GOVT. COLLEGE OF TEACHER EDUCATION, THYCAUD, THIRUVANANTHAPURAM

BEST PRACTICES

BY

DEPARTMENT OF COMMERCE

BOOK BANKING SYSTEM

2016-17

TITLE OF THE PRACTICE: BOOK BANKING SYSTEM

❖ *THE CONTEXT THAT REQUIRED INITIATION OF THE PRACTICE*

Books are the most compact and inexpensive means of conveying a dense amount of knowledge in a convenient package. Reading is very essential to have deep knowledge in subjects. But students find it very easy to access needed information from internet resources. So reading limits to essential knowledge needed. Educational researchers have found that there is a strong correlation between reading and academic success. A student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. Information overload is very easy on internet, which prevents students from thinking deeply about any specific topic. But when they are reading a book, they become more focused which helps them to concentrate and think deeply about something.

In order to highlight the importance of reading habit, the innovative method 'book banking system' is implemented in Commerce class. As they are prospective teachers, they can transfer the value of reading to the coming generations also. This book banking method equips our teacher educands with wide and deep knowledge and directs them through new experiences.

❖ *OBJECTIVES OF THE PRACTICE*

The objectives of the book banking system are the following:

1. To promote reading habit among teacher educands
2. To give awareness about the importance of reading
3. To give access to information without any discrimination
4. To strengthen the cooperation among teacher educands
5. To help students who stand financially backward

❖ *THE PRACTICE*

This book banking system is running very effective and efficient since the beginning. The cooperation of the students forms the backbone of this programme.

a) Rules and regulations

Certain rules and regulations are formed to ensure efficient working of this system. They are the following:

1. Book bank facility will be given to the needy and meritorious students without any discrimination.
2. One book will be supplied at a time to the member.
3. Students have to return the book borrowed within 8 days
4. A fine of rupees 2 per day will be charged in case of delay.
5. Students are requested to make proper use of book taken. A brief summary of the book also should be submitted at the time of book return.
6. The selected committee should handle book bank scheme efficiently.
7. Based on certain criteria like percentage of marks and family income, deserving students will be given 3 books according to their requirement and availability of copies in the library and they are expected to return the books issued to them immediately after the end of their annual examination.
8. Students can leave their suggestions, opinions and complaints about book bank scheme in the complaint box placed in the classroom
9. Cleaning of book shelves and arrangement of books will be the collective responsibility of the students

b) Book seminar

The programme which we arranged very stimulating for the students is a 'book

seminar'. The students select and read a chosen book and then will arrange a discussion after all have read that book. It is very helpful for collective formation of knowledge.

c) **Book donation drive**

Commerce department organized a book donation drive and the students were encouraged to share their book with others and donate good books of their own to the library. Parents and well wishers were also requested to donate books. This was very useful in the initial stage when the book bank started its functioning.

❖ *OBSTACLES FACED IF ANY AND STRATEGIES ADOPTED TO OVERCOME THEM*

Time limit is the major obstacle. Students feel it very difficult to find time for general reading. Finance is also a crucial issue. Needed finance for purchasing and maintaining books will be met from college fund. Cooperation from the part of students also essential for the success of this programme.

❖ *RESOURCES REQUIRED*

In the initial stage, books prescribed in the curriculum were arranged for the students. Lockers purchased for the safe keeping of book resources. A committee containing 2 monitors, 2 book keepers and 3 account keepers was appointed among the students. An issue register, a stock register, one catalogue to locate books available and one reference register were arranged for scientific working of the book bank.

❖ *IMPACT OF THE PRACTICE*

This programme proved to be a productive initiative as it resulted in following benefits:

- Students became aware of basic principles of Commerce education through reading.
- Review of others helps them to select good book.
- Wide reading habit developed among teacher educands.
- Speedy and easy retrieval of knowledge help a lot them to do their work efficiently.
- Discussion on various books can make them knowledge rich persons.

- It is very helpful for financially backward students.

- Leadership quality of students enhanced a lot through this practice.

- Self confidence and cooperation among students improved to an appreciable level.

