



## KNOWLEDGE CAROUSEL: MAGAZINE TO MINDSCAPE-LIBRARIAN LED EXPERIENTIAL INTERVENTION STUDY

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### **Abstract:**

*Reading beyond prescribed textbooks is essential for developing reflective and resourceful teachers. However, library observations at St. Teresa's Institution of Education indicated minimal engagement of students with educational magazines and reference materials. This study, conducted from a librarian's perspective, aimed to examine the reading habits of B.Ed. students, identify reasons for low usage of educational magazines, and design an intervention to improve engagement. Reasons included lack of awareness, perceived irrelevance, time constraints, and lack of structured engagement. A librarian-led activity titled "Knowledge Carosel: Magazine to Mindscape" was implemented. Post-intervention data showed statistically significant improvement in awareness, perceived usefulness, and willingness to read educational magazines (p 0.05). The study concludes that structured academic integration of library resources can positively influence reading habits and professional preparedness among pre-service teachers.*

**Key words:** *Educational Magazines, Reading Habits, B.Ed. Students, Library Intervention, Experiential Learning, Reference Reading, Teacher Education, Reading Motivation*

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### **Introduction:**

Libraries in teacher education institutions are repositories of professional growth. Educational magazines provide updated insights into classroom innovations, child psychology, inclusive education, environmental issues and social problems. Despite the wide availability of diverse academic resources, librarians frequently observe that B.Ed. students rely almost exclusively on prescribed textbooks while preparing for examinations. They tend to make minimal use of reference materials and seldom engage in supplementary or extensive reading beyond the core syllabus.

### **Review of Literature:**

Reading habits among pre-service teachers have been widely studied as an indicator of professional preparedness and lifelong learning orientation. Research consistently emphasizes that teacher

education must promote reading beyond prescribed textbooks to cultivate reflective and informed practitioners. According to John Dewey (1933), reflective thinking develops when learners engage with diverse sources of knowledge and critically examine ideas in varied contexts. This foundational idea supports the need for exposure to professional literature during teacher preparation.

Studies on reading habits in higher education reveal a growing dominance of exam-oriented reading patterns. Manandhar, R.B. (2024) found that college students primarily focus on textbooks and class notes, with minimal engagement in reference materials or periodicals. Lack of motivation, limited awareness, and absence of structured academic requirements significantly reduce voluntary reading practices among students. These findings align with observations that availability of resources alone does not ensure their

utilization.

Within teacher education, professional reading plays a crucial role in connecting theory with classroom realities. Donald Schön (1983) emphasized the concept of the “reflective practitioner,” arguing that professionals must continually update their knowledge through engagement with current literature and experiential insights. Educational magazines and journals often provide case studies, innovative teaching strategies, and policy updates that bridge theoretical coursework and practical teaching.

Motivation has been identified as a key factor influencing reading engagement. Richard M. Ryan and Edward L. Deci (2000), through Self-Determination Theory, highlighted that autonomy, competence, and relatedness enhance intrinsic motivation. When reading activities are structured, interactive, and socially integrated, students are more likely to develop sustained interest. This suggests that guided interventions, rather than passive access, can foster professional reading habits.

Library-based interventions have shown promising outcomes in enhancing academic engagement. Carol C. Kuhlthau (2004) proposed the Information Search Process model, which underscores the librarian’s role in guiding students from uncertainty to meaningful knowledge construction. Her work supports the idea that librarians function not merely as custodians of books but as facilitators of learning experiences. Structured programs such as thematic rotations, collaborative discussions, and presentation-based tasks have been found to significantly increase awareness and resource utilization. Tresha, T. K. (2025).

Furthermore, experiential learning theory proposed by David A. Kolb (1984) emphasizes learning through active participation and reflection. When students interact with magazine content, identify key themes, and relate them to classroom application, they move from passive reading to experiential understanding.

Such approaches are particularly effective in professional courses like B.Ed., where application to teaching practice is essential.

Recent policy frameworks also advocate continuous professional reading. The National Education Policy 2020 stresses teacher autonomy, innovation, and ongoing professional development, implicitly encouraging engagement with current educational discourse. However, empirical studies indicate that without structured integration into coursework, students often overlook periodicals and professional literature.

Overall, the reviewed literature indicates that limited reading habits among pre-service teachers are influenced by exam-oriented culture, low awareness, and lack of guided engagement. At the same time, theoretical and empirical evidence supports the effectiveness of structured, librarian-led, and experiential interventions in promoting professional reading. This study builds upon these insights by designing and statistically evaluating a thematic learning intervention to enhance engagement with educational magazines among B.Ed. students.

