

BEST PRACTICE FOR THE YEAR 2019-2020

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| Title of the Practice | LIBRARY AS A HUB OF COMMUNITY ENGAGEMENT (TEXT CRITIQUING - ADVANCED LEVEL) |
| Goals | <p>Objectives : To develop amongst the B.Ed. students the skill of text critiquing.</p> <p>To develop higher order thinking skills with text critiquing.</p> <p>To connect text critiquing with understanding the community</p> <p>To relate the library resources as pre-community engagement</p> <p>To understand the context of the deprived, disadvantaged group of community through the library resources</p> <p>To engage in discussions, deliberations and debate on the resources read</p> <p>To reflect on how to apply the knowledge to the community engagement</p> <p>To reflect on the text in the books, journals and articles to plan a community engagement</p> <p>To utilise the library resources to be equipped to manage diverse learners.</p> <p>Expected outcomes :</p> <ul style="list-style-type: none"> • The student teachers pre community engagement examine the contextual understanding of community of diverse learners • The student teacher explores the economic, emotional, psychological, pedagogical and intellectual background. • The student teacher investigates the connect between theoretical readiness with help of library books and application of the theory to practical experience. • The student teacher creates learning plan and teach • During community engagement too the discussion based on the books read modify their plans according to the need of the society. <p>Role of Library as a Hub</p> <ul style="list-style-type: none"> • The library plays an important role as a hub at different stages of community engagement • The library provides meaningful resources to connect to the community. • The library resources will open the horizon to a social inclusion and equity. |
| Context | <p>Background</p> <ul style="list-style-type: none"> • The Community work and engagement is an important program for SXIE and for decades it has played an important role. Every year we orient students with the social analysis of the community work, but to enrich the understanding of the social analysis it was a felt need that the students should be able to read more and explore the different understanding of the disadvantaged learners. • The library thus became a hub for students to select their book as per their interest connected to the pedagogy and growing milestones of the children. This increased the footprints to the library and the culture of book reading was nurtured. The student teachers could see the library as a focussed place of committed work with the goal to understand the community better and at the same time contribute better to the teaching learning process for the community. <p>The same process was applied to both the B.Ed. batches, both went through the community work process. With the library as the hub and centre of reading,</p> |

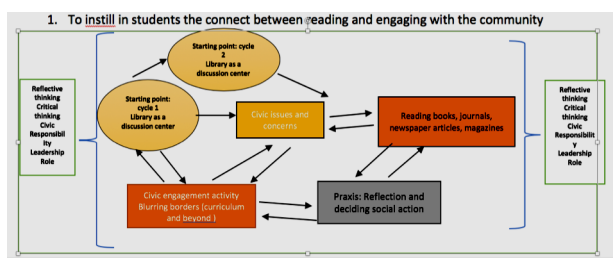
reflecting and reviewing, the batches understood and were sensitive to the concerns of the disadvantaged people.

The Practice

The actual practice was planned into 3 phases :-

1. **Pre reading stage :** An orientation to text critiquing was given to the students, the coordinator faculty demonstrated with a book from the library and how the book can be analysed and used for making teaching learning plans as well as teaching aids as per the understanding of the psychological, economic, socio-cultural angle. The students were given the library slots before the community work and were asked to take and read one book each. For second years they were urged to refer online to established research articles based on rural as well as tribal context. The coordinators also provided research paper lists to the students so that they can gain deep understanding of the diverse learners before they plan teaching lessons and teaching aids.
The student teachers were given time to sit in their respective community work groups and discuss about what they have analysed in the texts and how it can be applied at the community centres. Thus, the analysis of the books and research papers gave the students a mental readiness before actually going to the centre.
2. **During the community work** too the students referred to their texts and analysis of the text to get better understanding of the diverse learners. This sharing of examples and writings from different texts gave a larger and wider perspectives to the student teachers.
3. **Post Community Work:** The student teachers provided through assembly and report how the community engagement was enriched by the analysis of the related texts.

Important Milestones of Library a Hub for Civic Engagement through Critiquing Text



• **Milestone 1 :** Context Understanding of the Students regarding the disadvantaged community and text in the library regarding the text. Orientation to text

critiquing

- **Milestone 2 :**
- Starting point 1- **Library as a discussion Centre**
- Second Stage 2: Survey of the Library Books (reading books, journals, newspaper articles, magazines for Civic Issues and Concerns)
- Third Stage: **Reflection on articles**
- Fourth Stage: Group discussion, decision making
- Fifth Stage: Deciding Social Activity
- Sixth Stage: **Praxis:** Reflective Action
- Seventh Stage: Civic Engagement Activity (Actual Social Action)-
- Blurring borders between college and community.

Milestone 3 : Reflection and feedback was .

Presentation in the assembly as a seminar. Student sharing and deliberations were organized in small groups in the library as a hub for community engagement.

Evidence of success

The success of the best practice was evident in the mental readiness of the student teachers of the First year. The reports written by the student teachers reflected that the pre reading had helped them to understand the learners in disadvantaged

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| | <p>conditions. The text analysis made them more alert to the conditions of the learners who are street children, orphans and were found in impoverished conditions. The children in the community centres run by the Jesuit Society were looked after well , but the background of their life could not be neglected.</p> <p>The assembly presentations by the different groups have shown that the reading and analysis of the library books and focussed reflections as well as deliberations</p> |
| Problems encountered | <p>The syllabus completion of both the semesters were a challenge to increase library slots for reflecting and discussion of the community work. The student teachers needed more library time.</p> <p>The selection of the books also needed time as they had to be connected to the community engagement and to the learners from diverse background.</p> |
| Notes | <p>The input on the scaffolding of the books for community engagement work so that the students can be more focussed on choice of right books and reading material.</p> <p>Teacher mentors and students could have regular meetings to discuss their ideas, follow-ups and challenges.</p> |