

QUESTION BANK

READING AND REFLECTING ON TEXT (SEMESTER- IV)

LONG ANSWER QUESTIONS:

1. What is the meaning of the term 'Reading'? Discuss its types in detail.
2. What is reading? Discuss the need and importance of 'reading' for a person.
3. Why 'reading' is called 'a complex cognitive process'? Discuss various processes involving 'reading'.
4. Describe the various stages in reading process as given by Tompkins.
5. Discuss some reading problems and their solutions.
6. What are reading skills? Describe various reading skills by dividing "reading" into its main components.
7. Discuss the factors which influence the acquisition of Reading Ability.
8. Describe the various stages of reading development in a child.
9. What is 'level of comprehension'? Discuss the various levels of comprehension.
10. How the knowledge of 'Kinds of Reading' helps a teacher in 'teaching of reading' to students? Mention various kinds of 'reading'.
11. What is oral or aloud reading? Describe its objectives, procedure, advantages and limitations.
12. Describe the meaning, objectives, procedure, advantages and demerits of Silent Reading.
13. What are Intensive and Extensive reading? Differentiate between the two.
14. Discuss the various skills and strategies of reading.
15. What is reading and reading comprehension? Explain with examples.
16. Explain the meaning of 'reading for comprehension'. Give its characteristics.
17. Define 'reading comprehension'. Describe its levels or types.
18. Discuss some key reading comprehension skills required by the child to answer comprehension questions.
19. Describe the various reading comprehension skills used in reading comprehension.
20. How we can improve the reading comprehension in our students?
21. Describe some strategies usually used for reading comprehension.
22. What is 'critical reading'? Give the characteristics of critical reading.
23. Describe the nature of 'critical reading' by differentiating it from extracting information.
24. Explain the term 'critical reading'. Discuss the importance of critical reading in academics and general life.

25. Differentiate between skill and strategy. Discuss various critical reading skills and strategies.
26. Describe the various critical reading strategies and their uses.
27. Define 'critical reading' in your own words. Describe the various steps in critical reading process.
28. As a teacher, how you will introduce 'critical reading' in your class? Explain the steps and method briefly.
29. Describe the salient features of National Policy on Education – 1986.
30. Present a comprehension reading of NPE – 1986 by discussing its special features.
31. Give a critical reading to NPE-1986 by discussing its merits and demerits.
32. In what respect, the NPE-1986 may be considered as outdated in present situation in India? Give reasons.
33. In your view, why a review is needed in NPE-1986 in the present scenario of India? Discuss.
34. What is 'reflective reading'? Discuss the elements of reflective reading.
35. Explain the meaning of reflective reading. Describe some strategies and methods for reflective reading.
36. Define reflective practice. Explain David Kolb's mode of reflective practice.
37. What is reflective practice? What is the role of feedback in reflective practice? Explain.
38. Why reflective practice is important for teachers and students. Discuss its merits and demerits, if any.
39. What circumstances led to the development of NCF – 2005? Describe its aims and objectives.
40. Describe briefly the structure and suggestions of NCF-2005.
41. Present a comprehension reading of NCF – 2005, explaining its special features and characteristics.
42. Give a critical reading of NCF by discussing its merits and demerits.
43. What are the aims of education in the documents of NCF-2005 and NPE-1986? Point out the main difference between them, if any.
44. Reflect upon the aims of education as given by NPE-1986 and NCF-2005.
45. What is Pedagogy? Describe the pedagogies given in the documents NCF-2005 and NPE-1986.
46. Present a reflective and critical reading of the pedagogies given in NCF-2005 and NPE-1986.
47. Discuss the evaluation procedures presented by NPE- 1986 and NCF-2005.