As a college librarian, daily circulation records, shelf observation, and reference queries indicated minimal use of educational periodicals. This raised a professional concern.

- Are B.Ed. students engaging in professional reading beyond textbooks? If not, what are the barriers?
- Can a structured librarian-led intervention improve their engagement?

This study attempts to systematically investigate and address this issue.

#### **Statement of the Problem:**

B. Ed. students show limited engagement with educational magazines and reference materials available in the college library. There is a need to examine their reading patterns, identify barriers, and

implement an intervention to enhance professional reading habits.

**Objectives:**

1. To study the reading habits of B.Ed. students.
2. To identify reasons for non-use of educational magazines.
3. To examine awareness levels regarding library periodicals.
4. To design and implement a librarian-led reading intervention.
5. To measure the impact of the intervention statistically.

**Research Questions:**

- ✓ Do B.Ed. students read educational magazines regularly?

- ✓ What types of materials do they primarily read?
- ✓ What are the reasons for non-use of magazines?
- ✓ Does a structured thematic activity improve engagement?

**Methodology:**

**Research Design:** Survey method with pre-test and post-test intervention model.

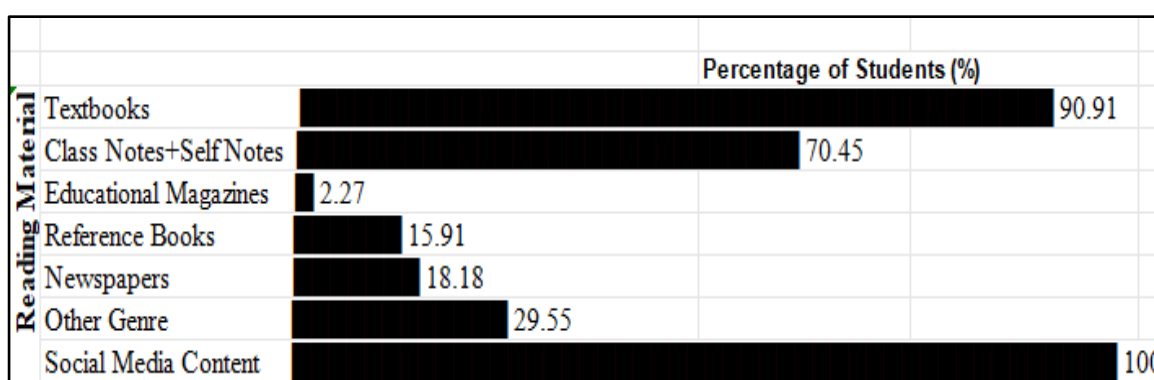
**Sample:** 44 B.Ed. students (First Year STIE Students)

**Tools Used:**

- Reading Habit Questionnaire (Pre-Intervention)
- Librarian Observation Record
- Interview Schedule
- Post-Activity Feedback Questionnaire
- Statistical Analysis using Percentage and t-test

**Part I: Preliminary Survey**
**Table 1: What Do Students Read Regularly? (N=44)**

|   | Reading Material  | No of Students | Percentage % |
|---|---|----------------|--------------|
| 1 | Textbooks   | 40             | 90.91        |
| 2 | Class Notes + Self Prepared Notes                             | 31             | 70.45        |
| 3 | Educational Magazines   | 1              | 2.27         |
| 4 | Reference Books   | 7              | 15.91        |
| 5 | Newspapers  | 8              | 18.18        |
| 6 | Other genre (Fiction, Non Fictions, Poetry, Biographies etc.) | 13             | 29.55        |
| 7 | Social Media Reading Content                                  | 44             | 100          |


**Figure1: What Do Students Read Regularly**
**Librarian Interviews – Key Observations**

To gain deeper insight into students' reading preferences and their limited use of educational magazines, the librarian conducted informal, semi-

structured interviews with selected B.Ed. students during library hours. These interviews were conversational in nature and aimed at understanding students' perceptions, attitudes, and awareness

regarding professional reading materials available in the library. The interaction provided qualitative support to the survey findings and helped identify underlying reasons for low engagement with educational periodicals.

Through these informal discussions, students expressed:

“We read only what is needed for exams.”

“Magazines articles seem lengthy.”

“We don’t know how they help us.”

“We are unaware of the such resource and the latest issues.”

These responses highlighted the predominance of exam-oriented reading habits, lack of awareness, and limited understanding of the professional relevance of educational magazines.

Library circulation records further confirmed the negligible use of educational periodicals. The borrowing rate was almost nil, indicating that magazines were rarely issued or consulted by students. This quantitative evidence strongly supported the observations and interview findings regarding minimal engagement with reference reading materials like educational periodicals.

