *reflecting on* what the text describes, and analysing what the text actually means, and do all these in the context of what you are studying.

At the 'Post-reading' stage, as a **critical reader** you should reflect on:

- What the text *says*: i.e. after critically reading a piece you should be able to take notes by paraphrasing the key points in your own words,
- What the text *describes*: You should be confident that you have understood the text sufficiently well to be able to add your own examples and compare and contrast them with other writings on the subject in hand, and
- What the text *means*: You should be able to fully analyse the text and arrive at a meaning for the text as a whole.

*Critical reading*, in sum, means being able to reflect on what a text says, what it describes and what it means by scrutinizing the style and structure of the writing, the language used as well as the content presented. (Critical Reading and Reading Strategy, 2020)

**Source:** <https://www.skillsyouneed.com/learn/critical-reading.html>

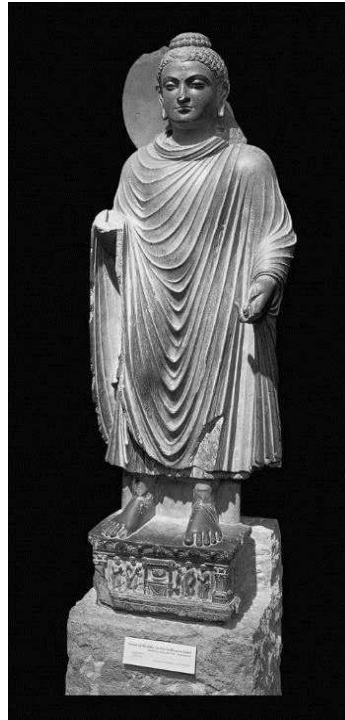
You will find below a set of reading texts from different fields like History, Biological science, Geography, Psychology for you to critically reflect upon. Work on these in groups.

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## 1) The Great and Lost Kingdoms

- By William Dalrymple

“People of distant places with diverse customs,” wrote a Chinese Buddhist monk in the mid-seventh century, “generally designate the land that they admire as India.” Xuanzang was a scholar, traveler, and translator. When he wrote these words in the seventh century, he had just returned from an epic seventeen-year, six-thousand-mile overland pilgrimage and manuscript gathering expedition to the great Indian centers of Buddhist learning. Buddhism by then had been the established religion of most of South and Central Asia since it was taken up by Emperor Ashoka in the third century BC, around three hundred years after the Buddha’s death in northern India. The account Xuanzang wrote of his journey, *Buddhist Record of the Western World*, makes it clear that the places he passed through from western China to the Hindu Kush were then very largely dominated by Indic ideas, languages, and religions.



For most of its later medieval and modern history, it was India’s fate to be on the receiving end of foreign influences. Following the establishment of a series of Turkic-ruled Islamic sultanates throughout India in the thirteenth and fourteenth centuries, Persian became the language of government across much of the region, and Persian cultural standards, in art, dress, and etiquette, were adopted even in Hindu courts. By the nineteenth century, English had replaced Persian, and India became instead a distant part of the Westernizing Anglo sphere. To master English was now the route to advancement, and Indians who wished to get ahead had to abandon, or at least sublimate, much of their own culture, becoming instead English-speaking “Brown Sahibs,” or what V. S. Naipaul called “Mimic Men.”

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But for at least seven hundred years before then, from about 400 AD to 1200 AD, India was a large-scale and confident exporter of its own diverse civilization in all its forms, and the rest of Asia was the willing and eager recipient of a startlingly comprehensive mass transfer of Indian culture, religion, art, music, technology, astronomy, mythology, language, and literature. Out of India came not just artists, sculptors, traders, scientists, astronomers, and the occasional fleets of warships, but also missionaries of three Indic forms of religion: Buddhism and two rival branches of Hinduism: Shaivism, in which Lord Shiva is revered as the Supreme Being; and Vaishnavism, which venerates Lord Vishnu. (Dalrymple, 2015)

- Who described India as a land of “People of distant places with diverse customs”?
- Why do you think India was called so?
- How did the scenario change in thirteenth and fourteenth centuries?
- What does the phrase ‘Mimic Men’ mean?
- What did the Indian civilization offer to the rest of the Asia in the first millennium A. D?

**Source:** <https://www.nybooks.com/articles/2015/05/21/great-and-beautiful-lost-kingdoms/>

## 2) Climate Changes Before Your Eyes

- **Laurel Graeber**

March 8, 2020 About 66 million years ago, a giant asteroid hit the Earth, transforming climate so severely that approximately three-quarters of all species went extinct. Now, said Michael J. Novacek, senior vice president



and provost of science at the American Museum of Natural History, “We’re a kind of the asteroids themselves now.”

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As that human impact becomes an increasingly urgent—and increasingly politicized — subject, the museum is focusing its efforts to explore climate change in a way that emphasizes the science, not the controversy. Its approach includes continually updating its climate-related exhibits and planning to commemorate the 50<sup>th</sup> anniversary of Earth Day with a themed festival in April.

There is “a comprehensive full-court press that we’re bringing to this,” said Ellen V. Futter, president of the museum. Its efforts to educate the public on climate change amount to “a lot of leverage, institutionally,” she added, “and we think that’s our role. We do have a civic mission.”

That mission is never clearer than in the museum’s Rose Center for Earth and Space, where an immense, interactive climate-change wall dominates the Gateman Hall of Planet Earth. Although the hall has had a climate-change display since its opening in 1999, the museum overhauled it extensively in 2018. Instead of a huge wall graphic, the hall now has what looks like a television screen for a giant. Made up of 36 tiles, each a 55-inch, high-definition digital monitor, the wall features imagery from NASA and the National Oceanic Atmospheric Administration along its upper surface. While you gaze at the floating continents from a voyaging astronaut’s perspective, you see a series of rotating statements informing you of facts like, “Human-caused carbon dioxide is warming our climate.” (Graeber, 2020)

- What is the science behind climate change?
- What is the interactive climate - change wall?
- What are its functions?

**Source:** <https://www.nytimes.com/2020/03/08/arts/climate-change-science.html?searchResultPosition=1>

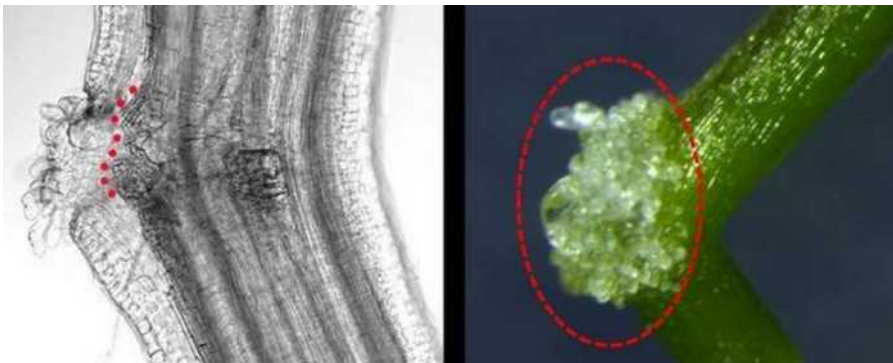


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### 3) How Wounded Plants Heal, Survive

- **Aswathi Pacha**

It's hard life being a plant! From pathogens and herbivores to unfavorable weather, they are constantly injured or wounded and their sessile lifestyle only adds to the trouble. Despite all this, they heal and survive. How did they evolve such a great repair mechanism? What are the molecules and proteins aiding it? These were some of the questions an international team of researchers set out to answer and have now found some interesting mechanisms.



#### **Ability to repair**

A paper recently published in *Development* shows that a protein named PLETHORA (PLT), which encodes stem cell promoting factors, helps in the regeneration of the vascular system at the site of injury. This protein binds to and activates the expression of another gene (CUC2). These two together increases the production of a plant growth hormone called auxin at the wound site. The combination of these proteins and hormones gives the plant the ability to repair wounds.

The corresponding author of the paper, Dr. Kalika Prasad, explains that the work spanned nearly a decade to create the right set of injuries mimicking those that plants encounter throughout their life and then hunt for the plant proteins that help in this essential quick fix. He is from the School of Biology at the Indian Institute of Science Education and Research at Thiruvananthapuram (IISER-Tvm).

“Though it was known that plants communicate within their different

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parts and with other plants during injury, not much was known about how they handle the injury. Though we carried out the initial studies on the roadside mustard plant, we noticed similar results when tested in the lab using rice PLT protein also”, he adds.

### **Regenerating Veins**

It was seen that the injury healed not just at the surface but the veins regenerated too. “There was proliferation of the epithelial cells to seal the wounds and also functional restoration of tissue cells. The vein regeneration is very essential as transport of food, hormone and water happens through it and any disruption may further hinder the plant growth,” explains Dhanya Radhakrishnan, PhD scholar and first author of the paper from IISER-Tvm.

Another interesting find was that these two proteins did not play any role in the general development of vascular system but stepped into action only during its injury. (Pacha, 2020)

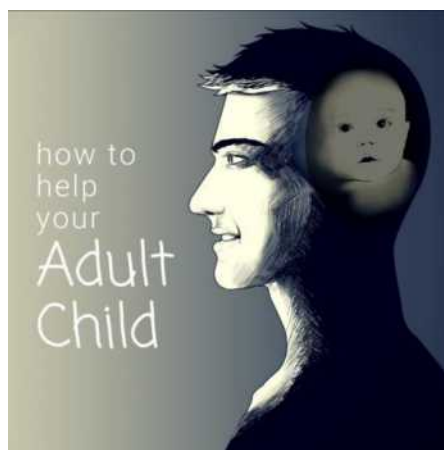
**Source:** <https://www.thehindu.com/sci-tech/science/how-wounded-plants-heal-survive/article31010471.ece>

**Note:** Isn't it amazing to know how nature has its in-built healing mechanism! Have you come across something around you that has similar healing power from within, without external intervention?

## **4) Counseling Psychology for Children and Young People**

**- Christopher Winship**

If we look at the research into the distress that young people face, commonly it's very high. On an international scale, I think, there are reports of very high levels of depression or anxiety that may present themselves or manifest as activities like becoming too angry, or harming themselves, or having eating issues. There's a real need for thinking about



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how different individuals may need different responses. For some individuals it may be the great teacher, or a great community, or a great family that becomes a support structure that help them understand their life better, whereas at other times it may be helpful to have another individual who is outside of this cultural contexts. So, thinking about family or society, or schools, where they have the opportunity to explore their lives further – that's the position that a therapist can often take for an individual.

If we look at the figures within the UK, commonly it is cited that one individual out of every 10 is viewed as having a serious mental health issue that may benefit from further support. I think it's not like there's a small number of people who may benefit from these more targeted interventions such as counseling. That might be contrasted to interventions that run alongside, counseling the whole school Interventions, where people may do classes about emotional health. In the UK we have a scheme called philosophy for kids. These activities really encourage young people to think about who they are. That may complement or may help them understand their own self-concept.

All of these elements really fit within that realm of seeing people as a bio- psycho-social being. I guess young people have biological changes that are going on throughout the period of being from 4 to 25. However we delineate adolescence. There's a huge amount of physiological changes that go on including puberty and becoming sexually mature individuals. They have a society that they have to navigate: whether it's friendship groups, or families that they live within and beyond, the kind of going into the Internet and these sort of communities that they're commonly engaging with, alongside the psychological aspect as well in which individuals are maturing and becoming more static in their understanding of their self, and understanding how they want to be in the future. This culmination of thinking about the biological changes, psychological changes and the social impact really is a difficult period for some individuals. It means that having extra therapeutics support could be of help. (Winship, 2020)

**Source:** <http://serious-science.org/counselling-psychology-for-children-and-young-people-9050>

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- Do young adults require support to manage their emotional well-being?
  - Who are the most suitable people in that support system?
  - Why is it necessary today to have a whole school intervention rather than individual support?

Have you now understood the concept called “Reflection” following Reading? Did the passages help you ‘reflect’? The idea of exposing you to this variety is to suggest to you how you should be able to work on your own passages, identify a variety of them yourselves, design suitable tasks on them, and help your learners learn to ‘reflect’ on what they read. It is now your responsibility, we feel.

#### **4. Conclusion**

The teacher, in becoming a mediator, generates the kind of *dialogic reading* and *narrative reflection* which encourage students to draw upon their own lives in order to understand texts which include ambiguities or gaps that may exist within the framework of the text. As students work together in negotiating meaning, they learn to listen and talk to each other, developing a more reflective stance towards learning.

We shall now move on to talk of how we should read ‘Non-Verbal Texts’ in the next Unit.

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# UNIT IV

## Reading Nonverbal Texts

This Unit will guide you to the following skills and competencies:

- Reflect on the ways human beings used to communicate their thoughts before they assigned meaning to sounds and figures,
- Understand how non-verbal texts – paintings, cartoons etc. communicate meaningfully, and
- Identify the possibilities of using non-verbal texts in the classroom.

### 1. Introduction

Humans are thinking animals. They need to communicate their thoughts. For thousands of years human beings communicated through nonverbal means before they developed the concept of language. This tells us that communication is possible without the help of language, as well. In this context, the term 'language' is used in the restricted sense of human verbal language. All other systems of communication by other species are grouped under one umbrella term: animal communication –the barking of the dog, the dance of the honey bee, the sounds, words that parrots are capable of producing etc.

This unit focuses on how human beings communicate without using language. Therefore, the usual verbal language of human beings and the myriad of animal communication systems are excluded in the discussion that follows.

### 2. Nonverbal<sup>2</sup> Texts identified

A 'text' is a meaningful unit or chunk of language that conveys some meaning to the reader. A text cannot be limited to a written material alone.

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<sup>2</sup> Please refer to Human Sciences: No. 43- 44, Autumn & Winter 2004/2005; Discoursal Hermeneutics: Interpretation of Verbal and Non-verbal Texts - Farhad Sasani Azzahrā University

- Recollect some instances when you read a text with no linguistic elements.
- Now try to add a few more examples of nonverbal texts to the above list.
- Are road signs, dance expressions also non-verbal texts?
- Look at the road signs given below. Work in pairs and try to read what they mean.

Movies, cartoons, paintings, songs, music, dance, memes non-verbal advertisements, flash mobs, photographs, diagrams, collage, remixed multimedia— all are texts.



- Find other common road signs that you come across every day.

Now, let's see how a different set of non- verbal signs communicate equally effectively as verbal language does. They can exist independently, or can co-exist with verbal language. Usually these sign systems or texts fall under the category of arts: drawing, painting, cartoon, acting (drama, film), mime, dance, music, sculpture etc.



(1)



(2)



(3)



(4)



(5)



(6)

A few pictures of famous paintings, sculpture and art forms are here for you to look at. Work in pairs and guess what they mean. Can you try to read the thoughts, feelings and emotions expressed through them? Are some of the pictures familiar to you?

### **2.1 What Message Did I Get From Reading These Pictures?**

If you have tried to make some meaning out of these pictures, then you can write down your comments. If you want, you can take some clues from the comments in the box. But write your own ideas down—don't simply copy them. Let us now look at these pictures more closely and see what they might have meant at the time they were created. The first one is a pre- historic Paleolithic cave painting of bison's from the Altamira cave, Cantabria, Spain, painted about 20,000 years ago. Hunting was crucial to early humans' survival, and animal art in caves has often been interpreted as an attempt to influence the success of the hunt, exert power over animals that were

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simultaneously dangerous to early humans and vital to their existence, or to increase the fertility of herds in the wild.

- It looks like a painting of cattle. May be a very old painting.
- Probably this one is an idol in a temple.
- It is a painting of a woman carrying a pot in her hand. She looks scared and hesitant, may be.
- This one looks like a clock but do not know why it has gone out of shape.
- This must be a group of tribal men dancing away in joy.
- This one is not difficult- it is a picture of Jellikattu. But, not very sure what the picture signifies!

The second picture is an idol of Goddess Durga along with Goddess Lakshmi and Saraswati from a Durga Puja Pandal in West Bengal.

The third one is the well-known painting of Raja Ravi Verma called the *Milkmaid*. You are right in reading a sense of expectation, surprise as well as fear on the woman's face, all at once.

The fourth picture is the famous *The Persistence of Memory* painting of Salvador Dali. The melting clocks represent the omnipresence of time, and identify its mastery over human beings. It is said that Dali's inspiration for the soft clock came from the surreal way that Dali saw a piece of runny Camembert cheese melting in the sun.

You were right! The fifth picture is that of an African tribal men dancing, may be celebrating a hunting festival or a victory. The last one, as you have guessed correctly, is the *Jellikattu*, the traditional Bull Run event held annually during the Makara Sankranti or Pongal festival in Tamilnadu.

### **3. Nonverbal Texts Defined**

Let us have a look at some features of nonverbal communication.

- Nonverbal communication tends to work more on emotions.
- Nonverbal communication makes use of behaviour rather than words to convey information on a subject.



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### **3.1 Is the Presence of a Linguistic Text a Must in Communication?**

Are you able to read and comprehend a text even if there are no words involved?

Reading is not just verbalizing the words in a text. It involves observing, analyzing, finding meaning and deriving conclusion from the text.

Visuals play a significant role in the teaching - learning process. It supports oral presentation and makes the concepts clear, and facilitates focusing on relevant points.

- Do nonverbal texts possess textuality?
- How can we read and interpret a nonverbal text?

Let us try to understand how to interpret and make use of certain non-verbal texts like paintings, cartoons and photographs in teaching now.

Unlike in verbal communication, in non-verbal communication, it happens many times that messages are transmitted in a wrong meaning which leads to confusion.

Watch the movie 'Neighbours' (1952)<sup>3</sup> and try to interpret it.

