

GOVERNMENT COLLEGE OF EDUCATION

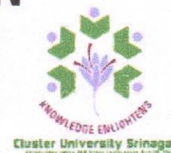
Institute of Advanced Studies in Education

CLUSTER UNIVERSITY, SRINAGAR

Maulana Azad Road Srinagar (J&K)

(NAAC RE-ACCREDITED GRADE "A" (CGPA 3.24))

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REPORT ON TWO DAY WORKSHOP ON COMMUNICATION SKILLS (DAY-II)

The second day of the two-day workshop on Communication Skills featured an engaging and interactive session on Skills of Reading. This session, led by Prof. Gurmeet Kour, former Head of the Department of Languages at IASE, focused on developing reading skills through a hands-on approach and collaborative activities. The resource person began the session by introducing the four foundational language skills, listening, speaking, reading, and writing and stressed that reading is not just a passive activity but a dynamic process that involves comprehension, interpretation, and critical thinking. Her approach to teaching reading was both innovative and practical, ensuring students could actively engage with the material presented.

Activity 1: Thinking About Reading

The session kicked off with an activity designed to challenge participants' perceptions about reading. Students were provided handouts containing statements about reading and were asked to agree or disagree with them while explaining their reasoning. For example: "If a student reads out a passage well, he/she is a good reader." This activity sparked critical thinking and allowed students to explore different perspectives on what makes an effective reader.

Activity 2: Thinking About Language Learning

In this activity, participants analyzed statements related to language learning and decided whether they agreed or disagreed with each one. They then compared their responses with peers sitting next to them to identify similarities and differences in opinions.

Activity 3: Reading Comprehension Exercise

Students were given two texts for comprehension practice:

Silent Reading: Participants read the text silently and answered questions based on their understanding.

Guided Reading: The resource person read the text aloud while students followed along and answered comprehension questions afterward. This exercise demonstrated how different approaches to reading can impact understanding.

Activity 4: Exploring Reading Strategies

Prof. Kour introduced participants to four key reading strategies, intensive reading, scanning, skimming, and extensive reading—and provided a list of ten reading situations where these strategies could be applied. Students worked collaboratively to match each situation with the most appropriate strategy, enhancing their ability to approach texts purposefully.

Activity 5: Reading for Understanding

The final activity focused on identifying uses of texts that develop students' skills in reading for understanding. Participants discussed how various approaches to text analysis could improve comprehension and critical thinking.

On the last session of the workshop, the focus shifted to Skills of Writing. This session was led by

Dr. Oweesa Farooq, Assistant Professor, Government College for Women, Srinagar. The workshop aimed to enhance participants' understanding of the cognitive aspects of writing and its significance within educational institutions.

The resource person began her presentation by emphasizing the cognitive processes involved in writing. She highlighted that writing is not merely a mechanical task but a complex cognitive activity that requires critical thinking and organization.

The session covered various aspects of writing, including its importance in educational settings, different types of written communication, and strategies to enhance writing skills.

The resource person discussed various forms of written communication relevant to educational institutions viz; **Academic Writing**, **Creative Writing** and **Professional Writing**. She highlighted how writing fosters critical thinking, enhances communication skills, and serves as a tool for knowledge expression. The session included practical strategies to enhance writing abilities:

Brainstorming Ideas: Encouraging free thinking to generate content.

Outlining: Structuring ideas before drafting to ensure logical flow.

Peer Review: Engaging with peers for feedback to refine writing.

Regular Practice: Emphasizing consistent writing practice to improve fluency.

Throughout the session, participants engaged in various interactive activities designed to reinforce learning. Students collaborated in small groups to discuss their writing experiences and challenges.

Writing Exercises: Participants practiced drafting short paragraphs based on prompts provided by the resource person. Attendees exchanged their writings with peers for constructive criticism.

Facilitators:


Prof. Ab. Gani Kumar, HoD Urdu & Dr. Nissar Ahmad Dar, Faculty Dept. of English

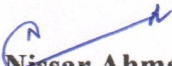
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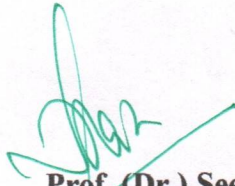
Sheikh Maqbool & Syed Sibatul Hasnain Andrabi

Rapporteurs:

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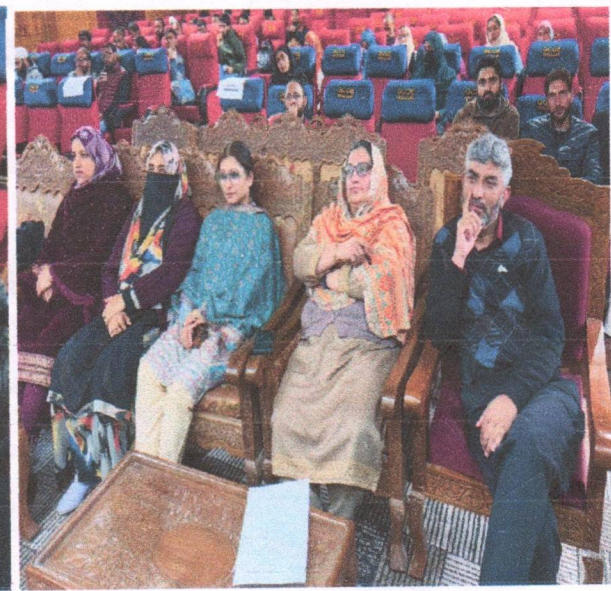
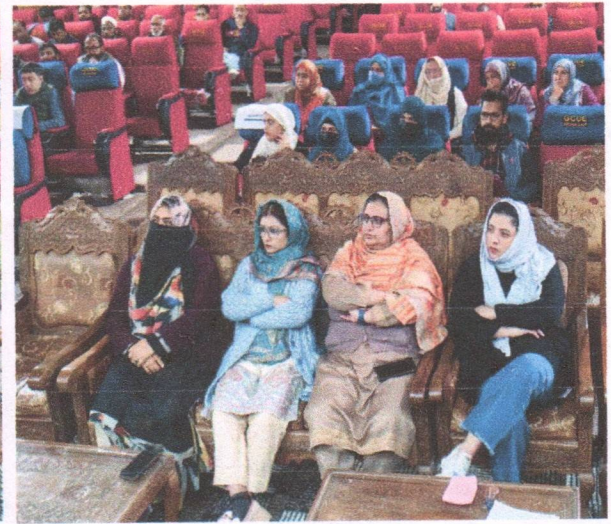
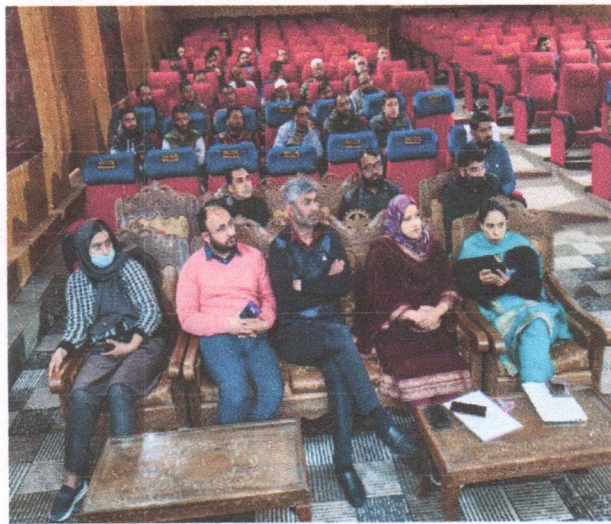

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No:- GCOE/IASE/25/ 544
Dated: - 27/3/2025

Photographs



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