



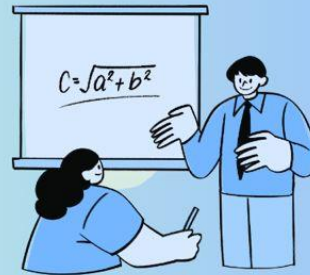
**MAHARASHTRA EDUCATION SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION**
Oshiwara Jogeshwari (W), Mumbai-400102

NAAC ACCREDITED GRAD "B"

UNDER ACADEMIC CELL

Organises

**ORIENTATION SESSION ON
ABILITY COURSES (AB2): READING &
REFLECTING TEXT**



**SESSION SPEAKER:
MOHAMMAD ABUD QURESHI**
TEACHER AT VIBGYOR HIGH SCHOOL, BORIWALI.



DATE- 10th January 2026
TIME-10:00 am onwards
Mode: Hybrid

Challenging to find happiness
because you don't
compare people rather than
it's really going on
focus on the neortiv...

**I/C PRINCIPAL
DR. VARSHA MARU**

**INCHARGE PROF:
ASST. PROF. SHANA BAND**

**VISION: SHAPING THE PUPIL TEACHERS TO SHOULDER THE
RESPONSIBILITY OF SHAPING THE FUTURE YOUTH OF THE
NATION**

REPORT: READING AND REFLECTING ON TEXT

Event Date: January 10, 2026

Time: 10:30 AM

Session Speaker: Mr. Qureshi Mohammad Abu, Teacher at Vibgyor High School, Borivali

OBJECTIVES OF READING AND REFLECTING ON TEXT

- To understand the concept of “text” and “subject”
- To examine the historical and social context of Indian texts.
- To critically analyze textbook content
- To understand knowledge construction in India
- To promote critical reading and reflective thinking
- To appreciate plurality and diversity
- To link text with learners’ lived experiences
- To develop inclusive and democratic pedagogy
- To enhance the role of teachers as reflective practitioners.
- To foster values of constitutional ideals

SIGNIFICANCE OF READING AND REFLECTING ON TEXT

- It helps teachers and students to question, analyze, and interpret texts rather than accepting them blindly.
- Texts reflect social realities such as caste, class, gender, religion, and regional diversity, helping learners understand India’s pluralistic nature.
- Reflection on texts highlights marginalized voices and encourages the use of inclusive and equitable teaching practices.
- Teachers learn to identify bias, stereotypes, and gaps in textbooks and address them effectively in the classroom.
- Critical engagement with texts fosters values like equality, secularism, social justice, and respect for diversity.
- It helps relate subject content to students’ real-life experiences, making learning meaningful and relevant.
- Teachers become reflective practitioners who adapt and enrich texts according to learners’ needs.

- It clarifies how knowledge in different subjects is socially constructed and shaped by historical contexts.
- Reflection on texts encourages discussion, debate, and multiple viewpoints in the classroom
- It supports the aims of Indian education as outlined in NCF and NEP, emphasizing critical pedagogy and learner-centered education.

CONTENT:

On January 10, 2026, a session on Reading and Reflecting on Text was conducted by Mr. Qureshi Mohammad Abud with the aim of fostering deeper engagement with literary texts. Students attended the session physically in the classroom, while those who were unable to be present joined the session online through Google Meet. This arrangement ensured maximum participation and continuity of learning. The primary objective of the session was to move beyond mere literal comprehension and encourage students to interact meaningfully with literature through three reflective lenses: Text-to-Self, Text-to-Text, and Text-to-World.

The session began with a foundational explanation of what reflective reading entails. Mr. Abud emphasized that reading is not a passive activity but an active and dialogic process where the reader interacts with the author's ideas, emotions, and social context. This introduction helped students understand the importance of questioning, interpreting, and relating to texts critically.

To set the context for reflection, Mr. Abud presented a brief yet impactful overview of Munshi Premchand's short story *Garib Ki Hai*. The story's central themes of poverty, social injustice, and human suffering provided a strong base for reflective engagement.

Reflection Framework

1. Text-to-Self

Mr. Abud initiated this segment by sharing personal experiences that resonated with the themes of the story. Students were then encouraged to reflect on and share instances from their own lives where they connected emotionally with the characters or situations portrayed in the narrative. This activity helped students recognize how literature mirrors personal experiences and emotions.

2. Text-to-Text

The session then progressed to a comparative discussion. *Garib Ki Hai* was linked with another notable work by Premchand, *Thakur Ka Kuan*. Through this comparison, students identified recurring literary themes such as social inequality, exploitation, and marginalization. Learners were further encouraged to recall and discuss other literary texts they had encountered with similar social concerns, thereby strengthening their analytical and comparative skills.

3. Text-to-World

In the final stage of reflection, the text was connected to contemporary social realities. The discussion focused on:

- **Social Stigma and Isolation:** The ways in which marginalized communities are alienated and denied dignity.
- **Economic Prejudice:** How poverty is often associated with moral inferiority, leading to unjust labeling and discrimination against the poor. This segment enabled students to see literature as a powerful tool for understanding and critiquing real-world social structures.

CONCLUSION

The session concluded with an emphasis on the transformative power of reflective reading. Mr. Abud highlighted that engaging with texts through multiple perspectives cultivates empathy, social awareness, and critical thinking. By analyzing *Garib Ki Hai* through Text-to-Self, Text-to-Text, and Text-to-World connections, students gained a deeper appreciation of literature as both a reflection of personal realities and a commentary on societal issues. The interactive and participatory nature of the session ensured active student involvement and meaningful learning.

LEARNING OUTCOMES

By the end of the session, students were able to:

1. Understand the concept and importance of reflective reading.
2. Establish personal, literary, and societal connections with a given text.
3. Critically analyze themes of poverty, inequality, and marginalization in literature.
4. Compare texts by the same author to identify recurring social concerns.
5. Develop empathy towards marginalized sections of society.
6. Enhance critical thinking and interpretative skills.

7. Appreciate literature as a tool for social awareness and transformation.

PHOTOS