## **4. Processing non-verbal texts: paintings, cartoon strips and photographs**

A few widely used nonverbal texts such as drawings, paintings, cartoons<sup>4</sup>, caricatures and photographs are going to be discussed in some detail below. But, before proceeding further, have a look at the task outlined in the box.

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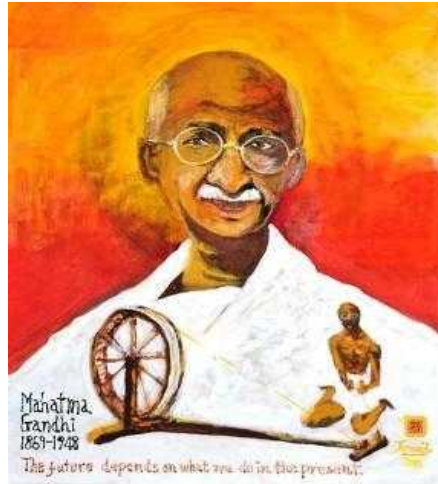
<sup>3</sup> 'Neighbours' (1952) - Academy Award-winning Short Film by Norman McLaren – YouTube Link : [https://www.youtube.com/watch?v=P-09dYwro\\_Q](https://www.youtube.com/watch?v=P-09dYwro_Q)

<sup>4</sup> Please refer to *Onakpa, Mohammed. (2014). Cartoon, Cartoonists and Effective Communication in the Nigeria Print Media. African Research Review, 8(1), 32-41.*

- 
- Write down in your notebook, the definitions of all the following visual forms and identify their major features with the help of any source available. Try to differentiate each from the rest.
  - Portrait, photograph, caricature and cartoon.



(1)



(2)



(3)



(4)

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## 4.1 Do you like Paintings?



Paintings are what we may call ‘arrested moments in visual perception’. Like words, they can inform, teach, guide and inspire. Just as writers follow the rules of grammar while writing, artists also have their own rules of composing. Certain rules and techniques in the use of colours, light and shades, lines, shapes, size, space, and texture help us view and comprehend a painting.

Let us try to interpret a painting. Observe this incredible work of Leonardo Da Vinci -*The Mona Lisa*.

Any such paintings can be read and interpreted by framing and finding answers to questions while analyzing a painting. Now try to frame a few more questions to read, analyze and interpret the painting. Are the interpretations different? Why? Here are a few questions which will guide us to analyze a painting.

- What is the overall visual effect of this painting?
- What effect do the colours have on the picture?
- How has the artist used the dark and light values of shadow to bring about the essence of the picture?
- What does the picture mean to you?
- How do you feel when you look at the picture?
- Does the picture communicate any idea to you?
- Is there anything lacking in the picture in your opinion?
- What is visual rhetoric? Guess.

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## 4.2 What is a cartoon?

The Encyclopedia Britannica (1986) defines cartoons as a pictorial parody or imitation, which, by the devices of caricature, analogy as well as ludicrous juxtaposition, sharpens the public view of contemporary or topical issue, event, or a political trend.



A cartoonist condenses an idea into a few images or words. He acts as the voice of the people. Sarcasm and humor are the basic elements of cartoons. Cartoons make use of the power of observational comedy. A good cartoon makes the reader think about the subject illustrated in it.

A cartoon makes use of the devices of caricature and analogy to pass a message. Some of the techniques used in cartoons are: the overstatement of truth (exaggeration), highlighting the difference between the way things are and the way things should be or the way things are expected to be (irony), using an object to stand for an idea (symbolism) and comparison between two characters that are unlike each other but share some similar characteristics (analogy). The clarity of ideas can be enhanced through providing captions or labels.

- Even without words cartoons are effective communicators. What is your opinion?
- Which are the various types of cartoons you are familiar with? Name them.
- Do the techniques mentioned here enhance the quality of a text like cartoon? How are they helpful in conveying the message easily?
- Think about the other aspects that make cartoon so acceptable and enjoyable. List them.

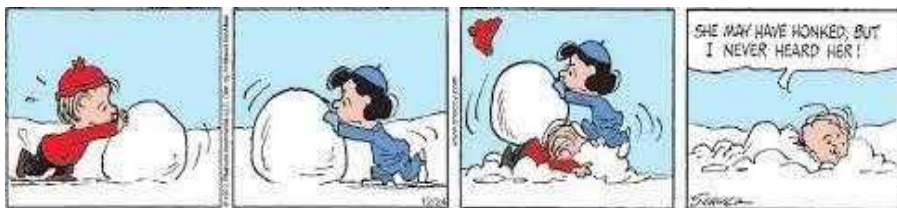
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Here are some of the benefits of communication through cartoons.

- Cartoons convey messages more quickly than written messages.
- It reaches wider public.
- Even illiterates can read and understand a cartoon.
- No lengthy explanations.

Let us find out how to interpret a cartoon. Before trying to interpret a cartoon,

- It is better to have a brain storming session to assess your familiarity with and knowledge about the topic of the cartoon and the period in which it was created.
- Try to find the motive in drawing the cartoon. Analyze and list out all the objects and images the cartoonist had made use of in the cartoon. Identify their significance in the drawing.
- Try to get an overall idea of what the cartoonist intends to convey through his work. Check whether your ideas are similar or not with the idea conveyed through the illustrations, caption and thought-bubbles.



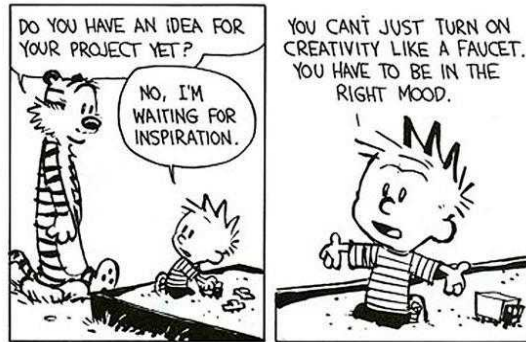
- In the first sentence you can express your opinion. Bring out all the details that contribute to the message conveyed through the cartoon. Present progressive tense can be used while writing.

Try to interpret this cartoon given above. Work in pairs and build up a small story based on the cartoon.

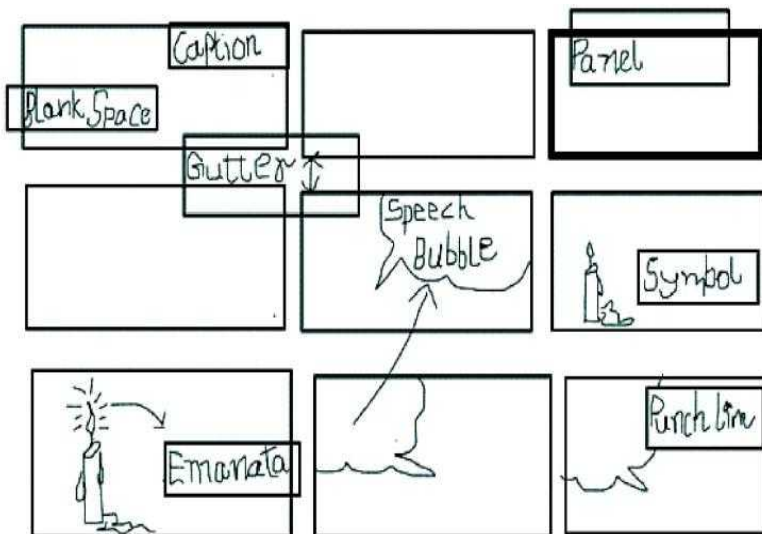
For your information, we note that Caption, blank space, panel, gutter, speech bubble, symbol, emanata, and punch line are considered to be the key features of a cartoon.

Look at the following cartoon and compare that with the empty figure given after that to find out these features.

Now examine the sketch given below: Find out the significance of these features while reading and interpreting a cartoon.



Retell a story, visually, that you have read. Try to interpret a cartoon of your choice.



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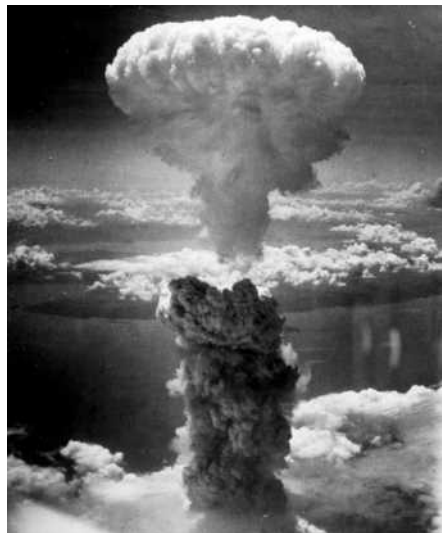
### 4.3 A Photograph

A photograph is a still image. It is created at one point in time, in a particular place, on a chosen subject, by a particular photographer, for a specific purpose, and using a particular technology.



All photographs exist for some reasons like, recording important personal, social, political or cultural events, and some others are intended as artistic statements. Knowing the purpose of a photograph can help in interpreting a photograph.

- Look at the photographs given. Work in pairs and discuss what each of them means to you.
- Interpret a photograph of your choice.
- Compare your interpretation of the photograph with that of your friend's.



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## 4.4 Paralanguage

Paralanguage<sup>5</sup> is the vocal element of nonverbal communication. It is *vocalized* but not the verbal part of a spoken language. It includes speaking rate, volume and pitch. Non-vocal elements of nonverbal communication include body-language, posture, gestures, eye contact, sign language etc.

- Work in pairs and try to figure out what each of the expressions in the second picture below mean. The first one is done for you.
- How does paralanguage aid in effective communication?
- Share your subjective experience?



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<sup>5</sup> Please refer to Mehrabian, Albert. (1981). *Silent Messages: Implicit Communication of Emotions and Attitudes* (2nd ed.). Wadsworth.



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## **Puppetry**

Puppetry is one of the oldest art forms in existence, and is practiced all over the world. In *puppetry*, a drama unfolds that is entirely acted out by specific representational objects namely *puppets* which are manipulated by a *puppeteer*. Cultural adaptations of puppetry have developed in many parts of the world, including India, Japan, Germany, Indonesia, and the United States, to name a few. Puppetry originated in India almost 3000 years ago and has held a crucial place in traditional folk entertainment. The various themes for puppet theatre are mostly based on epics and legends. Puppets from different parts of the country have their own identity, with regional styles of painting and sculpture. For instance, there is a rich and ancient tradition of string puppets or marionettes having jointed limbs controlled by strings and are the most articulate of the puppets. Rajasthan, Odisha, Karnataka and Tamil Nadu are some of the regions where this form of puppetry has flourished. Shadow puppets are pressed against the screen with a strong source of light behind it, making silhouettes or colourful shadows. Another form of puppetry, known as glove puppetry, is popular in Orissa, West Bengal and Kerala. The head is made of papier mache, cloth or wood, with two hands emerging from just below the neck. The rest of the figure consists of a long flowing skirt. There is also the Tholu Bomma or painted leather puppets of Andhra Pradesh.

Puppetry has long been recognised as a source of entertainment for children. They also love to handle the puppets and try them out using shadow screens and lamps. In addition to this, puppetry also intrigues children as they try to understand from where these puppets move and speak to the audience. This thrill of watching puppets move about without seeing the hands controlling them is evident from the popularity of puppet shows at children's parties, carnivals etc. Analyzing this visual art form could not only entreat but educative to children.

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- Try looking at some of these pictures given below and recreate the stories that they tell.



(1)



(2)

#### 4.5 Sculptures

Sculptures are complex, two or three dimensional representative or abstract forms, made by carving stone or wood or by casting metal or plaster. Analysing sculptures can be a very complex task as they are representations of abstract ideas in a concrete form. Following are a few sculptures from across different cultures. The first one is a statue found in the ancient Indian civilization of Harappa. The second picture given below is the famous Wheel from the Sun Temple at Konark, Odisha.

- Attempt an interpretation of these sculptures in your own groups.
- Present your group's interpretations to the class.



(1)



(2)

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## 4.6 Stills from Movies/ Drama

Following are a few stills from famous movies.



(1)



(2)

(1) The first picture is from the classic Hindi action-adventure film *Sholay* (1975).

(2) The second one is the famous chariot race scene from the movie *Benhur* (1959), the movie that won 11 Academy awards.

- Can you recognize them?
- Without the context of the movie for the one that you do not recognize, what does the picture mean to you?

## 5. Educational Benefits of Reading and Interpreting Paintings, Cartoon Strips and Photographs

Cartoon strips, paintings and photographs are effective educational tools for all grades.

They improve the learner's *visual literacy* which is the ability to interpret and make meaning from information presented in the form of an image. Images support brain in concept visualization. Visually illustrated contents are much easier to understand process and remember.

They engage students in meaningful learning experiences. The learners get a chance to practice the four-fold language skills. Cognitive, Affective, Intellectual, Social, Cultural skills are also nurtured simultaneously. They develop higher order thinking skills such as sequencing, predicting, inferring, synthesizing, analyzing,

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evaluating etc. They can be used as a tool for teaching any subjects and any target language.

**Discuss:**

- How can a teacher incorporate these non- verbal texts to enhance the quality of her teaching?

## 6. Activities

- Discuss and develop a story based on the blank cartoon strip provided in the class.
- Recollect some of the sign boards you met with while travelling. How were they useful to you?
- Critically evaluate and write a paragraph on a painting you liked.
- “A photograph can speak a thousand words”. Select a photograph of your choice and substantiate the above statement.

## 7. Conclusion

Nonverbal communication is as important as verbal communication. Both of them operate side by side as a part of the same system. Research studies claim that, in the context of “Manwatching”, while her/his words account for 7%, her/his tone of the words account for 38% and her/his body language accounts for 55% in one’s ‘judgement’ of the Individual. (Mehrabian, Albert.1981). This observation is particularly significant while watching a film or a play, and can be a deciding factor in identifying one’s favourite actor or an actress.

We have so far seen Reading and the ways one can read a variety of sources of information<sup>6</sup>.

Can read aid in Communication – let us see in the next Unit.

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<sup>6</sup> Styles of Communication, Vol 1, No 1 (2009)

Principles of Textual Communication. On the Basis of Polish Press Reports after President Obama’s 2009 Inauguration  
Piotr P. Chruszczewski

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# UNIT V

## Reading Integrated into Communication

This unit will help you reflect on the following points:

- How to generate ideas and predict the content on the basis of the title of a given text
- How to read, comprehend and reflect on an educational article
- What are the processes involved in reading and responding to a text?
- How to write a letter to the editor and/or an argumentative essay

### 1. Introduction

In the last few Units, we have been reading different kinds of texts: verbal and non-verbal on one plain, and narrative, descriptive, argumentative and many more pieces on the other. Has reading all these different texts inspired you to write? Is there a direct connection between reading and writing?

### 2. Reading and Writing

The relationship between reading and writing is a strong one and it is generally believed that those who are generally good at one will usually be good at the other. Both disciplines are vital to learning a new language and communicating in it, and the key factor which joins them together is that they are both about the written / printed word.

Recent research (Tierney & Shannahan, 1991) shows that writing leads to improved reading achievement and reading leads to better writing performance, and their combined instruction leads to improvements in both the areas.

Basically put, reading affects writing and writing affects reading. According to recommendations from the major English/Language

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Arts professional organizations, reading instruction is most effective when intertwined with writing instruction and vice versa.

Research has found that when children read extensively, they become better writers. Reading a variety of genres helps children learn text structures and language that they can later transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories and writing.

One of the primary reasons that we read is to learn. Especially while at school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge into print, we must have information to share, before we can put it into writing. Therefore, reading plays a major role in writing. At the same time, practice in writing helps children build their reading skills as well. This is true for younger children who are working to develop their basic reading and writing skills, as well as for older students who practice in the process of writing their own texts.

## **2.1 Reading Leading to Note-making**

When we approach any text, it is always a good idea to predict the content and think about what we already know about the topic and what more we want to learn about it.

Ten, we should try to skim through the article to get an understanding of the contents and the structure or organisation of the article. This will also give us a quick idea of the arrangements of the paragraphs, the topic of each paragraph (by looking at the first sentence and the manner in which each paragraph is connected using discourse markers like such as, moreover, somehow, however, and so on).

### **2.1.1 Note-making: The Linear Way**

To begin with, an example of how to make notes from a text and how these notes can assist you to arrive at a summary of the same text is given below.

The paragraphs are numbered to help you with the corresponding notes.

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The format used here is that of *linear* notes. Linear notes are the most common and simplest form, both for making notes while reading and listening. The word linear is the adjective of the word line, which indicates that these notes are written down the page, one line after the other.

This type of notes is sometimes called outline notes as they are similar in format to the outline of an essay.

Two common features of this style of notes are the use of:

- Numbering or lettering;
- Indentation.

### **The Tests of Life - the Plus Factors**

1. The tests of life are its plus factors. Overcoming illness and suffering is a plus factor for it moulds character. Steel is iron plus fire; soil is rock plus heat. It thus becomes important to include the plus factor in our lives.
2. Sometimes the plus factor is more readily seen by the simple hearted. Myers tells the story of a mother who brought into her home - as a companion to her own son- a little boy who happened to have a hunch back. She had warned her son to be careful, not to refer to his disability. The boys were playing and after a few minutes she overheard her son say to his companion "Do you know what you have got on your back?" The little boy was embarrassed, but before he could reply, his playmate continued "It is the box in which your wings are, and some day God is going to cut it open and then you will fly away and be an angel."
3. Often it takes a third eye or a change in focus, to see the plus factor. Walking along the corridors of a hospital recently where patients were struggling with fear of pain and tests, I was perturbed. What gave me a fresh perspective were the sayings put up everywhere, intended to uplift. One saying made me conscious of the beauty of the universe in the midst of pain, suffering and struggle. The other saying assured me that God was with me when I was in deep water and that no troubles would overwhelm me.
4. The import of those sayings also made me aware of the nether springs that flow into people's lives when they touch rock bottom

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or are lonely or guilt ridden. The nether springs make recovery possible, and they bring peace and patience in the midst of negative forces.

