8. Role of Library in Promoting Reading Skills

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18th and 19th centuries witnessed great influence of agricultural and industrial economy in the world. Today is the 21st century, popularly known as “Information age” or “computer age” which by implication, refers as information/knowledge economy. It recognizes that everyone needs to develop the ability to access, retrieve and use information and information technology resources in variety of ways, especially in achieving economic goals. Reading is crucial for acquisition of lifelong skills suitable for participation and survival in present day working environment. Education –the bedrock of every innovation has consistently been repositioned and re-defined to suit the recent knowledge demand. And library is a necessary consideration to carry-out this vital role in making available and accessible the reading materials needed for finding knowledge.

What is Reading Skill

Reading skills refer to the specific abilities that enable a person to read with independence and interact with the message. Students at the university do a lot of reading unlike in secondary school. Some tips to help in having good reading skills are active reading and styles of reading.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!
Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader!

Why Reading is Important?

Everyone knows reading is important; here list out 8 reasons why reading is important.

1. Explore to New Thing
2. Self Improvement
3. Improve Understanding
4. Preparation to Action
5. Gain Experience from Other People
6. Tools of Communicating
7. Connecting to Brain
8. Boost Imagination and Creativity

Libraries as a Partners in promoting Reading Skills

Libraries have always been at the center of the university community of Research scholars and students engaged in seeking the truth through new knowledge by promoting research findings and complementing the requirements of the curricular in pedagogic terms. Library professionals serve as a support system, providing assistance, encouragement and informal advisement to students. In addition, on many campuses, the library is the custodian of various resources that support learning, such as audiovisual laboratories and collections, writing and study skills centers and special collections. Their traditional tasks include reference work such as answering students' questions and directing them to resources, collection evaluation and development. These are important responsibilities, but the newest and perhaps the most interesting role is that of a liaison or specialist who works with students and faculty from specific departments and schools. This includes advocacy (e.g. representing the interests of their designated school or department at library and college-wide meetings), assistance, troubleshooting and more. In addition to traditional bibliographic instruction, many university librarians have become more active and involved in instruction.

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One way of ameliorating the situation therefore is to teach the students on the "Use of the Library" as part of the General Studies Programme of the university. The staff, academic and non-academic is assumed to have had contact with university libraries either at home or abroad in the process of qualification but the “Library Guide” or other “Library Brochure” could be sufficient to assist staff requiring help on citation and bibliographic documentations. As a tool for educational development, the contribution of libraries towards successful research cannot be quantified. Research has a vital role to play in projecting scholarly work in the universities; libraries should therefore have informative resources capable of sustaining the processes of intellectual investigation.

Librarians and teaching faculty have many mutual goals and concern. Both want students to develop a greater understanding of and respect for books, journals and other intellectual property. Both want to enhance student literacy, particularly information literacy and help students become writers, problem solvers, and critical thinkers, self-directed and lifelong learners. Lastly, both want to build the social and learning community on campus. Librarians and faculty have a great deal to offer students and each other, especially in this "Information Age." To succeed in the university, students must be able to: 1) work independently on computers, using electronic databases, online catalogues and the Internet, as well as print resources; 2) evaluate, analyze and synthesize information and 3) understand issues of copyright, access, privacy, free speech, and censorship. Faculty-librarian collaboration can yield many creative projects that enhance instruction. These endeavors come in all shapes and sizes. They may be formal or informal, individual or institutional or an ongoing process. Traditional bibliographic instruction is very broad and covers topics like library services, general information on the library's web site, subscription databases and the use of Internet resources, which is often offered to incoming students. Course-integrated instruction is a newer, more focused option for faculty. These are customized teaching sessions that emphasize discipline-specific information literacy. The heart of this type of library instruction is the location and evaluation of resources including specialized journals, reference materials, and databases, such as ERIC, and Science Direct.

While the responsibility for the successful implementation of reading promotion and instruction is shared by the entire Institute community, library programs
serve as hubs of literacy learning in the institute. The following components of library programs position institutional librarians in leadership roles in developing reading comprehension strategies and in promoting free independent reading:

- Academic librarians practice responsive collection development and support print-rich environments that reflect the curriculum and the diverse learning needs of the institutional community.
- Academic libraries provide students, staff, and families with open, non-restricted access to a varied high quality collection of reading materials in multiple formats that reflect academic needs and personal interests.
- Classroom teachers, reading specialists, and academic librarians select materials, promote the curricular and independent use of resources, including traditional and alternative materials, and plan learning experiences that offer whole classes, small groups, and individual learners an interdisciplinary approach to literacy learning.
- Librarians take a leadership role in organizing and promoting literacy projects and events that engage learners and motivate them to become lifelong readers.
- Classroom and library collaborative instruction is evidence-based, using research in librarianship, reading, English-language arts, and educational technology in order to maximize student learning. Academic librarians partner with classroom teachers, specialists and other literacy colleagues to make decisions about reading initiatives and reading comprehension instruction, and to develop all learners’ curiosity in, and intellectual access to, appropriate resources in all formats and media.
- Opportunities for planned and spontaneous library use best serve learners as they identify, analyze, and synthesize ideas and information by using a wide range of materials in a variety of formats and media. Availability of library resources and professional staff at point of need develops intellectual behaviors that transfer to future academic pursuits and lifelong academic and public library use.
- When learners follow an inquiry process they access and use reading comprehension strategies. The skills identified in the Standards for the 21st-Century Learner align with the reading process.
• Along with classroom and reading specialist colleagues, librarians provide and participate in continual professional development in reading that reflects current research in the area of reading instruction and promotion.

Conclusion:
As more institutions of higher education recognize the importance of integrating information literacy in courses, the collaboration between librarians and faculty is also growing stronger. In today’s global economics, the integration of information literacy with instruction has become the key to successful student learning in business and economics fields focused on global understanding. Both librarians and faculty are using various collaborative models in developing and revising such courses.

References:
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