

## **Best Practice-II**

### **Title of the practice:**

#### **Reader's Society**

### **Objectives of the practice:**

- 1) Establishment of Reader's society for promoting the love of literature in a positive direction and nurturing learning environment.
- 2) To bring students together to learn and discuss about several issues that are important to them for the betterment of their future.
- 3) To promote critical thinking and deeper engagement with syllabus.
- 4) To enhance interest and accountability among the students related to reading and reading comprehension.
- 5) To make the students aware about various areas of knowledge available in the form of books.
- 6) To make the students aware about enormous literary work done by legendary authors.
- 7) To prepare them for getting success in competitive examinations.
- 8) To provide forum for literary discussions and deliberations.

### **The context**

A thriving learning community begins through conversation giving value to unique approaches to literature.

As a culture, too much time is spent being entertained with the advances in technology; much time is invested in social media. This is leading to greater interest in non-important issues that are often distracting us from our target. Even though the pace and the necessity of learning is increasing rapidly within our culture yet there is need to provide conducive environment for promotion of reading culture. With increasing value given to each individual's thinking, the quality of conversation produced from a reader's society can increase community.

Reading is an individual skill; reading within community is an art. As the writings of great authors are drawn from research or artistically created literature, the author's writings need to be aesthetic and it should create connections with readers. If the text does not come

alive through conversation, then the sense of students dwindles and the sense of purpose can be lost. Our college Reading Society began through conversation, giving value to unique approaches towards literature, finding purpose within a reading. This reading should necessarily be grasped by the individuals involved and finding a purpose within reading and discussions. This can be extremely inspiring to the readers.

### **The Practice:**

In 2018, the IQAC started incorporating literature circles into classroom. This gave a way to the students to talk about assigned reading. The structure of these groups initially was rigid. Students were assigned reading from a common book that was assigned to the group. With each assigned reading, the students had individual roles to fulfill, including discussion leader, connection captain, vocabulary muster recorder. With these roles to play, they were asked to come prepared so the group could have a successful conversation.

During the following years, some changes were made within the literature circle, giving students more and more responsibility. Later on the students were assigning their own reading, they were able to choose their roles. This has led to significant decrease in requirements from the students. From casual observation, we learnt that, the more responsibility the students had, the more effective their learning was together.

The IQAC expected that the students should learn the social aspects of learning. It wanted them to build on of their independent thinking within their reading. They also wanted to extend their academic growth academically while being brought together socially.

The IQAC started initializing MoU with several local and outside libraries. Various programme like lectures, Book exhibitions, free book exchange were organized for student with the help of campus/college library. Again celebration of “Reading Motivation Day and “Best reader award” ceremony were organized. Along with this, inter library loan service, information literacy programme, conduction of several talks with great readers, motivational movie shows were organized to create awareness about book reading.

### **Awareness about reading books**

Programmes like visual reading, group discussion, competitions on reading were organized which developed the leadership, critical thinking, listening skills, confidence, capability to co-ordinate knowledge potential, Body language, presence of mind, resolving ability etc. These qualities are required for effective Group Discussion. Another effective programme run by the institute was “School outreach programmes”. It is expected that the student should equip themselves with the qualities while graduating from school to college or university. To create awareness and to bridge the gap, we have designed few outreach programs for the students and teachers within the premises and facilitating them to access the knowledge resources available in the college. The school students come to read and collected books from library. This was one of the way to motivate them to read. To ensure academic

excellence of both the teachers and the students, relevant text book, reference book, standard journals, E-Journals were provided by the library for reading purpose.

**Evidence of success:**

All these activities fostered by the “Reader’s Society” of the college empowered the young learners to be intellectually and socially involved in each other’s learning through reading. Reading was given more importance resulting in lesser distractions from their surroundings within the structure of Reader’s Society. Along with this, social responsibility and selfless behavior was developed in the readers. The enabled students transferred these skills into their learning and also with the peers in social settings. It further encouraged them as readers to achieve deeper levels of learning. The reading of literature enhanced their self-motivation.

**a. Diverse perspectives:**

Students increased love for reading because of the various perspectives from their club members. A number of students were initially hesitant to join a book club. They did not want to give up their independent reading time. Later on, it was observed that, they enjoyed group reading also.

**b. Building relationships:**

Within the Reader’s Society, students made connections with each other and the community. This included personal information they felt comfortable sharing. Reader’s Society supported in competitive examination reading. This has led to increased appearance of the students in the competitive examinations. The college has provided conducive environment for promotion of reading among the students.

**Problems encountered and resources required:**

1. Earlier the students were not interested in joining “Reader’s Society”.
2. It was difficult to inculcate reading habits in the students.
3. The students were distracted by various social media.
4. For enhancing the reading habits the library other knowledge resources needed to enhanced and made available to the members of “Reader’s Society”.
5. Better availability of digital sources of the knowledge.