5. The forces of death and destruction are not so much physical as they are psychic and psychological. When malice, hatred and hard heartedness prevail, they get channeled as forces of destruction. Where openness, peace and good heartedness prevail, the forces of life gush forth to regenerate hope and joy. The life force is triumphant when love overcomes fear. Both fear and love are deep mysteries, but the effect of love is to build, whereas fear tends to destroy. Love is generally the plus factor that helps build character. It creates bonds and its reach is infinite.
6. It is true there is no shortage of destructive elements - forces and people who seek to destroy others and, in the process, destroy themselves - but at the same time there are signs of love and life everywhere that are constantly enabling us to overcome setbacks. So, let us not look at gloom and doom – let us seek positivity and happiness. For it is when you seek that you will find what is waiting to be discovered.

**Notes:**

1. The Importance of the Tests of Life
  - a) Illness and suffering build character.
  - b) Simple-heartedness - View disability positively e.g., boy with hunch- backed companion.
2. Change of focus required
  - a) Sayings in hospital - awaken one to beauty of universe amidst pain; presence of God
    - i. Give strength to overcome obstacles
    - ii. Realisation- underlying human strength in troubles
    - iii. Bring peace and patience



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### 3. Forces of Destruction

- a) Psychic and psychological
- b) Consist of malice, hatred and hard headedness
- c) Fear destroys

### 4. Forces of Life

- a) Openness, peace and good heartedness
- b) Love overcomes fear. Love builds character and bonds
- c) Discover signs of love, defeat destructive elements.

### **Summary Notes:**

The tests of life like illness, suffering, pain and disability build character. The simple hearted have the ability to view them as signs of hope and the presence of God. Even in the midst of suffering there is God. The belief is that amongst pain and suffering the universe is still beautiful and God's presence gives strength to overcome obstacles. One must realize there is an underlying human strength that emerges during troubles. This brings peace and patience. The forces of destruction can be overcome by the power of love. (The Air Force School, 2020)

(Excerpted from [https://www.tafssp.com/media/contentpage\\_105\\_157\\_64.pdf](https://www.tafssp.com/media/contentpage_105_157_64.pdf))

### **2.1.2 Note-making: The \*Summative Way**

[\*The word 'summative' means 'after considering the whole together, in the end'.]

These days, nobody may be disinterested in fashion- especially, among the young generation. To use the term 'new gen' it is a fashion - a fashion in language use. Just look at the title of the short passage below, (without reading the passage) and note down a few words and phrases that are likely to appear in the passage.

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- What do you already know about the topic?
  - What more do you want to know?
  - The word 'fashion' applies to many fields - hairdressing is one. What does your hairstyle communicate to others?
  - List a few more aspects of life where 'fashion' is generally used.

As you read the article given below, if you find a new or difficult word, try to guess the meaning of the word from its context.

### **Dress as Communication: \*Semiotics and the Study of Dress**

[\*Semiotics is the scientific study of signs and interpreting them.]

Responding to the demands of the academy in general, major shifts in the studies and research in the history of dress began to appear in the 1960s. Scholars in humanities and related disciplines who had previously ignored dress history started directing their attention toward fashion. Theories and new approaches in linguistics, art history, history, anthropology, and cultural studies spread to the dress arena, unleashing a torrent of new interdisciplinary research.

Some of the earliest work focused on dress as a form of communication. French philosopher and linguist Roland Barthes wrote *The Fashion System* (1967), in which he took a structural, semiotic approach by analyzing meaning in images and words rather than dress artefacts. This, along with other works such as *Fashion, Culture, and Identity* by sociologist Fred Davis (1992) inspired dress historians to think of dress as a silent language, communicating meaning. This influence was also evident in museum exhibitions such as at the Colonial Williamsburg Foundation in Virginia. Curator Linda Baumgartner analyzed the symbolic language of dress using the Foundation's archives and collection of dress artefacts. The work resulted in the exhibition "What Clothes Reveal: The Language of Clothes in Colonial and Federal America", accompanied by a book (Baumgarten & Colonial Williamsburg Foundation, 2002) of the same name (Welters & Lillethum, 2020).

Let us recall what you did with this text:

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As part of reading this text, you have done several activities. You have predicted the content of the text before reading it. You have also done skimming and scanning of the text in order to comprehend the ideas expressed their better. You have worked in pairs and small groups and reflected on the questions given. How was this experience? Did you enjoy the process?

Do you think children in schools can be involved in such reading activities? Is it useful to follow such classroom process to develop critical and reflective reading skills in students?

Let us go back to the passage on dress fashion. After your first reading, you should also try to remember the main points that the text is trying to convey. These main points can also be converted into the activity of note-making.

Note- Marking is an act of recording information and it helps to reflect on the topic, and to learn to write.

There are many ways in which you can make notes of a passage. One such mode is introduced below. The blanks are to be filled in by you after the second reading.

Recall: Details of Note-making have been provided earlier in this Unit.

**Main Point: The history of dress fashion**

**Sub-point 1. The origin: 1960s**

- Details: Reason for interest: Demands from the academic field.
- Result: Many disciplines in Humanities started researching.  
Disciplines such as.....

**Sub-point 2. Research**

- Details: Books: Authors, titles &year: .....
- Exhibition: .....

This passage has only one main point: The history of dress fashion. The rest of the paragraph strengthens the main point in the form of

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two sub-points and related details. A student who writes notes finds it easy to remember the content in an organized way; and will be able to re-present (not reproduce) the content in one's own language later, say in the examination.

## Reflection

Is it a good idea to *integrate* reading and writing skills? What other writing tasks can you design for high school students based on the given text? Look at the reading materials and writing tasks given in NCERT textbooks and reflect on the ways of using them in the classroom.

The next part of the Unit will be a 'recall' and 'extend' activity, and it address the following questions:

1. How does reading a text and reflecting on it help us in better comprehension of the text?
2. What is Note-making and can we make simple and effective notes?
3. How does reading help in writing?
4. How to write different text types such as paragraphs and letters?

## Where there is a Wheel

Look at the picture given here. What do you think is happening? Discuss in small groups and write a short paragraph based on the picture individually.



Present your paragraph to the class. Now, read the article written by P. Sainath (available on page number 113), a well-known Indian journalist who writes about social and economic inequality, rural affairs, poverty and the aftermath of globalization in India. While reading, make notes of the important factual details and concepts. Based on your notes, you should present a brief summary of the article to the class.

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Before we move further, let us look at Note-making once again and also take a quick look at other ways of making Notes.

Note-making helps us make our reading more effective. We usually jot down notes as we read, in the margins or sometimes highlight important sections. When our reading becomes extensive, notes help us keep record of what we have read and also help to locate information in quick time.

To organize effective notes for reading, there are many ways. Two of them have already been outlined. A few more ways follow now.

## **2.2 Research Notes**

While writing assignments, term papers, project report etc. at the Undergraduate and Post-Graduate levels, and writing dissertations at the PG and Research levels, note that merely giving the gist of the text is not enough, but, as we saw in Sections 2.1.1 and 2.1.2, we need more details about the text along with our own comments, too. How should we prepare notes for such purposes?

The first step includes the following: mentioning the Bibliographic details - i.e., on the top of your notebook you write the name and the initial of the author or the editor, the title of the book/ article, the title of the journal, the publisher, the place of publication, the page numbers of the article, website details, including the URL etc. Also include the library catalogue item number, if you have, so that you can easily relocate the source if you need to. This information is crucial for any academic study to show you're your referencing is authentic, and also to avoid plagiarism.

The second step involves dividing your page into three columns:

The *first column* includes paraphrased information from the original text

Paraphrasing means to rewrite somebody else's ideas in your own words, or giving direct quotes using quotation marks for using direct quotes "...".

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We should paraphrase or summarise the key ideas of the author(s) during Note-making. We try to minimize the use of direct quotes unless the text seems to be the most appropriate way of expressing the author's view.

The *second column* is used for the page number where you have found a particular piece of information. This is important because when we directly quote, we must acknowledge the page number(s) of the information. Also, if we need to clarify our notes, we will be able to quickly locate the information.

The *third column* is used for our own comments on the text that we have read. This is also a way of critically engaging with our text. While doing this, we need to see how the given information relates to our own ideas. We can also raise our concerns with what the author is saying, or we can also examine the strengths and weaknesses of the author's ideas. As a result of this note-making, you can start making links between various authors that you have read, and see where/how your own ideas are situated in your research.

### **2.3 Pattern Notes**

In an earlier example of Note-making, we have looked at Linear Notes. Following are two examples of *Pattern Notes*. Pattern notes are those which are not linear but have some distinctive patterns and help visual learners.

There are four main types of pattern notes, such as *spider gram*, *table*, and *flowchart* and *tree diagram*.

Two popularly used pattern notes are worked out for you now in the following examples:

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### 2.3.1 Table format

#### How Are Rocks Formed

The original materials from which rocks have been formed through long ages are the earth's crust. There are three kinds of rocks, made in three different ways. Igneous rocks were made when the molten material of which the earth consisted long ago became cooler and solidified; granite, a very hard rock, is one of these. Another kind of rock is sedimentary rock, formed when rivers brought down small pieces of material with them as they flowed into the sea. The matter which they brought down with them fell to the bottom of the sea, and this sediment was slowly pressed and cemented together by other substances into rock. Then the crust of the earth moved; the bottoms of the seas were raised, and when they reached a sufficient height, become dry land. Sedimentary rocks are found in all kinds of places, even on high mountains. Shale, limestone, and chalk are sedimentary rocks.

The third kind of rock is metamorphic, a rock which has been made by change due to heat. This was formed, for instance, when the lava thrown out by volcanoes affected the material over which it flowed. The heat changed the surface underneath and produced different kinds of rocks, of which slate and marble are two.

Notes for the text given above are made in the form of a table below.

This kind of *pattern notes* helps in creating a clear visual picture of all the information in a concise form.

<b>Types of Rocks</b>	<b>Method of Formation</b>	<b>Examples</b>
1. Igneous Rocks	molten material become cooler and solidified	Granite
2. Sedimentary Rocks	small pieces of material brought down by rivers to the bottom of the sea this sediment slowly pressed and cemented together by other substances into rock	Shale, limestone, chalk

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3. Metamorphic Rocks	made by change due to heat when the lava thrown out by volcanoes affected the material over which it flowed	Slate, marble
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(Excerpted from <https://englishwithmahure.blogspot.com/2015/10/note-making.html>)

### 2.3.2 Tree Diagram

Tree diagram is a very convenient and 'easy to remember' mode of recording, storing and retrieving points. Study how a tree diagram re-presents the contents of a passage.

### Musical Instruments

There are different kinds of musical instruments. They are divided into three main classes according to the way they are played. Some instruments are played by blowing air into them. These are called wind instruments. Some of these are said to be of the woodwind family. Examples of woodwind instruments are the flute, the clarinet, the *nadaswaram* and the *shehnai*. Other wind instruments are made of metals like brass or steel. These are called brass instruments, like the trumpet, the bugle and the saxophone. There are also various other wind instruments such as the mouth-organ and the bagpipes.

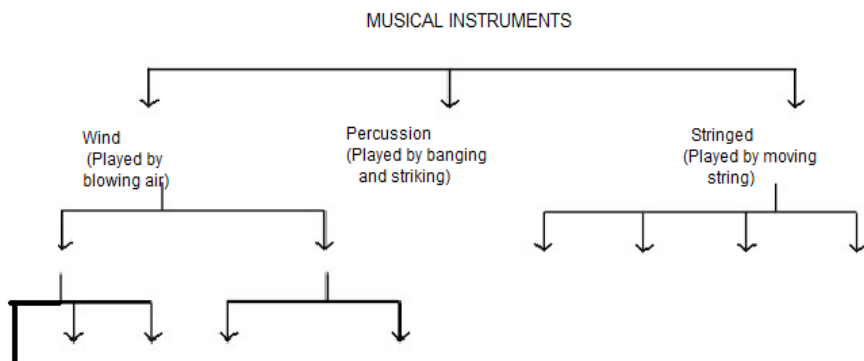
Some instruments are played by banging or striking them. Instruments like this are called percussion instruments. Some examples of percussion instruments played by banging on them are the *tabla*, the *mridangam*, the *pakhwaz* whereas those played by striking on them include the drums.

The last big group of musical instruments has strings. There are two kinds of stringed instruments. Some of them are played by plucking the strings, others by using a bow over the strings. Examples of the first kind are the harp, the *veena*, the sitar and the guitar; and the second type includes the violin and the cello.



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The following is a *tree diagram*. It is called so because, if turned upside- down, it resembles a tree. This type of notes has a specific use, which is to show classification. Parts of the notes are made in the diagram. Fill in the rest of the details and complete the tree diagram (Mahure, 2015).



(Excerpted from <https://englishwithmahure.blogspot.com/2015/10/note-making.html>)

Try to incorporate the points learnt in Note-making as you read the article below:

### **Where there is a Wheel**

**- P. Sainath**

Cycling as a social movement? Sounds far-fetched, perhaps. But not all that far - not to tens of thousands of neo-literate rural women in Pudukkottai district of Tamil Nadu. People find ways, sometimes curious ones, of hitting out at their backwardness, of expressing defiance, of hammering at the fetters that hold them.

- How do you think cycling can become a social movement?

In this, one of India's poorest districts, cycling seems to be the chosen medium for rural women. During the past 18 months, over 100,000 rural women, most of them neo-literates, have taken to bicycling as a symbol of independence, freedom and mobility.

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If we exclude girls below 10 years of age, it would mean that over one-fourth of all rural women in this district have learnt cycling. And over 70,000 of these women have taken part in public 'exhibition-contests' to proudly display their new skills. And still the training camps and desire to learn continue.

In the heart of rural Pudukkottai, young Muslim women from highly conservative backgrounds zip along the roads on their bicycles. Some seem to have abandoned the veil for the wheel. Jameela Bibi, a young Muslim girl who has taken to cycling, told me: "It's my right. We can go anywhere. Now I don't have to wait for a bus. I know people made dirty remarks when I started cycling, but I paid no attention."

**Questions to reflect:**

- Why did people make dirty remarks when women started learning cycling?
- How did it change their life style?

Fatima is a secondary school teacher, so addicted to cycling that she hires a bicycle for half-an-hour each evening (she cannot yet afford to buy one - each costs over Rs. 1,200). She said: "There is freedom in cycling. We are not dependent on anyone now. I can never give this up." Jameela, Fatima and their friend Avakanni, all in their early 20s, have trained scores of other young women from their community in the art of cycling.



Cycling has swept across this district. Women agricultural workers, quarry labourers and village health nurses are among its fans. Joining the rush are balwadi and anganwadi workers, gem-cutters and school teachers. And gram sevikas and mid-day meal workers are not far behind. The vast majority are those who have just become literate. The district's vigorous literacy drive, led by the Arivoliyakkam (Light of Knowledge Movement) has been quick to tap this energy. Every one of the neo-literate, 'neo-cyclist' women I spoke to saw a direct link between cycling and her personal independence.

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- How are cycling and personal independence connected?

“The main thing,” said N. Kannammal, Arivoli Central Coordinator and one of the pioneers of the cycling movement, “was the confidence it gave women. Very importantly, it reduced their dependence on men. Now we often see a woman doing a four-kilometre stretch on her cycle to collect water, sometimes with her children. Even carting provisions from other places can be done on their own. But, believe me; women had to put up with vicious attacks on their character when this began. So many made filthy remarks. But Arivoli gave cycling social sanction. So women took to it.”

Early among them, was Kannammal herself. Though a science graduate, she had never mustered the courage to cycle earlier. Visiting an Arivoli 'cycling training camp' is an unusual experience.

In Kilakuruchi village all the prospective learners had turned out in their Sunday best. You can't help being struck by the sheer passion of the pro-cycling movement. They had to know. Cycling offered a way out of enforced routines, around male-imposed barriers. The neo-cyclists even sing songs produced by Arivoli to encourage bicycling. One of these has lines like: “O sister come learn cycling, move with the wheel of time...”

Very large numbers of those trained have come back to help new learners. They work free of charge for Arivoli as (oddly-named) “Master Trainers “. There is not only a desire to learn, but also a widespread perception among them that all women ought to learn cycling. In turn, their experience has enriched the Literacy movement. The neo-cyclists are bound even more passionately than before to Arivoli. The whole phenomenon was the brainchild of the popular former district collector, Sheela Rani Chunkath. Her idea in 1991 was to train female activists so that literacy would reach women in the interior. She also included mobility as a part of the Literacy drive. This flowed from the fact that a lack of mobility among women played a big role in undermining their confidence. Chunkath pushed the banks to give loans for the women to buy cycles. She also got each Block to accept specific duties in promoting the drive. As the top official in the district, she gave it great personal attention.

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- How do you think cycling has enriched the literacy movement?

First the activists learned cycling. Then neo-literates wanted to learn. Every woman wanted to learn. Not surprisingly, this led to a shortage of 'ladies' cycles. Never mind. 'Gents' cycles would do just as nicely, thank you. Some women preferred the latter as these have an additional bar from the seat to the handle. You can seat a child on that. And to this day, thousands of women here ride 'gents' cycles. Thousands of others dream of the day they will be able to afford any bicycle at all.

After International Women's Day on March 8 in 1992, this District can never be the same. Flags on the handle bars, bells ringing, over 1,500 female cyclists took Pudukkottai by storm. Their all- women's cycle rally stunned the town's inhabitants with its massive showing.