#### **Identified Problems:**

- Exam-oriented reading culture
- Lack of awareness about professional benefits
- No structured classroom integration
- Perception that magazines are optional

#### **Intervention Designed by Librarian:**

As part of the librarian-led intervention, a structured activity titled “**Knowledge Carousel: Magazine to Mindscape**” was organized to promote active engagement with educational magazines and to promote professional reading and thematic learning among B.Ed. students:

**Steps of the Activity: Knowledge Carousel: Magazine to Mindscape**

#### **Step 1: Article Selection and Chart Preparation**

Students were asked to select any educational magazine from the library and choose one article of interest. They were given 15 minutes to read the article. Chart papers and drawing materials were provided, and in the next 15 minutes, each student prepared a chart including:

- Article title
- Five keywords
- Five key points summarizing the article
- One most interesting or significant insight

#### **Step 2: Thematic Categorization**

Students announced the broad subject of their articles, which were aligned under major themes such as Education, Health, Environment, Psychology, Technology, Social Issues, Women & Child Development, and Innovation/Research. Similar themes were merged, and each theme was assigned a corner of the classroom. Students then moved to their respective thematic groups.

#### **Step 3: Group Coordination and Sequencing**

Within each thematic group, students:

- Discussed all articles and arranged presentations in a logical sequence (e.g., background, issues, strategies, implications).
- Identified a common thread connecting the articles and prepared linking sentences to maintain flow between presenters.

#### **Step 4: Individual Presentations**

Each student presented their chart for 30 seconds, ensuring their presentation connected with the previous speaker, avoided repetition, and maintained clarity and time discipline.

#### **Step 5: Group Conclusion**

The final presenter summarized the overall learning, highlighting key takeaways for future teaching practice.

### Pre-Test and Post-Test Assessment:

To measure the impact of the librarian-led *Knowledge Carousel: Magazine to Mindscape* activity, pre-test and post-test scores were collected from all 44 students using a structured questionnaire and observation metrics.

| Parameter                          | Pre-Test Mean (10) | Post-Test Mean (10) | t-value | p-value |
|------------------------------------|--------------------|---------------------|---------|---------|
| Awareness of Educational Magazines | 4.2                | 8.6                 | 10.24   | <0.001  |
| Perceived Usefulness for Teaching  | 3.8                | 8.1                 | 9.87    | <0.001  |
| Willingness to Read Regularly      | 4.5                | 7.9                 | 8.94    | <0.001  |

### Interpretation:

All post-test improvements were statistically significant ( $p < 0.05$ ), indicating that the intervention effectively increased students' **awareness, perceived usefulness, and motivation** to engage with educational magazines.

### Discussion:

The study demonstrates that the initial low engagement was **not due to lack of resources** but due to the absence of structured academic guidance. The librarian-led thematic activity:

- Shifted students from exam-focused reading to **professional growth-oriented reading**.
- Facilitated **experiential learning**: students actively read, categorized, sequenced, and presented articles, reflecting Kolb's experiential learning cycle (1984).
- Promoted **collaborative learning** through thematic group discussions, linking ideas, and creating coherent group presentations.
- Enhanced **higher-order cognitive skills** such as analyzing, evaluating, and synthesizing information.
- Modeled **student-centered and constructivist teaching**, showing pre-service teachers how to integrate professional reading into classroom practice.
- The findings align with previous studies (Kuhlthau, 2004; Todd, 2008) emphasizing that guided library interventions can **increase motivation, comprehension, and reflective practice** among learners.

### Conclusion:

The study concludes that:

- B.Ed. students initially exhibit **low engagement with educational magazines** due to lack of awareness, perceived irrelevance, and exam pressure.
- A **structured, librarian-led thematic intervention** significantly improved awareness, perceived usefulness, and willingness to read magazines.
- Educational magazines serve as valuable tools for **professional development**, helping future teachers stay updated on NEP policies, classroom innovations, child psychology insights, and lesson planning strategies.
- Integrating library resources systematically into pedagogy fosters **reflective, resourceful, and informed pre-service teachers**.

### Scope for Further Research:

- Conducting **longitudinal studies** to examine sustained reading habits.
- Comparative studies across **different teacher education institutions**.
- Evaluating the **role of librarians as academic facilitators** in professional teacher preparation.

**Sample Questionnaires:****Pre-Intervention Questionnaire:**

What do you read most frequently?

Do you read educational magazines? (Yes/No) If no, why?

Are you aware of the magazines available in the library?

Do you think magazines help in teaching practice?

**Post-Intervention Questionnaire:**

How useful was the activity?

Did it increase your awareness of educational magazines?

Will you read them voluntarily?

How can magazines help you as a teacher? Rate your interest level (1–10).

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