2) **GOVT. COLLEGE OF TEACHER EDUCATION, THYCAUD, THIRUVANANTHAPURAM**

BEST PRACTICES

BY

DEPARTMENT OF MALAYALAM

BEYOND VISION

2016-17

❖ **TITLE OF THE PRACTICE: BEYOND VISION**

❖ *THE CONTEXT THAT REQUIRED INITIATION OF THE PRACTICE*

Visually impaired students now attend regular schools and colleges for their education. Inclusive education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and commonly regardless of their strengths and weakness in any area and seeks to maximize his potential. Student teachers prepare audio lessons for the visually impaired children.

❖ *OBJECTIVES OF THE PRACTICE*

The objectives of the book banking system are the following:

1. To enhance interest in learning among visually impaired/challenged/disabled children.

2. To motivate them for self-learning through audio lessons, Audio Texts & Podcasting.

3. To help them to access information without any difficulty.

4. To motivate learning students have auditory learning style also.

5. To create interest in poetry learning among not only in visually challenged pupils but in all types of students through podcasting named as "Thenthulli".

❖ *THE PRACTICE*

   ❖ **AID FOR THE VISUALLY IMPAIRED**

Visually impaired students now attend regular schools and colleges for their education as a part of Inclusive education. It brings all students together in one classroom and commonly regardless of their strengths and weakness in any area and seeks to maximize his potential. Student teachers prepare audio lessons for the visually impaired children. The lessons from high school texts were explained well in the material. The ideas expressed in the lessons were well explained with examples and added supplementary audio materials for follow-up. Poems recite in an attractive manner to create interest in children. All the lessons were well taught and the student not need any outside help to understand the lessons .So it can be called as a self learning material for the kids who are visually impaired.

❖ **AUDIO TEXTS**

Audio texts were developed by the student teachers for helping the visually challenged high school students in their learning.   Free texts were given to them by the government but most of them came to class without texts. Some kids can't read Malayalam and some had no interest in reading.   In order to create interests in them, student teachers prepare audio texts on the high school textbooks and sent it to the student groups. Audio texts include the main idea of the lesson with a good explanation and follow up activities.

❖ **PODCASTING (POETRY RECORDING)**

Now day's students are not much interested in listening poetry. The boring teaching methods used by the teachers in teaching poetry was the main reason behind this

attitude. In order to create poetry interest in children, Malayalam students develop audio recording of poems in a very sweet manner. The programme was called "Thenthulli"(Honey drops).

❖ *OBSTACLES FACED IF ANY AND STRATEGIES ADOPTED TO OVERCOME THEM*

As our institution follows tight academic schedule from 9.30 AM to 4.30 PM, the time limit is the major obstacle for recording. Students feel it very difficult to find time for recording as some students came from far places.

❖ *RESOURCES REQUIRED*

a) **AID FOR THE VISUALLY IMPAIRED:** For preparing audio lessons the Malayalam Text Books prepared by Kerala State Council for Educational Research and Training (SCERT) for VIII, IX, & X Standard were used.

b) **AUDIO TEXTS:** For preparing Audio Texts the Malayalam Text Books prepared by Kerala State Council for Educational Research and Training (SCERT) for VIII Standard was used.

c) **PODCASTING (POETRY RECORDING):** The podcasting named as "Thenthulli" was prepared by including all the poems in VIII the Malayalam Text Books prepared by Kerala State Council for Educational Research and Training (SCERT) for VIII Standard and some selected poems of famous poets were included.

d) **DIGITAL TOOLS USED:** Mobile apps & Handy camp were used for recording the documents.

❖ *IMPACT OF THE PRACTICE*

This programme, "Beyond Vision" proved to be a productive initiative as it resulted in following benefits:

- Students became aware of basic principles of Malayalam Language.
- Teacher trainees discussed and prepare audio lessons in a collaborative way which helps them to enhance social skills, self-confidence, independent thinking, tolerance, communication skills, et.

- It is very helpful for visually challenged school students, school teachers and also to the auditory listeners.
- Self-explanatory audio lessons helpful for financially backward students.
- Self confidence and co-operation among students improved to an appreciable level.

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