- How might the town's people have reacted?
- Would they approve of such a movement?

What did the men think? One who had to approve was S. Kannakarajan, owner of Ram Cycles. This single dealer saw a rise of over 350 per cent in the sale of 'ladies' cycles in one year. That figure is probably an underestimate, for two reasons: one, a lot of women, unable to wait for 'ladies' cycles, went in for men's bikes; two, Kannakarajan shared his information with me with great caution. For all he knew, I was an undercover agent of the Sales Tax Department.

In any case, not all males were hostile. Some were even encouraging. Take Muthu Bhaskaran, an Arivoli activist, for instance. He wrote the famous cycling song that has become their anthem.

When, in the blazing heat of Kudimianmalai's stone quarries, you run into K. Manormani, 22, training others, you know it's all worth it. A quarry worker and Arivoli volunteer herself; she thinks it vital that her co-workers learn cycling. "Our areas are a little cut off," she told me. "Those who know cycling, they can be mobile."

In a single week in 1992, more than 70,000 women displayed their

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cycling skills at the public 'exhibition-contests' run by Arivoli. An impressed UNICEF sanctioned 50 mopeds for Arivoli women activists.

Cycling has had very definite economic implications. It boosts income. Some of the women here sell agricultural or other produce within a group of villages. For them, the bicycle cuts down on time wasted in waiting for buses. This is crucial on poorly-connected routes. Secondly, it gives you much more time to focus on selling your produce. Thirdly, it enlarges the area you can hope to cover. Lastly, it can increase your leisure time too, should you choose to take a few moments off.

Small producers who used to wait for buses were often dependent on fathers, brothers, husbands or sons to even reach the bus stop. They could cover only a limited number of villages to sell their produce. Some walked. Those who cannot afford bicycles still do, of course. These women had to rush back early to tend to the children and perform other chores like fetching water. Those who have bicycles now combine these different tasks with nonchalance. Which means you can, even along some remote road, see a young mother, child on the bar, produce on the carrier. She could be carrying two, perhaps even three, pots of water hung across the back, and cycling towards work or home.

Yet, it would be very wrong to emphasise the economic aspect over all else. The sense of self-respect cycling brings is vital. "Of course it's not economic," said Fatima, giving me a look that made me feel rather stupid. "What money do I make from cycling? I lose money. I can't afford a bicycle. But I hire one every evening just to feel that goodness, that independence." Never before coming to Pudukkottai had I seen this humble vehicle in that light - the bicycle as a metaphor for freedom?

"It is difficult for people to see how big this is for rural women," said Kannammal. "It's a Himalayan achievement, like flying an aeroplane, for them. People may laugh. Only the women know how important it is."

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I suppose the norms of standard journalism demand at this point some "balancing" quotes from men opposed to the cycling movement.

Frankly, who the heck cares? There are a 100,000 neo-literate women cycling out there and that's the story.

Those men opposed to it can go take a walk - because when it comes to cycling, they aren't in the same league as the women.

### **Read and reflect**

- Write a similar story on any other movement that you know or have heard of.
- Suggest alternative titles to the article.
- What are some of the biases/prejudices that still exist in the society against girls/women?
- How do you think we can change negative attitudes and build a positive image about girls/women?
- How do you relate this story to the present context? Has technology changed the lives of women? Has it made their lives better?

Postscript: When I returned to Pudukkottai in April 1995, the craze was still on. But a large number of women were unable to afford bicycles - each now cost around Rs.1, 400. And a new generation was coming up that was too young to gain from the first round. But Pudukkottai remains unique among Indian districts for the stunning proportion of women who have taken to cycling, and the enthusiasm for gaining the skill among the rest. (Sainath, 2015)

Source: <https://thewire.in/gender/cycling-women-rural-tamil-nadu>

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### **Group Work**

- Group 1: If you have to report this story to the District Commissioner, how will you present your report? Discuss in small groups and make a brief presentation.
- Group 2: Write a summary of this article for your college magazine.
- Group 3: Do you like this article? Why / Why not? Write a critical review of the article.

### **Writing**

- Write a letter to Sheela Rani Chunkath, the former district collector of Pudukkottai, appreciating her efforts in training women in cycling. Discuss in small groups, brainstorm on what to write, how to write - the tone, format, etc. - and prepare a first draft.
- Present the draft letter to the class. Based on the discussion and feedback received from the class, edit your letter.

Now, let's look for Classroom Implications of all factors we have seen so far:

- Did you like the activities suggested in this Unit?
- How do you relate it to your own classrooms?
- How do reading and reflecting help students?
- Can you involve students in similar reading and writing activities?
- Here are the sources from which all materials you have seen above have been culled out

### **3. Listening Triggers Reading In Early Years**

The child who is seated on the mother's knees with an open story book in front of her/him is not just satisfied by listening to the 'telling' of the story; (s)he wants to 'read' the print. "Where is the elephant in print which Mom is talking about?" On pointing out that (incidentally) 'big word' on that page which corresponds to 'the big animal' in the story the child is initiated into informal reading. Concrete nouns are the first to get identified on the page from 'telling the story'--animals, birds, buildings, people, trees etc. It is a smooth,

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subconscious flow from 'mother's speaking' to 'child's listening' to 'child's "recognition", and this process of 'Recognition' is the first stage of the Child's 'Reading'.



Imagine a grandma is telling a story to a two-year old, with the story book open in front of them. Work in pairs to construct a story of your own (which nobody so far has written or told - your own story). Write the dialogue between the child and the story teller step by step: queries and answers, comments, exclamations, interjections.

#### 4. Speaking Leads to Reading



Speaking leads to Writing, which in turn, to Reading. One major difference between Speaking and Writing is the absence of the listener in the latter. Secondly, Writing can be termed as 'delayed Speaking', as Speaking gets postponed to Writing.

On getting angry with the dog, and scolding it for long, Kittu the child decides to put up a poster so that his dog can 'read' it - whether the dog reads it or not, the 'author' reads it! – and that, as Kittu thinks, there is something more long-lasting in Reading-Writing than in Speaking which is temporal/ temporary, he believes !!!



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## **5. Writing Leads to Reading, of course.....**

Working in pairs, prepare a dialogue between two street dogs and read it out to the class. The small happiness and the big sorrows they have had may be included in the dialogue.

Have you ever noticed: Every writing has readers - at least one: the writer herself or himself. The moment you finished writing each word, the invisible inaudible reader in you finished reading it.

The more readers you have for your writing, the luckier you are!

Write down the WhatsApp jokes (only those presentable in a class) from your memory - don't copy from your smart phone or any other sources. Read them out in small groups. Let others comment on them. Revise them to have more 'laughing effect' in the classes that follow!!

Here writing has lead to reading, which in turn has lead to speaking, and, further, which again has lead to re-writing.

Are you clear now how one Skill leads to another, and that Skills-Development Is not a 'discreet' but an "integrated" activity?

You should know that this is how we 'learnt' our Mother Tongue – in an integrated manner, since all the speakers surrounding the child use the Mother Language. In a variety of contexts and for a variety of purposes and that enables to pick up a vast 'repertoire 'of the Language.

If a child can pick up its Mother Language with such rapidity, clarity, accuracy, fluency and 'appropriateness', it is possible for the child to pick up 'another' or other Language(s) with equal fluency if only it gets an opportunity which is similar / close to similar context / environment it got earlier !!This is the time-tested truth, and we expect all of you to make use of all the information gathered here and make a success of your teaching.

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## 6. Conclusion

"No man is an island." - This is what you have to constantly remind yourself of while teaching. Language is split into skills (LSRW) and sub-skills such as vocabulary, pronunciation and so on. But, as a teacher you must remember, such fragmentations are only for analytic purpose and pedagogic convenience. Skills or sub-skills do not exist in isolation. They all together get integrated into communication – i.e. Language in Use.

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# UNIT VI

## Assessing Academic Reading

This section may answer the following questions:

- Why should we assess Reading?
- What are the ways of assessing Reading?
- What are the Theoretical concerns of assessing Reading?
- What are the Practical considerations in Reading assessment?
- What are the features of a good Reading test?

### 1. Introduction

Reading, viewed from a pedagogic perspective, has three aspects: One, *processing the text* (by letters and sounds for decoding), the second, to comprehend *what is written*, and the third, to *connect* what is in the text with what the reader already knows.

The first aspect, that is processing, is crucial. It is difficult to carry out in a language which one does not know well (foreign languages, for example). As for the second aspect, one may fall short in understanding or comprehending a text if the string of words doesn't make sense. For example, in the classic example, 'Colourless green ideas sleep furiously', all individual words have some meaning but no two words (colourless-green, green-ideas, ideas-sleep, or sleep-furiously) make sense as a string. In other words, no word in the sentence 'collocates' with its neighbors.

- Frame four sentences like 'Colourless green ideas sleep furiously', which are grammatically correct, but do not make sense logically.

Readers can be taught how to understand the meanings of individual words from the text by using contextual clues. However, comprehension / understanding goes beyond individual words, and the reader has to string together meanings of individual words and make connections with the others in order to create a more holistic meaning of a sentence.

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Thirdly, putting this understanding in the context of what the reader already knows helps the reader make better sense of the text by either adding new value to the existing knowledge or by evaluating the text using the already-available knowledge.

Most of the tests of Reading, for example, assess the reader's ability to understand vocabulary in context, or to identify the main idea of the text, or draw inferences and go beyond the text to aspects like the purpose of writing etc.

Let us know more about 'assessing' Reading now.

## **2. How Do We Assess Reading?**

At the base of assessing Reading is the informal task of asking the reader to say what the text is about, discuss aspects of the text with other readers etc. *Formal assessments* involve a text followed by a list of questions based on it. "When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative", (Formative Assessment: When the Cook Tastes the Soup..., 2011) said Robert Stake. The cook decides how to make the soup fit to be served, by adding salt or cooking for longer. In the same way, the teacher fine-tunes teaching to help the students read better following the formative assessments. *Summative tests*, in contrast, help the teacher arrive at conclusions about the student's ability to read.

Assessment for helping further learning is formative assessment and it is done during learning, often, and before the end of a Unit or tasks. This kind of assessment helps the teacher assess individual students' abilities as a reader/ learner and helps her fine-tune teaching to suit their levels. For example, students' regular class-work, homework, portfolios, quiz etc. that can measure students' *progress while learning* can be considered as formative assessment.

Assessment of learning outcome is summative assessment and it is done mostly at the end of a Unit or a task. Most reading tests are summative in nature as they test one's ability to read a text, and that gets done at the end of a reading task. Summative assessments help teachers *conclude* how well the students have been able to read or learn. For example, any end of the term or end of the year assessment

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that determines the measure of a student's learning based on which a teacher may assign a grade, is a summative assessment.

Assessment as a learning tool is the process through which the readers learn more about themselves as readers / learners and about the processes of reading / learning.

This process helps in *metacognition*, which is the knowledge one has of one's thoughts and thought processes, or in other words, the knowledge about one's thinking. Metacognition is an important tool to become better readers - i.e. if the readers are aware of the thought processes involved in reading -they become better readers. To put it differently, in order that the learners become better readers, they could follow simple ways to develop their metacognition.

This is enabled when the learners ask simple questions when they approach a text, such as -

- What do I already know about the topic being discussed in the class?
- What was difficult to comprehend in the material discussed?
- How has my thinking changed before reading about the topic and after reading the topic?

This is a challenging task to attain, but you can understand its importance very well, and knowledge of Metacognition will certainly help the learners not only understand the processes of learning, but make the learning a lasting experience, and enable them to develop lifelong learning techniques.

### **3. Why Should We Assess Reading?**

Banks and other financial institutions (and, sometimes the production units of industries, too) do not allow customers or clients to enter their premises once (annual) or twice (half yearly) a year – although, of course, we can do transactions online. You know why? These are the days when the entire staff is engaged in 'taking stock' of the past - the income, the expenditure, the loans granted, the recovery made so far, profit or loss and so on. This is virtually what *assessment* means - taking stock of the business carried out.

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*Assessing Learning* means something similar – taking stock of Learning, in general, and Assessing Reading would refer to Reading, in particular.

Assessing Reading helps to encourage learners to read more and therefore learn better. It also makes it easier for the teacher to examine learner- progress and provide them with feedback. Another reason for assessing reading is to help the teacher identify learners' problem in Reading, and to diagnose or identify similar issues, if any.

Lastly, this is also useful in measuring the learner's language proficiency. Language proficiency, as we understands the ability of a learner to perform certain Language Functions such as requesting, questioning, providing suggestions, responding to a query, analysing a piece of information and so on, using the language.

From your experience, list out three problems in reading that a student is likely to face.

- 1.
- 2.
- 3.

#### **4. Achieving the Goals of Reading Assessment**

We will now examine how each of these purposes of Assessing Reading can be achieved:

##### **a. *Informal Tests***

In the initial stages of reading, regular and frequent assessment - preferably in an informal way - encourages learners to read more and to read often. Each reading exercise becomes an interesting and engaging activity if there are simple, interesting and challenging questions to be answered, after doing the reading tasks. Informal questions help maintain learner-motivation to enjoy reading more.

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### ***b. Achievement Tests***

Several courses require this kind of assessment for the tutor/teacher to know how much of what was taught has been learnt, or how well the learners have progressed in their learning. This kind of assessment also measures what the course's objectives are and how much of them have been achieved. Often this is done through reading comprehension tests that use multiple-choice questions, Who-type / Short-answer questions, or information transfer (read the text and fill in a diagram or table with notes) type of questions.

### ***c. Diagnostic Tests***

Diagnosing reading difficulties such as word identification or word decoding, vocabulary knowledge, comprehension of single sentences and larger pieces of text, and reading speed are some of the many issues in Reading which are important for teachers to be alert about, and an assessment of these problems need to be done for each learner separately. Read aloud tests, simple tests of vocabulary and grammar, and testing reading speed can be some useful ways of diagnosing their problems with reading.

- A teacher can use some more strategies to overcome reading problems in the Learners using the following techniques –
- Eliciting students' ideas by activating their previous knowledge;
- Helping them to guess what they are about to read analysing pictures and titles;
- Skimming a text to identify / assess the main ideas in the text;
- Using Mind-maps as pre-reading activities to help students prepare for reading;
- Teaching new vocabulary - the more words a student knows, the easier it will be to recognise a text. Providing a glossary alongside a text can be helpful in reading in depth, and
- Evaluating proficiency - Most reading tests help us evaluate the learner's proficiency.

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Multiple-choice tests or cloze tests, fill-in the blanks with appropriate words, questions with blanks after every fifth word, check the sentence are the most common types of tests used to assess proficiency. IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) are popular examples of this kind of testing.

- What is your understanding of the term 'diagnosis'?
- Try to think of two more reading difficulties that a learner may come across in your class.

## 5. How to Construct a Good Test?

Here are some features of good Comprehension Test Questions that one must keep in mind before testing Reading:

### a. Reliability

Familiarity with the test format, clear and concise instructions, fair and consistent marking are some aspects to be borne in mind to ensure that a test is Reliable.

The reader must be familiar with 'what is expected of' in the Test. The instructions must be crisp and not long-winded. An example of a bad instruction could be - 'Do not use this product near a water tap, wash basin, kitchen sink, swimming pool etc.' A better instruction could be - 'Do not use this product in a damp or wet area'. The instructions must be clear, appropriate to the reader's level, and grammatically correct. Another example of a bad instruction could be - 'Write letters to the people you hate and burn them', whereas a better instruction would be - 'Write letters to the people you hate and then burn the letters'.

As a teacher learner, could you write three instructions in the space provided and discuss them with your partner.

- 1.
- 2.
- 3.

Secondly, a test is considered to be Reliable if two people who provide similar answers to a question score the same marks in order that we declare the marking as being consistent, and therefore "reliable".



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## **b. Validity**

The test must not depend on the student using her/his background knowledge while answering, but that one must be able to answer the reading test questions exclusively on the basis of reading the given text. The questions should not be such that they can be answered without reading the text.

In other words, we say that ‘a test must test what it set out to test and nothing else’. One way of achieving this is by using various short texts rather than one long text that may accidentally be familiar to the reader. That way, even if one is familiar with one of the texts, there would be several other unfamiliar texts to test Reading, and not ‘memory’.

Instructing the students to answer in their own words and not those used in the text is another way to ensure validity. This way, one can with ensure that the reader doesn't simply copy and paste lines from the text to answer the questions.

Another important thing to remember is what has been stated above - that a reading test tests comprehension, and not memory. So, the text may be made available for the reader to access while answering the questions. It is also best to sequence the questions in the order of the ideas presented in the text.

## **c. Practicality**

The test should be practical both for the examiner and the examinee. The ease of marking, getting the readers to write answers in the given spaces etc, must all be considered while setting questions to make the test practical.

Another consideration one must take into account while testing Reading is the *level of reading*. As discussed in unit 2, there are three levels of reading a text – Literal/Factual, Inferential, and Evaluative/Critical.

Literal/Factual questions can be answered directly from the text. Questions that focus on locating the facts, identifying details, making

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a gist or summary of the text etc. are examples of literal comprehension questions. For example, what are the similarities between character X and Y? Where/What time did (something happen, for example)

Inferential questions test the reader's ability to deduce or draw inferences from what is mentioned in the text. This second level of comprehension involves making connections between different things that are mentioned in the text, making predictions, identifying the writer's point of view etc. Examples: How do you think the story will end? What is the turning point in the story?

Evaluative or critical questions may be based on forming opinions, and require the reader to go beyond the text and apply their critical and analytical thinking. Some of the examples for evaluative questions that need to be elicited on a text are:

Do you agree with ....? Why/why not?

Is the argument made by the writer logical? Why/why not?

Is this possible or impossible? What is the best solution to the problem?