48. Give your reflection on the evaluation method i.e. CCE given by NPE -1986 and NCF - 2005.
49. What is 'textbook'? Give the characteristics/features of a good textbook.
50. Define 'textbook'. Discuss the importance and need of textbook in our educational system.
51. What is the meaning of 'Reading a textbook'? Discuss the effective ways to read textbook.
52. Take a unit of VIII class science text-book (NCERT) and describe the method to read it for understanding and retention.
53. What types of gender biases are found in our textbooks? Explain with examples.
54. Why environment topic is important for our students? Discuss the infusion model of teaching environment subject by textbooks in our schools.
55. How 'health' is a multidimensional concept? How health subject is taught in our schools? Give your views to reform the present practice, if any.
56. Describe the recommendations of NP-1986 regarding Early Childhood Education and Vocationalisation.
57. Reflect on the objectives of Primary and Secondary Education as per NCF-2005.
58. Describe the content of any two units of 'Social Science Text Book' prescribe for Class IX.
59. Reflect on the Environment component includes in the 'Science Text Book' prescribed for Class VIII.
60. Explain the main recommendations of NCF,2005
61. How the aims and evaluation strategies of NPE, 1986 and NCF, 2005 differ from each other?
62. Explain the different strategies of reading of text.
63. How text-books put reflections on gender and environment?
64. Give a critical reading to NPE 1986 by discussing its merits and demerits.
65. Reflect on Environment, Gender and Health component included in the 'Science Text Book' prescribed for class VIII.
66. What id Pedagogy? Describe the pedagogies and evaluation given in the document NCF 2005 and NPE 1986.
67. Give a critical reading of NCF by discussing its merits and demerits.
68. What type of gender biasness and environment topics are found in our text books. Explain with examples.
69. Critically evaluate the content of any four units of Language or Maths Text Book.

70. What are the different Aims of Education given by NPE 1986 and NCE 2005? What according to you is the changes in aims, that reflected in these policy documents according to the changing times?
71. Write a report on learning without burden.

SHORT ANSWER QUESTIONS:

- Reading as a communication process
- Miscues or decoding errors in reading
- Reading “a psycho-linguistic guessing game”
- Types of reading
- Text-attack skills
- Skimming
- Scanning
- Reading Components
- Levels of Comprehension
- Definition of reading comprehension by Group of K-12 leaders.
- Role of Metacognition in reading comprehension.
- Effective use of Reading Comprehension strategies.
- Strategy Instruction.
- Difference between comprehension and critical reading of a text.
- Critical reading – A two way process.
- Annotating in the context of critical reading
- Critical reading in the classroom
- Pre-viewing of a text
- Advantages of critical reading
- Guiding principles of NCF – 2005
- Critical Pedagogy
- Critical reading of NCF – 2005
- Critical Pedagogy and Child-centered pedagogy.
- Aims of education given by NCF-2005
- Problems Associated with CCE and their solution
- Uses and drawbacks of CCE
- Content characteristics of Textbooks.
- e-textbook and pedagogy of Text-books

- Review of Textbook
- Gender bias in our textbooks.
- Infusion model of teaching EE
- Reflective views on 'health' teaching in our schools
- Objectives of Pace Setting Schools
- Recommendations for Value Education in NPE-1986
- Reflect on the evaluation practices suggested in NCF-2005
- Give your reflections on the gender component prevailing in the 'Language Text Book' prescribed for Class VIII.
- Reflect on the health component prevailing in the 'Social Science Text Book' of Class VIII.
- Any five recommendations given by NPE, 1986
- Aims of education as given in NPE, 1986
- Qualities of a good Social Science text-book
- Define evaluation
- Pedagogy as discussed in NPE, 1986
- Merits and demerits of reflective practice
- Aims of education given by NCF 2005
- Features of a Good Text Book
- Comparison between Intensive and Extensive Reading
- Skimming
- Pace Setting Schools
- Reflect on health component in SST book of class VIII
- Importance of text books
- Merits and demerits of Reflection Practice
- Book Review
- Critical Pedagogy
- Evaluation
- Write a review of the text book of NCERT of Class IX or VIII (English).