Compare Poem A with Poem B. Which do you like? Why? Give reasons ...

Any good assessment of Reading must test all the three levels of comprehension, because a good reader must be seen to be comfortable with all the three levels of comprehension.

## **6. Some Practical Considerations While Assessing Reading<sup>7</sup>**

It is better to set a reasonable time limit for tests in Reading because Reading and comprehension are time-consuming activities. Dictionaries should not be generally needed while answering Reading tests. Although guessing meanings of words and expressions is a useful sub-skill of reading, the words and expressions in the test

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<sup>7</sup> Alderson, J.C. (2000). *Assessing Reading*. Cambridge University Press.

Nation, I.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.

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should not be beyond the level of understanding for the learners. Care should be exercised on this front by the Test-Constructors.

Learners may be allowed the option of writing their answers in the first language, if the primary focus of the test is Reading. This is because, primarily, it is the ability to read (the target language) that is being tested and not their ability to respond in the target language. Mistakes, slips and errors in grammar, spelling, punctuation etc. are relatively less important in a test of Reading Comprehension, whereas they become a matter of concern in a Test of Writing, as you know.

- In your view, what are the advantages of using the first language in learning English/ content subjects at the primary level?

## **7. Conclusion**

It is quite common to find that many teachers are unfamiliar with testing Reading Comprehension, even though they may be very good teachers of the Reading Skill. It can get grave if the teachers have not been introduced to the scientific principles of assessment, test-construction and evaluation of the Reading skills.

Unlike assessing the Writing skills -where there is something concrete and tangible before the examiner in the form of the answer script - when it comes to assessing Reading, an ordinary teacher is likely to be confused.

She/he is likely to be bothered with questions such as, how does one assess the skills of reading speed along with comprehension, or how does one differentiate between the objectives of reading silently and reading aloud? It is therefore imperative that teachers have to gain adequate scientific knowledge about testing and evaluation while on the job of teaching Reading. Teacher-students should make sure that one major aspect of the hundreds of in-service teacher training programmes they attend should be a thorough exposure to testing and evaluation of the Skills of Reading.

Having exposed you adequately to the Theory and Practice of Reading Skills, it is now time to expose you to 'Activities' related to

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what you have learnt. In the next, final Unit, we want to take you through a wide variety of them. Note that they should also serve as a Model for you 'to construct' similar ones when you start working in the field.

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# UNIT VII

## Reading Activities and Guidelines for Internal Assessment

### In-class Activities & Take-home Projects

#### 1. Introduction

As suggested quite a few times earlier, there is no end to a teacher's reading, and the sky is the limit for the activity! No teacher education programme or Course book can provide all the reading materials that a teacher-student is expected to read. Reading is a developing process - the habit once formed, it is supposed to develop, and it should, throughout one's Life.

Who may be a 'better experienced teacher' as opposed to a 'more experienced' one? The answer is simple: The one who taught for a longer time, no doubt, is the 'more experienced teacher'; while the one who has read widely may be the 'better experienced' teacher. That makes a difference - a huge difference, indeed. Therefore, it is our desire and hope that you shall try to read as much as possible and become a teacher with a difference.

Take a look at the Appendix now. Check the Entries there. There are some very interesting Articles included for you. You will be directed to specific ones as you do the Activities now.

#### 2. Activities suggested

You are expected to do all the activities listed below, one Unit after another Unit, so that it is ensured that this Course has helped you in improving the student and teacher in you. It is always better to work in pairs or small groups, with plenty of interacting and sharing.

When you work on the activities and produce your responses / suggestions etc, it will be better if you self-edit your writing first, and then get it edited by your friend.

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Let us start now.

## Unit – I

### 1. The Story of the Eagle and the Chicken

**Source:**

<https://betterlifecoachingblog.com/2012/01/06/the-eagle-and-the-chickens-a-story-about-being-who-you-are-meant-to-be/>

**Guidelines for conducting the activity:**

- The story may be read out to the students without the title and the final message
- After listening to the story, each student has to provide a title and a moral of the story
- The students may be asked to think of a similar situation in their own lives or in the life of anyone else whom they know
- Each student speaks about his experience
- The written work of each student may be submitted.

### 2. National Education Policy 2019

**Source:**

[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/Draft\\_NEP\\_2019\\_EN\\_Revised.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf)

**Guidelines for conducting the activity:**

Following parts from the Preamble of the Document may be used for the activity:

- i. The Vision for the Education System of India
  - ii. Drawing from India's Heritage
  - iii. Taking forward the agenda of the previous education policies
  - iv. Alignment with the global sustainable development goals
  - v. An integrated yet flexible approach to education
- Each student is asked to read the text individually and identify the topic sentence of each paragraph
  - They are instructed to make notes of each section of the text
  - Students are asked to write the summary of each section
  - The written work should be submitted.

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### **3. Pedagogy of the Oppressed - Paulo Freire (Chapter 2)**

**Source:** <https://www.sjsu.edu/people/marcos.pizarro/courses/215/so/Freire---Chapter-2.pdf>

#### **Activity 1**

The students could be asked to answer the following questions individually after reading the text -

- What are the features of a teacher-centered education system described in the text?
- Point out the features of a learner-centered education system that we are moving towards in the present time.

#### **Activity - 2**

Based on the students' responses, there could be a group discussion on which of the two systems, teacher-centered or learner-centered brings out the best in learners.

## **Unit - II**

### **1. How I taught my Grandmother**

**- Sudha Murthy**

**Source:** [https://cbse.nic.in/publications/interact\\_in\\_english\\_lit\\_ix/UNIT-1.PDF](https://cbse.nic.in/publications/interact_in_english_lit_ix/UNIT-1.PDF)

#### **Guidelines for conducting the activity:**

- Each student may be asked to read the story individually
- They may be formed into small groups of 4 / 5 to discuss the following questions for about 20 minutes -
  1. What is the connection between individual freedom and education?
  2. Has the situation changed for majority of Indian rural women today?

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3. Recently, there was a story in the media of a 105-year-old woman in Kerala who has taken her 4th standard exam. What might have been the reason for her not to study when she was younger?

- After the discussion the groups may be asked to present their views
- Students may be instructed to submit a report of the proceedings.

## **2. The Fall of a Sparrow**

**- Salim Ali**

### **Activity**

Kajol, a tenth standard student of Oxford Senior Secondary School, visited Salim Ali Bird Sanctuary in November 2019, and was deeply impressed by what she saw. She decided to prepare an album for her classmates.

Prepare an Album for Kajol including all the details like name, species, habitation, nesting and hatching habits of the birds.

## **3. Diary of Ann Frank - From the beginning to the Entry on 21 July 1942**

**Source:** <https://www.researchgate.net/>

### **Activity - 1**

Answer the following questions while reading the text.

- Why has Ann Frank named her diary 'Kitty'?
- Why does Frank think, "Should I ever have a real friend"?
- "Jews are forbidden from anything" - explain with reference to the text.



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## Unit - III

### 1. Democracy and Education

- John Dewey

Source: <https://www.fulltextarchive.com/page/Democracy-and-Education1/>

Chapter I - *Education as a Necessity of Life*

#### Activity - 1

- The Students are instructed to read the chapter individually and write down answers to the following reflective questions -
  1. Explain the line "Life is a self-renewing process through action upon the environment".
  2. What does 'Life' denote, according to the text?
  3. Does this idea of Life match with your views on life? Elaborate on this idea in the discussion that will follow.
  4. Do you agree with the author's view on Education? Give reasons.
  5. In your opinion, does physical proximity affect communication? Give an example from your own experience.
  6. Why does the author say, "All communication is like art"?
  7. Is it possible to transmit all the resources and achievements to the younger generation through informal education? Substantiate with your own experience.
  8. Think of one instance in your own teaching-learning situation where there was/ can be a proper balance between the formal and informal modes of education.
- The answers to the questions above may be discussed in the class.

#### Activity - 2

- Students may be divided into four groups and the following topic could be given to the groups for a Group Discussion/ Debate. Two groups could be given one of the topics.

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1. Does education really impact communication?
  2. Gurukula system and many such ancient Systems of Education proved that book should not be the world but the world should be the book. In the present-day technology-driven world, the learners have everything on their fingertips and are not ready to dig deep into life experiences for their learning. The knowledge acquired by the traditional learner in a year is learnt by the modern learners in a minute.

In the light of the above statements, attempt a debate on the merits of formal and informal education in today's context.

## **2. Medium of Instruction**

### **- Mahatma Gandhi**

**Source:** [https://www.mkgandhi.org/towards\\_edu/chap14.htm](https://www.mkgandhi.org/towards_edu/chap14.htm)

#### **Guidelines for conducting the activity:**

- Each student may be asked to read the text individually
- They may be given 10 / 15 minutes to reflect on the following questions
  1. What are Gandhi's arguments for Mother tongue to be the medium of instruction?
  2. Do you agree with his views? Give your reasons for agreeing or disagreeing with Gandhi.
  3. If mother tongue should become the medium of Higher Education what are the most demanding challenges before us in India?
  4. How can we overcome these challenges?
- The individual responses to these questions may be noted down
- This can be followed by a debate on question number 2 and a discussion on question number 3 and 4.

## **3. Excerpt from *Education and World Peace* by J. Krishnamurti (1<sup>st</sup> three paragraphs)**

**Source:** <https://jkrishnamurti.org/content/chapter-4-education-and-world-peace>

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### **Guidelines for conducting the activity:**

- Each student may individually read the text in about 15 minutes. The student may jot down the main points - messages/ themes.
- They may be encouraged to highlight the parts that relate to the message or theme in the text.
- Students may individually answer the following questions.
  1. Write the three key messages coming through the text.
  2. What is our role in the present day in ensuring world peace as mentioned in the text?
  3. Jot down your feelings and experiences before, during and after this activity.
- After the assessment the response sheets can be collected. This is followed by a group discussion on the following questions where the students are encouraged to express their opinion.
  1. What are the other causes for disturbance in World peace?
  2. What are the means for ensuring World peace in general?

## **Unit - IV**

### **1. Juice – a movie**

**Source:** <https://youtu.be/R-Sk7fQGIjE>

### **Guidelines for conducting the activity:**

- The movie may be shown in the class
- Students are divided into smaller groups of 4 / 5
- The following questions are given to the students
  1. What are the major issues seen in the movie?
  2. Is there a need to bring in a change in the society regarding these issues?
  3. If yes, what as students can you do to bring in the change?
- The groups to discuss these three questions for about 20 minutes

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following which one person from each group presents their views to the class

- Each student writes down the points presented by their group in a response sheet and submits.

## **2. Interpretation of a cartoon**

### **Activity**

- Attempt to bring in a cartoon on a topic of your interest. Ask your friend to read and interpret it.

## **3. Interpretation of a film/drama**

### **Activity**

- Select a film / play of your choice. Critically analyze the role of any one character considering the types of nonverbal communication he /she had made use of and its impact on the audience.

## **4. I Have a Dream**

### **- Martin Luther King**

#### **Source:**

<https://search.archives.gov/search?query=dreamspeech&submit=&utf8=&affiliate=national-archives>

Martin L. King - I Have A Dream Speech - August 28, 1963: Follow the link below for video - <https://www.youtube.com/watch?v=smEqnklfYs>

#### **Guidelines for conducting the activity:**

- The video of the speech may be screened in the class. The students should also be provided with the text of the speech
- Each student may be instructed to answer the following questions while reading the text / watching the video
  1. What does Martin Luther King mean when he says, "One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity"?
  2. Comment on the expression '*a cheque*' which has come back marked "Insufficient funds", in the context of the speech.

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3. "Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood." Why does King insist that there is urgency in bringing in this change?
  4. What are the ways in which the Blacks in America were discriminated? How, according to Martin Luther king, can they be changed?
  5. "...for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone." Has the world really realised that the prosperity of any nation depends on the prosperity of all in the nation? Substantiate your answer with examples that you see around you.
- The answers to these questions may be discussed in the class. Individual responses may be submitted.

## **Unit - V**

### **1. Interpreter of Maladies**

**- Jhumpa Lahiri**

**Source:** <https://iblit2013.files.wordpress.com/2013/08/lahiri-interpreter-of-maladies-full-text.pdf>

#### **Activity - 1**

Divide the students into small groups of 4 or 5. Allow them to discuss in their respective groups on the topic mentioned below for about 15 minutes.

'Culture is not taught but caught'. Reflect on this statement with reference to the chief characters of the story, Mr. and Mrs. Das, the children and Mr. Kapasi.

At the end of the discussion in smaller groups, one member of each group may present their ideas to the class.

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## Activity - 2

As a middle-aged traditional Indian, Mr. Kapasi was greatly disappointed with the behaviour of Mrs. Das and her children. He decides to let out his bitterness in his diary. Jot down an imaginary diary entry for him.

This could be an individual activity. Write down your entry and then check what others have jotted down. Discuss.

## 2. A Fall of a Sparrow

- Salim Ali

Imagine that a famous theatre activist is visiting your college, on being invited to inaugurate the Nature Club. You are planning to interview him so that the transcript of the interview can be published in the college magazine. Prepare a questionnaire for the interview. Work in groups first, and then collate all your ideas into one Questionnaire.

## 3. *Diary of Ann Frank* - From beginning to the entry on 21 July 1942

Source: <https://www.researchgate.net/>

### Activity - 1

Your Institution has decided to conduct a seminar on Racial Discrimination. Imagine Ann Frank delivers the Inaugural Address in the seminar. Prepare a text of that inaugural speech that you think Ann Frank would make.

### Activity - 2

'Paper has more patience than people'. Prepare an editorial of a newspaper on the above statement keeping in mind the condition of children in the nuclear families today.

(Note: This type of activity can be designed using units 1 & 2 of the NCERT syllabus of EPC 1: Reading and Reflecting on Texts also)

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## Unit - VI

### Activity - 1

Select a short, self-contained meaningful passage in your optional subject which can form the reading passage in the course-book of the secondary level.

Prepare two sets of questions: (i) for formative assessment and (ii) for summative assessment.

You can choose any question types: Multiple choices, Fill in the blanks, Matching, One-word answers, One-sentence answers etc.

### Activity - 2

Collect a few question papers of the secondary/ post-secondary stage in your optional subject from the schools nearby and study each question in terms of

(i) Reliability (ii) Validity and (iii) Practicality. Modify the imperfect ones.

### The Assessment Procedure:

1. Approximately 5 hours are allotted to this type of activity throughout the semester which includes 2 hours for Orientation and Practice, and 3 hours for assessment. Thus, there will be at least 3 activities of the above type conducted in 3 different hours.
2. It may be noted that the grammatical correctness of the language need not be insisted upon. The focus should be on understanding the text and reflection.
3. The qualitative parameters for evaluation shall be -

That each response should be screened for the following criteria:

- i. Correctness of the content
- ii. Relevance/Appropriateness

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## Unit - VII

### Designing Reading Activities for School Level

You may be quite familiar with testing questions.

But, have you heard of teaching questions?

These questions ensure comprehension then and there – i.e. while reading.

Two passages with teaching questions are appended below.

#### 1. Book-keeping

Book-keeping involves the recording, on a daily basis, of a company's financial transactions. With proper book-keeping, companies are able to track all information on its books to make important operating, investing, and financing decisions.

Book-keepers are individuals who manage all financial data for companies. Without book-keepers, companies would not be aware of their current financial position, as well as the transactions that occur within the company.

Accurate book-keeping is also crucial to external users, which include investors, financial institutions, or the government - people or organizations that need access to reliable information to make better investment or lending decisions. Simply put, the entire economy relies on accurate and reliable book-keeping for both internal and external users.

#### Teaching questions

1. Choose the most suitable option to fill in the blanks.
  - a) This passage is ... (a set of instructions given to businessmen / the opening chapter of a textbook / introduction to a Distance Education courseware/publicity brochure of a book)
  - b) The term 'book-keeping' pertains to...(small business/mid-size business/ large scale business/all types of business)



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2. State whether the statements are true or false.

- a) The government is not a stakeholder in a small scale private business or industry. Ans.: \_\_\_\_\_.
- b) This passage states some objectives for the benefit of the student- reader. Ans.: \_\_\_\_\_.
- c) This passage differentiates between 'defining' and 'stating the uses' of book-keeping. Ans.: \_\_\_\_\_.

## 2. Pather Panchali

*Pather Panchali* (Translation - *Song of the Little Road*) is a 1955 Bengali film written and directed by Satyajit Ray and produced by the Government of West Bengal. It is based on Bibhutibhushan Bandyopadhyay's 1929 Bengali novel of the same name and is Ray's directorial debut.

The first film in the *Apu Trilogy*, *Pather Panchali* depicts the childhood of the protagonist Apu (Subir Banerjee) and his elder sister Durga (Uma Dasgupta) and the harsh village life of their poor family. The tale of Apu's life is continued in the two subsequent installments of Ray's trilogy: *Aparajito* (*The Unvanquished*, 1956) and *Apur Sansar* (*The World of Apu*, 1959).

### Plot summary

In Nischindipur, rural Bengal, in the 1910s, Harihar Roy earns a meagre living as a pujari (priest), but dreams of a better career as a poet and playwright. His wife Sarbajaya takes care of their children, Durga and Apu, and Harihar's elderly cousin, Indir Thakrun. Because of their limited resources, Sarbajaya resents having to share her home with the old Indir, who often steals food from their already bare kitchen. At times, Sarbajaya's taunts become offensive, forcing Indir to take temporary refuge in the home of another relative. Durga is fond of Indir and often gives her fruit she has stolen from a wealthy neighbour's orchard. One day, the neighbour's wife accuses Durga of stealing a bead necklace (which Durga denies) and blames Sarbajaya for encouraging her tendency to steal.

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As the elder sibling, Durga cares for Apu with motherly affection, but spares no opportunity to tease him. Together, they share the simple joys of life: sitting quietly under a tree, viewing pictures in a travelling vendor's bioscope, running after the candy man who passes through the village, and watching a jatra (folk theatre) performed by a troupe of actors. Every evening they are delighted by the sound of a distant train's whistle. One day, they run away from home to catch a glimpse of the train, only to discover Indir sitting dead on their return.

Unable to earn a good living in the village, Harihar travels to the city to seek a better job. He promises Sarbajaya that he will return with money to repair their dilapidated house. During his absence, the family sinks deeper into poverty. Sarbajaya grows increasingly lonely and bitter. One day during the monsoon season, Durga plays in the downpour for too long, catches a cold and develops a high fever. Adequate medical care being unavailable, the fever becomes worse, and on a night of incessant rain and gusty winds, she dies.

Harihar returns home and starts to show Sarbajaya the merchandise he has brought from the city. Sarbajaya, who remains silent, breaks down at the feet of her husband, and Harihar cry out in grief as he discovers that he has lost his daughter. The family decides to leave their ancestral home. As they start packing, Apu finds the necklace that Durga had earlier denied stealing; he throws it into a pond. Apu and his parents leave the village on an ox-cart.

### **Teaching questions**

1. Guess the meaning of the following words and phrases from the context, and then by choosing the one closest to your guess, from the brackets.

Debut: (pronounced as /deɪ'bjʊ:/: (best performance/joint production/ first appearance or performance)

Trilogy: (pronounced as /'trɪlədʒi/: (a tragedy/a set of three/a sequence of three)

A meagre living: (a poor life / a rich life/ a lonely life)

Add a few more important words and phrases to the list and write the three options in brackets.

2. Cite two instances in the film which depict the rural-urban divide.

- 
3. If the family were rich, do you think Durga would die of illness?
  4. Which of the following do not find a place in the plot? (dowry / poverty / unemployment / lack of medical facilities/ rape / stealing because of hunger / childhood pranks / murder / death /migration )
  5. List the main characters in the film and name the corresponding actors.

### **Broad Guidelines for Internal Assessment**

After each Unit, a one-hour test may be conducted which carries 25 marks. 10 questions which carry one mark each can be of two or more types selected from the list below. **(10 marks)**

- Multiple choice questions
- Fill in the blanks
- True/False
- Odd man out
- One word answer type
- Matching type
- Re-sequencing

Five short answer questions (about 20 to 30 words) **(10 marks)**

- Definitions
- Correcting statements
- Reason-result / Cause-effect

One short paragraph out of three. (About 50 to 60 words) **(5 marks)**

Take-home assignment /Project (About 500 words) **(25 marks)**

That means, each unit will have 50 marks – 25 for in-class test, and 25 for take-home assignment/project

The average marks scored in the best three (six units - Unit II to VII) will be the mark scored by the student. It may be converted into percentage.

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- <https://images6.fanpop.com/image/photos/41300000/Gandhi-Not-my-drawing-ghandi-41364950-1024-1448.jpg>  
- [https://upload.wikimedia.org/wikipedia/commons/7/7a/Mahatma-Gandhi%2C\\_studio%2C\\_1931.jpg](https://upload.wikimedia.org/wikipedia/commons/7/7a/Mahatma-Gandhi%2C_studio%2C_1931.jpg)  
- [https://upload.wikimedia.org/wikipedia/commons/d/do/T4440%E7%A5%9E%E3%81%AF\\_Mahatma\\_%EF%BC%A7an%EF%BD%84hi\\_1869~1948.JPG](https://upload.wikimedia.org/wikipedia/commons/d/do/T4440%E7%A5%9E%E3%81%AF_Mahatma_%EF%BC%A7an%EF%BD%84hi_1869~1948.JPG)  
- <https://images.fineartamerica.com/images-medium-large-5/mahatma-gandhi-art.jpg>

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Page No. 91	<b>De Vinci, Leonardo. Monalisa</b> <a href="https://upload.wikimedia.org/wikipedia/commons/e/ec/Mona_Lisa%2C_by_Leonardo_da_Vinci%2C_from_C2RMF_retouched.jpg">https://upload.wikimedia.org/wikipedia/commons/e/ec/Mona_Lisa%2C_by_Leonardo_da_Vinci%2C_from_C2RMF_retouched.jpg</a>
Page No. 92	<b>Tom and Jerry</b> <a href="wp1841354.jpg">wp1841354.jpg</a> (3000×2122) ( <a href="http://wallpapercave.com">wallpapercave.com</a> )
Page No. 93	<b>She May Have Honked, But I Never Heard</b> <a href="https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRNluHRXW2jRbTEJH6OXuSnuvZ-rl-ILcYjkQ&amp;usqp=CAU">https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRNluHRXW2jRbTEJH6OXuSnuvZ-rl-ILcYjkQ&amp;usqp=CAU</a>
Page No. 94	<b>Calvin and Hobbs</b> <a href="9f040f555a5cfbeca80fee5c4545efb9.jpg">9f040f555a5cfbeca80fee5c4545efb9.jpg</a> (564×752) ( <a href="http://pinimg.com">pinimg.com</a> )
Page No. 95	<b>Nagasaki</b> <a href="nuclear-bombing-nagasaki.jpg">nuclear-bombing-nagasaki.jpg</a> (1200×1433) ( <a href="http://onthisday.com">onthisday.com</a> )
Page No. 95	<b>Rai, Raghu. Pipe house</b> <a href="https://magazine.xpert.tv/wp-content/uploads/2020/08/1598509493207-300x199.jpg">https://magazine.xpert.tv/wp-content/uploads/2020/08/1598509493207-300x199.jpg</a>
Page No. 95	<b>Children</b> <a href="https://i.pinimg.com/564x/e2/56/5f/e2565f24bacbde684322f4a7e259562.jpg">https://i.pinimg.com/564x/e2/56/5f/e2565f24bacbde684322f4a7e259562.jpg</a>
Page No. 96	<b>Sign language for Kids</b> <a href="sign-language-for-kids.jpg">sign-language-for-kids.jpg</a> (609×403) ( <a href="http://kidcourses.com">kidcourses.com</a> )
Page No. 96	<b>Set of Different Emotions Male Character</b> <a href="set-male-facial-different-expressions-man-emoji-character-different-emotions-emotions-body-language-concept-127232615.jpg">set-male-facial-different-expressions-man-emoji-character-different-emotions-emotions-body-language-concept-127232615.jpg</a> (1600×1038) ( <a href="http://dreamstime.com">dreamstime.com</a> )
Page No. 98	<b>Leather Puppets</b> <a href="353413.gif">353413.gif</a> (500×365) ( <a href="http://deccanherald.com">deccanherald.com</a> )
Page No. 98	<b>Wooden Puppets from Rajasthan</b> <a href="india-rajasthan-jaisalmer-puppets-for-sale-hanging-on-wall-AWoBTH.jpg">india-rajasthan-jaisalmer-puppets-for-sale-hanging-on-wall-AWoBTH.jpg</a> (1300×936) ( <a href="http://alamy.com">alamy.com</a> )
Page No. 98	<b>Priest King Statue, Mohenjo-Daro</b> <a href="464px-Mohenjo-daro_Priesterkönig.jpeg">464px-Mohenjo-daro_Priesterkönig.jpeg</a> (464×599) ( <a href="http://wikimedia.org">wikimedia.org</a> )
Page No. 98	<b>Konark Sun Temple Wheel</b> <a href="https://www.123rf.com/photo_36082501_beautiful-chariot-wheel-konark-sun-temple-orissa-konark-sun-temple-also-known-as-the-black-pagoda-is.html">https://www.123rf.com/photo_36082501_beautiful-chariot-wheel-konark-sun-temple-orissa-konark-sun-temple-also-known-as-the-black-pagoda-is.html</a>
Page No. 99	<b>Stills from Sholay</b> <a href="Sholay (1975) (imdb.com)">Sholay (1975) (imdb.com)</a>

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Page No. 99      **Stills from Benhur**  
[ab8965e3-3cod-4d67-840d-69299bb50cf1\\_1.3bdbeafece0of9a86d9856b189cfc03c.jpeg](https://www.walmartimages.com/image/ab8965e3-3cod-4d67-840d-69299bb50cf1_1.3bdbeafece0of9a86d9856b189cfc03c.jpeg) (612×612)  
([walmartimages.com](https://www.walmartimages.com))

#### UNIT V

Page No. 108      **Women Empowerment**  
<https://thewire.in/wp-content/uploads/2017/09/women-empowerment.jpg>

Page No. 114      **Pudukottai Cycling**  
<https://www.firstpost.com/wp-content/uploads/2019/03/pudukottai-cycling.jpg>

Page No. 120      **Grandmother and Grandchildren Reading a Story Book**  
[grandma-and-grandchildren-reading-clip-art\\_k19771006.jpg](https://www.fotosearch.com/image/grandma-and-grandchildren-reading-clip-art_k19771006.jpg)  
(450×470) (fotosearch.com)

Page No. 120      **Angry Dog & Angry Boy**  
- [https://www.pincliptart.com/pindetail/iTxmRmw\\_pug-emoji-stickers-messages-sticker-6-dog-barking/b1f3b2873a42023f4ab95167cf8c70b7.jpg](https://www.pincliptart.com/pindetail/iTxmRmw_pug-emoji-stickers-messages-sticker-6-dog-barking/b1f3b2873a42023f4ab95167cf8c70b7.jpg) (546×1024) (pinimg.com)

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## APPENDIX

**NOTE:** The appendix includes all the selected Readings referred to in the Units. Enjoy reading them. Add your own Readings to them for greater enjoyment.

### The Man Who Planted Trees

Jean Giono, translated by Wikisource. (An excerpt)

For the character of a human to reveal truly exceptional qualities, one needs to have the good fortune of being able to observe his actions over many years. If his actions are free of all egotism, if his guiding principle is unequalled generosity, if it is absolutely certain that no reward was sought anywhere and his ideas have left a visible impression on the world; one has, without any doubt, found an unforgettable character.

About forty years ago, I went on a long hike, in heights unknown to tourists, in these ancient regions of the Alps which extend to Provence...

At the time, when I undertook my long stroll through this desert, at 1200 to 1300 meters above sea level, it was a barren and monotonous area. Nothing but wild lavender grew there.

I crossed this country along its largest extent and, after three days, I found myself in a most desolate spot. I camped besides the remains of an abandoned village. I had exhausted my water supply the day before and desperately needed to find a source. These buildings, even if they were just ruins, agglomerated like an old wasps' nest, made me think that there must have been once a well or a spring. Indeed, there was a well, but all dried out. The five or six houses, without roofs, eroded by wind and rain, the old chapel caved in, were neat and tidy like houses and chapels in inhabited villages, but all life had disappeared.

It was a beautiful and sunny day in June, but on these high plains without shelter, a brutal wind blew unbearably. As it souged through the carcasses of these old houses, it roared like a wild animal disturbed while feeding.

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I had to break my camp and move on. After five hours, I still had found no trace of water, and I despaired to find any. Everywhere the same dryness, the same woody herbs. In the distance, I thought I saw a small black silhouette, upright, which I took for the trunk of a lone tree. More by chance than by determination, I continued my way in its direction. It was a shepherd. About thirty sheep rested close to him on the hot ground.

He let me drink from his water bottle, and then guided me to his cabin, hidden behind a low mound on the plain. He got his—excellent—water from a deep natural hole, above which he had installed a rudimentary winch.

This man barely talked. Such is the way of loners, but one felt that he was sure of himself and confident of his self-assessment. It was strange in this country stripped of everything. He did not live in a shack but in a true house made of stone, and one could see easily where and how he had restored the ruin he must have found there when he had first arrived there. The roof was solid and tight. The wind blowing across the tiles made the sound of waves washing ashore.

He kept a proper household, his dishes were done, and the floor was swept clean, his gun well-greased, his soup boiling over the fire. I also noticed that he was freshly shaved, his buttons carefully sewed on, and his clothing had been darned with the great care that renders the repairs nearly invisible. He shared his soup with me, and when I offered him my tobacco pouch, he said he didn't smoke. His dog, quiet like the man himself, was friendly and without baseness. It had been silently understood right away that I would spend the night there; the next village was still a day's March and a half away...

The shepherd, who did not smoke, fetched a small bag from which he poured a pile of acorns onto the table. He began examining them closely one after the other, separating the good ones from the bad ones. I smoked my pipe. I offered to help. He told me this was his business. And indeed, seeing with how much care he performed the job, I did not insist. That was our whole conversation. Once he had separated enough of the good acorns, he counted them in packets of ten, eliminating in the process the smaller ones or those that were



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slightly chapped, for he truly scrutinized them. Once he had lying one hundred perfect acorns in front of him, he stopped and we went to bed.

The company of this man instilled peace. I asked him the next morning whether I might stay and relax the whole day there at his place. He found it completely normal, or, more exactly, he gave me the impression that nothing could disturb him. I didn't really need the rest, but I had become curious and wanted to know more. He collected his flock of sheep and led them to their pastures. Before leaving, he dunked the small bag in which he had collected the carefully chosen and counted acorns into a bucket of water.

I noticed that instead of a stick he carried an iron rod, thick like a thumb and about a meter and a half long. I just leisurely walked along, on a path parallel to his. The pasture of his animals was in a small depression. He left his dog in charge of the flock and climbed back up to me. I feared he would reproach me for my intrusion, but not at all: it was his usual route and he invited me to accompany him if I had nothing better to do. He walked for about two hundred meters.

When he had arrived where he had wanted to go, he planted his iron rod into the ground. In the hole he put an acorn, which he then covered again. He was planting oaks. I asked him if this land was his property. He answered in the negative. Did he know whose land it was? He didn't know. He assumed it was common property, or maybe it belonged to someone who didn't care about it. He didn't worry about knowing the landowners. In this way, he planted extremely carefully one hundred acorns.

After we had eaten at noon, he began again to sort his seeds. I must have asked insistently enough, for he answered my questions. For three years he had been planting trees in this solitude, more than one hundred thousand acorns. Of these one hundred thousand, twenty thousand had grown...

We parted the following day. The next year, the war of 14 broke out, in which I served for five years...Discharged after the war, I found myself with only a small demobilization premium, but with a big desire to breathe a little pure air. Without an exact plan—except

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this one—I retraced my steps through this barren region.

The country had not changed. But still, beyond the dead village, I saw in the distance a kind of grey fog covering the heights like a carpet. Since the last evening, I had been thinking again about this shepherd tree planter. “Ten thousand oaks,” I said to myself, “occupy a really large space.”...

The oaks from 1910 were then ten years old and taller than me or him. The sight was awe-inspiring. I was literally at a loss of words, and, as he did not talk either, we spent the whole day walking in silence through his forest. It was, in three sections, eleven kilometers long and up to three kilometers wide. Remembering that all this had come from the hands and the soul of this man—without technical support—one understood that man could be as effective as God...

The creation seemed furthermore to cause some secondary effects. He didn't worry about it, he just very simply obstinately continued his task. But when I descended to the village, I saw water flowing in brooks that, within living memory, had always been dry. It was the most impressive chain reaction that I have ever had the opportunity to see... The wind also disseminated some seeds. With the return of the water, willows, osiers, grasses, meadows, gardens, flowers and a reason for living came back.

**Source:** [https://en.wikisource.org/wiki/Translation:The\\_Man\\_Who\\_Planted\\_Trees](https://en.wikisource.org/wiki/Translation:The_Man_Who_Planted_Trees)

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## **Think Again: Men and Women Share Cognitive Skills**

American Psychological Association

Research debunks myths about cognitive difference.

### Findings

Are boys better at math? Are girls better at language? Is aptitude or culture the reason that fewer women than men work as scientists and engineers? Psychologists have gathered solid evidence that when it comes to how — and how well — we think, males and females differ in very few but significant ways.

The evidence has piled up for years. In 1990, Janet Shibley Hyde, PhD, a psychologist at the University of Wisconsin, and colleagues published a groundbreaking meta-analysis that compiled data from 100 different studies of math performance. Synthesizing data collected on more than 3 million participants between 1967 and 1987, the researchers found no large overall differences between boys and girls in math performance. Girls were slightly better at computation in elementary and middle school. In high school, boys showed a slight edge in problem solving, possibly because they took more science classes that emphasized those skills. But boys and girls understood math concepts equally well and any gender differences actually narrowed over the years, belying the notion of a fixed or biological differentiating factor.

As for verbal ability, in 1988, Hyde and colleagues reported that data from 165 studies revealed a female advantage so slight as to be meaningless, despite previous assertions that girls are more verbally adept. What's more, the authors found no evidence of substantial gender differences in any component of verbal processing.

In a 2005 report, Hyde reviewed 46 different meta-analyses on sex differences, not only in cognition but also communication style, social and personality variables, motor behaviors and moral reasoning. In half the studies, sex differences were small; in another third they were virtually nonexistent.

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Also in 2005, Elizabeth Spelke, PhD, a psychologist at Harvard University, and colleagues reviewed 111 studies and concluded that gender differences in math and science ability have a genetic basis in cognitive systems that emerge in early childhood. Nevertheless, the studies suggested that men and women on the whole possess an equal aptitude for math and science. In fact, boy and girl infants were found to perform equally well as young as 6 months on tasks that underlie mathematics abilities.

Despite such evidence, questions of gender differences have persisted, in part because men still outnumber women in science and math careers. In 2007, Diane Halpern, PhD, and colleagues including Hyde published a consensus statement regarding that disparity. Indeed, studies suggest that women tend to score slightly higher than men on verbal abilities, while men tend to have a slight edge when it comes to Visuo-spatial skills, the researchers report. However, biology is only a small part of the explanation. The researchers conclude that early experience, educational policies and culture also strongly affect success in math and science.

Other studies suggest that when it comes to math, girls and boys are similarly capable. A 2008 analysis by Hyde and colleagues reported that in children from grades two to 11, there was no gender difference for math skills. And in 2009, Hyde and Janet Mertz, PhD, reported that while more boys than girls score at the highest levels in mathematics, that gender gap has been closing over time. In fact, they reported that the gap is smaller in countries with greater gender equality, suggesting that gender differences in math achievement are largely due to cultural and environmental factors.

## **Significance**

The research suggests that perceived or actual differences in cognitive performance between males and females are most likely the result of social and cultural factors. That. For example, where girls and boys have differed on tests, researchers believe social context plays a significant role. Spelke believes that differences in career choices are due not to differing abilities but to cultural factors, such as subtle but pervasive gender expectations that kick in during high school and college.

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In a 1999 study, Steven Spencer and colleagues explored gender differences among men and women who had a strong math background. They found that merely telling women that a math test had previously shown gender differences hurt their performance. The researchers gave a math test to men and women after telling half the women that the test had shown gender differences, and telling the rest that it found none. Women who expected gender differences did significantly worse than men. Those who were told there was no gender disparity performed equal to men.

Anxiety may be another mechanism explaining gender differences in math performance. A 2014 study by researchers at Boston College found that women had greater anxiety during a math test, which taxed their working memory and led them to underperform on the test. Teaching girl's strategies to manage that anxiety could be one useful means to help to close the gender gap in math achievement, the researchers suggest.

### **Practical application**

If males and females were truly understood to be intellectual equals, things might change in schools, colleges and universities, industry and the workplace in general. As Hyde and her colleagues noted in 1990, "Where gender differences do exist, they are in critical areas. Problem solving is critical for success in many mathematics-related fields, such as engineering and physics." They believe that well before high school, children should be taught essential problem-solving skills in conjunction with computation. The researchers also point to the quantitative portion of the Scholastic Aptitude Test, which may tap problem-solving skills that favor boys. The resulting scores are used in college admissions and scholarship decisions. Scientifically unsound gender stereotyping not only costs individuals, but society as a whole.

**Source:** <https://www.apa.org/research/action/share/>

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## **Sudha Murthy's Inspirational Story**

It was probably the April of 1974. Bangalore was getting warm and gulmohars were blooming at the IISc campus. I was the only girl in my postgraduate department and was staying at the ladies' hostel. Other girls were pursuing research in different departments of Science.

I was looking forward to going abroad to complete a doctorate in computer science. I had been offered scholarships from Universities in the US. I had not thought of taking up a job in India.

One day, while on the way to my hostel from our lecture-hall complex, I saw an advertisement on the notice board. It was a standard job-requirement notice from the famous automobile company

Telco (now Tata Motors). It stated that the company required young, bright engineers, hardworking and with an excellent academic background, etc.

At the bottom was a small line: "Lady Candidates need not apply." I read it and was very upset. For the first time in my life I was up against gender discrimination.

Though I was not keen on taking up the job, I saw it as a challenge. I had done extremely well in academics, better than most of my male peers. Little did I know then that in real life academic excellence is not enough to be successful.

After reading the notice I went fuming to my room. I decided to inform the topmost person in Telco's management about the injustice the company was perpetrating. I got a postcard and started to write, but there was a problem: I did not know who headed Telco.

I thought it must be one of the Tatas. I knew JRD Tata was the head of the Tata Group; I had seen his pictures in newspapers (actually, Sumant Moolgaokar was the company's chairman then) I took the card, addressed it to JRD and started writing. To this day I remember clearly what I wrote.

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“The great Tatas have always been pioneers. They are the people who started the basic infrastructure industries in India, such as iron and steel, chemicals, textiles and locomotives they have cared for higher education in India since 1900 and they were responsible for the establishment of the Indian Institute of Science. Fortunately, I study there. But I am surprised how a company such as Telco is discriminating on the basis of gender.”

I posted the letter and forgot about it. Less than 10 days later, I received a telegram stating that I had to appear for an interview at Telco’s Pune facility at the company’s expense. I was taken aback by the telegram. My hostel mate told me I should use the opportunity to go to Pune free of cost and buy them the famous Pune saris for cheap! I collected Rs 30 each from everyone who wanted a sari when I look back, I feel like laughing at the reasons for my going, but back then they seemed good enough to make the trip.

It was my first visit to Pune and I immediately fell in love with the city. To this day it remains dear to me. I feel as much at home in Pune as I do in Hubli, my hometown. The place changed my life in so many ways. As directed, I went to Telco’s Pimpri office for the interview.

There were six people on the panel and I realised then that this was serious business.

“This is the girl who wrote to JRD,” I heard somebody whisper as soon as I entered the room. By then I knew for sure that I would not get the job. The realisation abolished all fear from my mind, so I was rather cool while the interview was being conducted.

Even before the interview started, I reckoned the panel was biased, so I told them, rather impolitely, “I hope this is only a technical interview. “They were taken aback by my rudeness, and even today I am ashamed about my attitude. The panel asked me technical questions and I answered all of them.

Then an elderly gentleman with an affectionate voice told me, “Do you know why we said lady candidates need not apply? The reason is that we have never employed any ladies on the shop floor.

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This is not a co-ed college; this is a factory. When it comes to academics, you are a first ranker throughout. We appreciate that, but people like you should work in research laboratories.”

I was a young girl from small-town Hubli. My world had been a limited place. I did not know the ways of large corporate houses and their difficulties, so I answered, “But you must start somewhere, otherwise no woman will ever be able to work in your factories.”

Finally, after a long interview, I was told I had been successful. So, this was what the future had in store for me. Never had I thought I would take up a job in Pune. I met a shy young man from Karnataka there, we became good friends and we got married.

It was only after joining Telco that I realized who JRD was: the uncrowned king of Indian industry. Now I was scared, but I did not get to meet him till I was transferred to Bombay. One day I had to show some reports to Mr. Moolgaokar, our chairman, who we all knew as SM. I was in his office on the first floor of Bombay House (the Tata headquarters) when, suddenly JRD walked in. That was the first time I saw “appro JRD”. Appro means “our” in Gujarati. This was the affectionate term by which people at Bombay House called him.

I was feeling very nervous, remembering my postcard episode. SM introduced me nicely, “Jeh (that’s what his close associates called him), this young woman is an engineer and that too a postgraduate. She is the first woman to work on the Telco shop floor.” JRD looked at me. I was praying he would not ask me any questions about my interview (or the postcard that preceded it).

Thankfully, he didn’t. Instead, he remarked. “It is nice that girls are getting into engineering in our country. By the way, what is your name?”

“When I joined Telco I was Sudha Kulkarni, Sir,” I replied. “Now I am Sudha Murthy.” He smiled and kindly smile and started a discussion with SM. As for me, I almost ran out of the room.



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After that I used to see JRD on and off. He was the Tata Group chairman and I was merely an engineer. There was nothing that we had in common. I was in awe of him.

One day I was waiting for Murthy, my husband, to pick me up after office hours. To my surprise I saw JRD standing next to me. I did not know how to react. Yet again I started worrying about that postcard. Looking back, I realise JRD had forgotten about it. It must have been a small incident for him, but not so for me.

“Young lady, why are you here?” he asked. “Office time is over.” I said, “Sir, I’m waiting for my husband to come and pick me up.” JRD said, “It is getting dark and there’s no one in the corridor. I’ll wait with you till your husband comes.”

I was quite used to waiting for Murthy, but having JRD waiting alongside made me extremely uncomfortable.

I was nervous. Out of the corner of my eye I looked at him. He wore a simple white- pant and shirt. He was old, yet his face was glowing. There wasn’t any air of superiority about him. I was thinking, “Look at this person. He is a chairman, a well-respected man in our country and he is waiting for the sake of an ordinary employee.”

Then I saw Murthy and I rushed out. JRD called and said, “Young lady, tell your husband never to make his wife wait again.” In 1982 I had to resign from my job at Telco. I was reluctant to go, but I really did not have a choice. I was coming down the steps of Bombay House after wrapping up my final settlement when I saw JRD coming up. He was absorbed in thought. I wanted to say goodbye to him, so I stopped. He saw me and paused.

Gently, he said, “So what are you doing, Mrs Kulkarni?” (That was the way he always addressed me.) “Sir, I am leaving Telco.”

“Where are you going?” he asked. “Pune, Sir. My husband is starting a company called Infosys and I’m shifting to Pune.”

“Oh! And what will you do when you are successful.”

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“Sir, I don’t know whether we will be successful.” “Never start with diffidence,” he advised me “Always start with confidence. When you are successful you must give back to society. Society gives us so much; we must reciprocate. I wish you all the best.”

Then JRD continued walking up the stairs. I stood there for what seemed like a millennium. That was the last time I saw him alive....

I consider JRD a great man because, despite being an extremely busy person, he valued one postcard written by a young girl seeking justice. He must have received thousands of letters every day. He could have thrown mine away, but he didn’t do that. He respected the intentions of that unknown girl, who had neither influence nor money, and gave her an opportunity in his company. He did not merely give her a job; he changed her life and mindset forever.

Close to 50 per cent of the students in today’s engineering colleges are girls. And there are women on the shop floor in many industry segments. I see these changes and I think of JRD. If at all time stops and asks me what I want from life, I would say I wish JRD were alive today to see how the company we started has grown. He would have enjoyed it wholeheartedly.

My love and respect for the House of Tata remains undiminished by the passage of time. I always looked up to JRD. I saw him as a role model for his simplicity, his generosity, his kindness and the care he took of his employees. Those blue eyes always reminded me of the sky; they had the same vastness and magnificence.

**Source:** <https://sites.google.com/site/nomakeupsnogossip/sudha-murthys-inspirational-story-1>

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## Civilization and Progress

Rabindranath Tagore, a lecture delivered in China, 1924 (An excerpt)

The word 'civilization' being a European word, we have hardly yet taken the trouble to find out its real meaning. For over a century we have accepted it, as we may accept a gift horse, with perfect trust, never caring to count its teeth. Only very lately, we have begun to wonder if we realize in its truth what the Western people mean when they speak of civilization. We ask ourselves, 'Has it the same meaning as some word in our own language which denotes for us the idea of human perfection?'

Civilization cannot merely be a growing totality of happenings that by chance have assumed a particular shape and tendency which we consider to be excellent. It must be the expression of some guiding moral force which we have evolved in our society for the object of attaining perfection...

The Sanskrit word dharma is the nearest synonym in our own language that occurs to me for the word civilization. In fact, we have no other word except perhaps some newly-coined one, lifeless and devoid of atmosphere. The specific meaning of dharma is that principle which holds us firm together and leads us to our best welfare. The general meaning of this word is the essential quality of a thing.

Dharma for man is the best expression of what he is in truth. He may reject dharma and may choose to be an animal or a machine and thereby may not injure himself, may even gain strength and weal from an external and material point of view; yet this will be worse than death for him as a man. It has been said in our scriptures: Through a-dharma (the negation of dharma) man prospers, gains what appears desirable, conquers enemies, but perishes at the root.

One who is merely a comfortable money-making machine does not carry in himself the perfect manifestations of man. He is like a gaudily embroidered purse which is empty. He raises a rich altar in his life to the blind and deaf image of a yawning negation and all the

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costly sacrifices continually offered to it are poured into the mouth of an ever-hungry abyss. And according to our scriptures, even while he swells and shouts and violently, gesticulates, he perishes.

The same idea has been expressed by the great Chinese sage, Lao-tze, in a different manner, where he says: One who may die, but will not perish, has life, everlasting. In this he also suggests that when a man reveals his truth he lives, and that truth itself is dharma. Civilization, according to this ideal, should be the expression of man's dharma in his corporate life.

We have for over a century been dragged by the prosperous West behind its chariot, choked by the dust, deafened by the noise, humbled by our own helplessness, and overwhelmed by the speed. We agreed to acknowledge that this chariot-drive was progress, and that progress was civilization. If we ever ventured to ask, 'Progress towards what, and progress for whom,' it was considered to be peculiarly and ridiculously oriental to entertain such doubts about the absoluteness of progress. Of late, a voice has come to us bidding us to take count not only of the scientific perfection of the chariot but of the depth of the ditches lying across its path.

Lately I read a paragraph in the *Nation* — the American weekly which is more frank than prudent in its espousal of truth — discussing the bombing of the Mahsud villages in Afghanistan by some British airmen. The incident commented upon by this paper happened when 'one of the bombing planes made a forced landing in the middle of a Mahsud village,' and when 'the airmen emerged unhurt from the wreckage only to face a committee of five or six old women, who had happened to escape the bombs, brandishing dangerous-looking knives.' The editor quotes from the London Times which runs thus:

'A delightful damsel took the airmen under her wing and led them to a cave close by, and a malik (chieftain) took up his position at the entrance, keeping off the crowd of forty who had gathered round, shouting and waving knives. Bombs were still being dropped from the air, so the crowd, envious of the security of the cave, pressed in stiflingly, and the airmen pushed their way out in the teeth of the hostile demonstration... They were fed and were visited by

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neighboring maliks, who were most friendly, and by a mullah (priest), who was equally pleasant. Woman looked after the feeding arrangements, and supplies from Ladha and Razmak arrived safely... On the evening of the twenty-fourth they were escorted to Ladha, where they arrived at daybreak the next day. The escort disguised their captives as Mahsuds as a precaution against attack... It is significant that the airmen's defenders were first found in the younger generation of both sexes.'

In the above narrative the fact comes out strongly that the West has made wonderful progress. She has opened her path across the ethereal region of the earth; the explosive force of the bomb has developed its mechanical power of wholesale destruction to a degree that could be represented in the past only by the personal valour of a large number of men. But such enormous progress has made Man diminutive. He proudly imagines that he expresses himself when he displays the things that he produces and the power that he holds in his hands. The bigness of the results and the mechanical perfection of the apparatus hide from him the fact that the Man in him has been smothered.

When I was a child, I had the freedom to make my own toys out of trifles and create my own games from imagination. In my happiness my playmates had their full share; in fact, the complete enjoyment of my games depended upon their taking part in them. One day, in this paradise of our childhood, entered a temptation from the market world of the adult.

A toy bought from an English shop was given to one of our companions; it was perfect, it was big, wonderfully life-like. He became proud of the toy and less mindful of the game; he kept that expensive thing carefully away from us, glorying in his exclusive possession of it, feeling himself superior to his playmates whose toys were cheap. I am sure if he could we the modern language of history he would say that he was more civilized than ourselves to the extent of his owning that ridiculously perfect toy.

One thing he failed to realize in his excitement — a fact which at the moment seemed to him insignificant — that this temptation obscured something a great deal more perfect than his toy, the

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revelation of the perfect child. The toy merely expressed his wealth, but not the child's creative spirit; not the child's generous joy in his play, his open invitation to all who were his compeers to his play-world.

Those people who went to bomb the Mahsud villages measured their civilization by the perfect effectiveness of their instruments which were their latest scientific toys. So strongly do they realize the value of these things that they are ready to tax to the utmost limit of endurance their own people, as well as those others who may occasionally have the chance to taste in their own persons the deadly perfection of these machines. This tax does not merely; consist in money but in humanity. These people put the birth-rate of the toy against the death-rate of man; and they seem happy. Their science makes their prodigious success so utterly cheap on the material side that they do not care to count the cost which their spirit has to bear.

On the other hand, those Mahsuds that protected the airmen — who had come to kill them — were primitively crude in their possession of life's toys. But they showed the utmost carefulness in proving the human truth through which they could express their personality. From the so-called Nordic point of view, the point of view of the would-be rulers of men, this was foolish.

According to a Mahsud, hospitality is a quality by which he is known as a man and therefore he cannot afford to miss his opportunity, even when dealing with someone who can be systematically relentless in enmity. From the practical point of view, the Mahsud pays for this very dearly, as we must always pay for that which we hold most valuable. It is the mission of civilization to set for us the right standard of valuation. The Mahsud may have many faults for which he should be held accountable; but that, which has imparted for him more value to hospitality than to revenge, may not be called progress, but is certainly civilization.

**Source:** <https://www.swaraj.org/articles-and-books>

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## The Art of Evangelism

- Guy Kawasaki (An excerpt)

Harvard Business Review, May 2015 Issue

“Evangelism” became a business buzzword during the internet boom of the late 1990s. In fact, as Apple’s second software evangelist, I helped popularize the term. The idea is simple: Derived from a Greek word that means, roughly, “to proclaim good news,” evangelism is explaining to the world how your product or service can improve people’s lives.

My job at Apple was to proclaim the good news that Macintosh would make everyone more creative and productive. I wasn’t just marketing a computer; I believed in it so much that I wanted others to experience it too. Now, as the chief evangelist of Canva, my job is to share a platform that democratizes design. Evangelists truly have the best interests of others at heart.

Many businesses have embraced the idea that customers are potential evangelists; the most ardent of them will spread the word about your company’s products or services without pay. But it’s important to remember that managers—even those outside the marketing department—can be evangelists too. In my decades of working in the technology sector and serving as a consultant in other industries, I’ve learned that executives in any function can adopt the practice, with great benefit to their companies and their careers.

If you’re a leader, you should evangelize for your organization and what it has to offer, and you should feel comfortable playing this role both internally—in break rooms, over e-mail, through collaborative platforms—and externally, at industry conferences and via LinkedIn, Facebook, and Twitter. In the social age, evangelism is everyone’s job.

It’s easy if you’ve aligned yourself with a company that builds or sells products or services that tick all your boxes. In my world this means they are deep (anticipating all the features users will need), intelligent (providing new and clever ways to ease pain or increase

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enjoyment), complete (including adequate support), empowering (allowing people to help themselves), and elegant (blending function and form).

But even if you're not selling Macs, Breitlings, Teslas, or Virgin America air travel, your company probably offers something valuable and differentiated and therefore worth evangelizing about. It might not be goods or services. It could be your corporate values, your cutting-edge accounting practices, or your flexible work-at-home policies.

When you become an effective evangelist, you don't just promote your organization—you set an example for other employees. You show that you are a passionate, engaged team member. You inspire your colleagues. And you demonstrate your leadership ability. Look around your office and you'll see evangelists everywhere—the EVP who regularly contributes to conference panels; the teammate who tweets about industry research; the executive assistant who puts photos of new products in her Pinterest feed. They are the kinds of leaders companies want in their ranks today...

Evangelism is not self-promotion. It's about sharing the best of what you, your team, and your organization produce with others who can benefit. That's a responsibility—and an opportunity—that falls to everyone, from HR to IT, finance to operations, the C-suite to the shop floor. So build these skills little by little. Start with one act of evangelism a week and work your way up to several a day. Remember that this art—and keep practicing.

**Source:** <https://hbr.org/2015/05/the-art-of-evangelism>



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## The Adventure

- Jayant Narlikar (An excerpt)

Date: July 19, 1986. Time: 7.36 p.m. That was when it happened.

At that precise moment of time. Professor Gangadhar pant Gaitonde collided with a truck and apparently vanished into thin air. But let us begin the story at the beginning.

Professor Gaitonde was an eminent historian and a leading public figure of Pune. Thi introduction is for those who never read his massive tomes on Indian history, or who somehow missed attending a public function chaired by him. For, Gangadhar pant was much in demand for presiding over public functions. Indeed, at the time the story begins, he had just completed presiding over a seminar and with his meticulous records he knew that this was his 999<sup>th</sup> occasion for presiding at a function.

Lest the figure 999 at the age of 55 appears large, the arithmetic behind it is simple. If you preside over a public meeting once a week, it will take you less than two decades to cross the 999-mark. Gangadhar pant, of course, knew this.

In his mid-30s, he was already well-established in Pune, that citadel of orators, as a top public speaker. He was showered with invitations to preside. First, he was hesitant and choosy, but soon he began to relish the job. Whether it was to release a book or to speak at a college day or to celebrate some jubilee of some organisation or to felicitate a person on his sixtieth birthday, or to preside over a seminar not necessarily connected with history. Professor Gaitonde was readily available. However, he had long decided that his thousandth appearance on the platform would be for history, his favorite's subject. That occasion was to come two weeks hence at a seminar devoted to the Third Battle of Panipat.

But it is the 999<sup>th</sup> appearance that concerns us here. This occasion was a seminar in the mathematics department of Poona

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University - a seminar on Catastrophe Theory. How is it, you may ask, that a professor of history should be presiding at a mathematics seminar?

It came about this way. The professor of mathematics, an eminent person in his own field, was a man of mercurial temperament. "Catastrophe is not mathematics; I will have nothing to do with it," he declared when the idea of a seminar was mooted. "Get Gandgharpant to preside over your jamboree; he will jump at the chance," he advised in jest.

His mathematics colleagues, for reasons best known to them (or was it departmental politics?) took up the advice: Gangadharant accepted their invitation, but only after, finding out from them what the catastrophe theory was all about.

"You have heard of Newton, of course?" asked young Rajendra Deshpande, a research fellow who was an expert on the catastrophe theory.

"Who hasn't?" Gangadharant said cautiously.

"Newton introduced the laws of motion. You need to apply force to change the state of motion of a body. If you apply less force the change is less: if you apply more, the change is greater,"

Rajendra explained. "I understand that."

"Newton started a new way of thinking in science - the relationship between causes and effects. The mathematical machinery he set up was geared to describing this relationship - provided..."

"Provided, what?" asked Gangadharant.

"Provided causes and effects act in a continuous manner. But not all phenomena that we observe are continuous. There can be sudden abrupt changes in a situation."

"Like what?"

"Well, take a dogfight. Two dogs are at it for a while and then,

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suddenly, one decides that enough is enough and runs away. There is a battle in his mind between aggressive tendencies and fear: the latter suddenly becomes overwhelming. How do you describe this situation mathematically?” Rajendra posed a counter- question.

“I did not think maths handled such situations,” Gangadharpant answered meekly.

“Newtonian math’s doesn’t. That is where catastrophe theory comes in. It models real life situations involving sudden, dramatic changes. Like: a cricket side collapses all of a sudden; a mob gets out of control and runs amuck, share prices crash down unexpectedly, something happens to turn the tide in a battle...”

“Battles! Now you interest me. It has always been a hobby of mine to speculate what would have happened if some crucial battles had ended differently.” Professor Gaitonde’s eyes lit up.

He now wanted to know more about catastrophe theory.

Rajendra gave him some articles to read. He had enjoyed the seminar and as he made his way back home he was thinking about how history is shaped, how it experiences turns. Having finished his 999<sup>th</sup> function he was already looking forward to the thousandth occasion, when he would be chairing the Panipat seminar. The Third Battle of Panipat, what if...

“Baju, hatu! - can’t you see where you are going?”

The warning from the cleaner was drowned in the still louder noise of the truckshorn. But it was too late. The truck driver attempted a last-minute swerve but could not avoid a glancing blow.

The truck screeched to a halt. The driver and the cleaner jumped out. They had a momentary glimpse of the professor before the collision - enough to tell them the victim was a man of some importance. For, Professor Gaitonde always made it a practice to wear jodhpurs on the occasions when he had to chair a meeting. The driver and the cleaner searched thoroughly. But they could not locate the professor either below the truck or on the sides. He had simply vanished into thin air.

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The road was empty. The driver and the cleaner had but one thought in mind - to make them scarce from this weird scene.

Sixty hours after this event. Professor Gaitonde reappeared in Bombay's Azad Maidan. Passers- by had gathered around him, wondering what a man of distinguished appearance was doing, lying on the grass with torn clothes and empty pockets. As the noise woke him up, Gangadharant found a police constable facing him.

"Sir, who are you? How come you have been sleeping here in the open? Did someone attack you?" The constable asked politely.

"Eh? Yes, of course! I am Professor Gaitonde from Pune. But where am I? How did I get here? I can't remember a thing, constable," Gangadharant replied.

"I know, havaldar sahib! This gentleman is the history professor who suddenly disappeared three days back," someone in the crowd volunteered the information...

**Source:** [https://archive.org/stream/TheAdventureJayantNarlikar/narlikar\\_adventure\\_djvu.txt](https://archive.org/stream/TheAdventureJayantNarlikar/narlikar_adventure_djvu.txt)

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## After Twenty Years

- O. Henry

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators was few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well-nigh developed the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarf pin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I

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was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

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“Good-night, sir,” said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

“Is that you, Bob?” he asked, doubtfully.

“Is that you, Jimmy Wells?” cried the man in the door.

“Bless my heart!” exclaimed the new arrival, grasping both the other’s hands with his own. “It’s Bob, sure as fate. I was certain I’d find you here if you were still in existence. Well, well, well! —twenty years is a long time. The old gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?”

“Bully; it has given me everything I asked it for. You’ve changed lots, Jimmy. I never thought you were so tall by two or three inches.”

“Oh, I grew a bit after I was twenty.” “Doing well in New York, Jimmy?”

“Moderately. I have a position in one of the city departments. Come on, Bob; we’ll go around to a place I know of, and have a good long talk about old times.”

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

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At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one, said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

"Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job. JIMMY."

**Source:** <https://americanliterature.com/author/o-henry/shortstory/after-twenty-years>



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## The Last Leaf

- O. Henry

In a little district west of Washington Square, the streets have run crazy and broken themselves into small strips called 'places'. These 'places' make strange angles and curves. One street crosses itself a time or two. An artist once dis-covered a valuable possibility in this street. Suppose a collector with a bill for paints, paper and canvas should, in traversing this route, suddenly meet himself coming back, without a cent having been paid on account!

So, to quaint old Greenwich Village the art people soon came prowling, hunting for north windows and 18th-century gables and Dutch attics and low rents. Then they imported some pewter mugs and a chafing dish or two from Sixth Avenue, and became a 'colony'.

At the top of a squatty, three-story brick, Sue and Johnsy had their studio. 'Johnsy' was familiar for Joanna. One was from Maine; the other from California. They had met at the table d'hôte of an Eighth Street Delmo-nico's, and found their tastes in art, chicory salad and bishop sleeves so congenial that the joint studio resulted.

That was in May. In November a cold, unseen stranger, whom the doctors called Pneumonia, stalked about the colony, touching one here and there with his icy fingers. Over on the east side this ravager strode boldly, smiting his victims by scores, but his feet trod slowly through the maze of the narrow and moss-grown 'places'.

Mr. Pneumonia was not what you would call a chivalric old gentleman. A mite of a little woman with blood thinned by California zephyrs was hardly fair game for the red-fisted, short-breathed old duffer. But Johnsy he smote; and she lay, scarcely moving, on her painted iron bedstead, looking through the small Dutch window-panes at the blank side of the next brick house.

One morning the busy doctor invited Sue into the hallway with a shaggy, grey eyebrow.

"She has one chance in—let us say, 10," he said, as he shook down the

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mercury in his clinical thermometer. “And that chance is for her to want to live. This way people have of lining on the side of the undertaker makes of his coming masterpiece. For the rest he was a fierce little old man, who scoffed at softness in any one, and who regarded himself as mastiff-in-waiting to protect the two young artists in the studio above.

Sue found Behrman smelling strongly of juniper berries in his dimly lighted den below. In one corner was a blank canvas on an easel that had been waiting there for 25 years to receive the first line of the masterpiece. She told him of Johnsy’s fancy, and how she feared she would, light and fragile as a leaf herself, float away, when her slight hold upon the world grew weaker.

Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings.

“What!” he cried. “Are there such fools? Do people die because leaves drop off a tree? I have not heard of such a thing. No, I will not come up and sit while you make a picture of me. Why do you allow her to think such a thing? That poor little Johnsy!”

“She is very ill and weak,” said Sue, “and the fever has left her mind morbid and full of strange fancies. Very well, Mr. Behrman, if you do not care to pose for me, you needn’t. But I don’t think you’re very nice. I think you are a horrid old ... old flibbertigibbet.”

“This is like a woman!” shouted Behrman. “Who said I will not come? Go. I come with you. For half an hour I have been trying to say that I will come. God! This is not any place for someone as good as Johnsy to lie sick. Someday I shall paint my masterpiece, and we shall all go away from here. God! Yes.”

Johnsy was sleeping when they went upstairs. Sue pulled the shade down to the windowsill, and motioned Behrman into the other room. In there they peered out the window fearfully at the ivy vine. Then they looked at each other for a moment without speaking. A persistent, cold rain was falling, mingled with snow. Behrman, in his old blue shirt, took his seat as the hermit miner on an upturned kettle for a rock.

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When Sue awoke from an hour's sleep the next morning she found Johnsy with dull, wide-open eyes staring at the drawn green shade.

"Pull it up; I want to see," she ordered, in a whisper.

Wearily Sue obeyed. But, lo! After the beating rain and fierce gusts of wind that had endured through the livelong night, there yet stood out against the brick wall one ivy leaf. It was the last one on the vine. Still dark green near its stem, with its serrated edges tinted with the yellow of dissolution and decay, it hung bravely from the branch some 20 feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind. It will fall today, and I shall die at the same time."

"Dear, dear!" said Sue, leaning her worn face down to the pillow, "Think of me, if you won't think of yourself. What would I do?"

But Johnsy did not answer. The lonesome thing in the entire world is a soul when it is making ready to go on its mysterious, far journey. The fancy seemed to possess her more strongly, as, one by one, the ties that bound her to friendship and to earth were loosed.

The day wore away, and even through the twilight they could see the lone ivy leaf clinging to its stem against the wall. And then, with the coming of the night the north wind was again loosed, while the rain still beat against the windows and pattered down from the low Dutch eaves.

When it was light enough Johnsy, the merciless, commanded that the shade be raised.

The ivy leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue, who was stirring her chicken broth over the gas stove.

"*I've been a bad girl, Sudie,*" said Johnsy. "Something has made that last leaf stay there to show me how wicked I was. It is a sin to want to die. You may bring me a little broth now, and some milk with a little

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port in it, and ... no; bring me a hand- mirror first, and then pack some pillows about me, and I will sit up and watch you cook.”

An hour later she said: “Sudie, someday I hope to paint the Bay of Naples.”

The doctor came in the afternoon, and Sue had an excuse to go into the hallway as he left.

“Even chances,” said the doctor, tak-ing Sue’s thin, shaking hand in his. “With good nursing you’ll win. And now I must see another case I have down-stairs. Behrman, his name is—some kind of an artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is acute. There is no hope for him; but he goes to the hospital today to be made more comfortable.”

The next day the doctor said to Sue: “She’s out of danger. You won. Nutrition and care now—that’s all.” And that afternoon Sue came to the bed where Johnsy lay, content-edly knitting a very blue and very use-less woolen shoulder scarf, and put one arm around her, pillows and all.

“I have something to tell you, white mouse,” she said. “Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn’t imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colours mixed on it, and—look out the window, dear, at the last ivy leaf on the wall. Didn’t you wonder why it never fluttered or moved when the wind blew? Ah, darling, it’s Behrman’s masterpiece—he painted it there the night that the last leaf fell.”

**Source:** <https://www.readersdigest.in/>

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## Mrs. Dalloway

- Virginia Woolf

Mrs. Dalloway said she would buy the flowers herself.

For Lucy had her work cut out for her. The doors would be taken off their hinges; Rumpelmayer's men were coming. And then, thought Clarissa Dalloway, what a morning—fresh as if issued to children on a beach.

What a lark! What a plunge! For so it had always seemed to her, when, with a little squeak of the hinges, which she could hear now, she had burst open the French windows and plunged at Bourton into the open air. How fresh, how calm, stiller than this of course, the air was in the early morning; like the flap of a wave; the kiss of a wave; chill and sharp and yet (for a girl of eighteen as she then was) solemn, feeling as she did, standing there at the open window, that something awful was about to happen; looking at the flowers, at the trees with the smoke winding off them and the rooks rising, falling; standing and looking until Peter Walsh said, "Musing among the vegetables?"—was that it?—"I prefer men to cauliflowers"—was that it? He must have said it at breakfast one morning when she had gone out on to the terrace—Peter Walsh. He would be back from India one of these days, June or July, she forgot which, for his letters were awfully dull; it was his sayings one remembered; his eyes, his pocket-knife, his smile, his grumpiness and, when millions of things had utterly vanished—how strange it was!—a few sayings like this about cabbages.

She stiffened a little on the kerb, waiting for Durtnall's van to pass. A charming woman, Scrope Purvis thought her (knowing her as one does know people who live next door to one in Westminster); a touch of the bird about her, of the jay, blue-green, light, vivacious, though she was over fifty, and grown very white since her illness. There she perched, never seeing him, waiting to cross, very upright.

For having lived in Westminster—how many years now? over twenty,—one feels even in the midst of the traffic, or waking at night, Clarissa was positive, a particular hush, or solemnity; an

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indescribable pause; a suspense (but that might be her heart, affected, they said, by influenza) before Big Ben strikes. There! Out it boomed. First a warning, musical; then the hour, irrevocable. The leaden circles dissolved in the air. Such fools we are, she thought, crossing Victoria Street. For Heaven only knows why one loves it so, how one sees it so, making it up, building it round one, tumbling it, creating it every moment afresh; but the veriest frumps, the most dejected of miseries sitting on doorsteps (drink their downfall) do the same; can't be dealt with, she felt positive, by Acts of Parliament for that very reason: they love life. In people's eyes, in the swing, tramp, and trudge; in the bellow and the uproar; the carriages, motor cars, omnibuses, vans, sandwich men shuffling and swinging; brass bands; barrel organs; in the triumph and the jingle and the strange high singing of some aeroplane overhead was what she loved; life; London; this moment of June.

For it was the middle of June. The War was over, except for someone like Mrs. Foxcroft at the Embassy last night eating her heart out because that nice boy was killed and now the old Manor House must go to a cousin; or Lady Boxborough who opened a bazaar, they said, with the telegram in her hand, John, her favorite, killed; but it was over; thank Heaven—over. It was June. The King and Queen were at the Palace. And everywhere, though it was still so early, there was a beating, a stirring of galloping ponies, tapping of cricket bats; Lords, Ascot, Ranelagh and all the rest of it; wrapped in the soft mesh of the grey-blue morning air, which, as the day wore on, would unwind them, and set down on their lawns and pitches the bouncing ponies, whose forefeet just struck the ground and up they sprung, the whirling young men, and laughing girls in their transparent muslins who, even now, after dancing all night, were taking their absurd woolly dogs for a run; and even now, at this hour, discreet old dowagers were shooting out in their motor cars on errands of mystery; and the shopkeepers were fidgeting in their windows with their paste and diamonds, their lovely old sea-green brooches in eighteenth-century settings to tempt Americans (but one must economise, not buy things rashly for Elizabeth), and she, too, loving it as she did with an absurd and faithful passion, being part of it, since her people were courtiers once in the time of the Georges, she, too, was going that very night to kindle and illuminate; to give her party.

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But how strange, on entering the Park, the silence; the mist; the hum; the slow-swimming happy ducks; the pouched birds waddling; and who should be coming along with his back against the Government buildings, most appropriately, carrying a dispatch box stamped with the Royal Arms, who but Hugh Whitbread; her old friend Hugh—the admirable Hugh!

(An excerpt from the novel as a sample of Stream of Consciousness technique described in Unit II)

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