

Best Practices/

Novel

Activities

of the

Department

Practice # 1

Title of Practice: *Research projects focused towards developing necessary skill sets among students through practical orientation about digital libraries and information and service systems.*

Objectives of Practice:

1. Information ecosystem supporting culture heritage preservation, enriching local economy through information system supporting arts and crafts.
2. Test beds for creating effective digital library infrastructure pertaining to arts and crafts, local flora and fauna, heritage preservation etc.

The Context:

1. Enhancing technical skills of students with more focus on information consolidation and repackaging.
2. Developing better attitude for work culture through team works.
3. Enriching research aptitude and problem solving skills among students through better understanding of logic and implementation.

The Practice

1. The skill set enrichment among students through practical exposure to digital library infrastructure and creation and maintenance exposure to online information system for developing an enhanced know how of modern data sets and their management through information skill development.

Evidence of Success

1. Students have successfully created testbeds for evolving a user friendly digital library infrastructure. These testbeds include data sets focusing on arts and crafts, local folklore, important Kashmiri authors and their books, fruits and flowers of J&K, cultural heritage items like monuments, manuscripts etc.
2. These success stories clearly indicate that the human resources produced in the depth have skill sets matching the modern changes required.

Problems Encountered and Resources Required

1. The major problems encountered are in terms of financial implications for developing the necessary infrastructure for gaining practice aspect covering digital preservation and online infrastructure management.
2. IT support for facilitating online availability of these resources.

Practice # 2

Title of the Practice: *Inculcating Information Technology (IT) skills among students particularly oriented towards various library automation packages.*

Objectives of Practice

1. Providing an insight into the library automation environments.
2. Enriching the knowledge about library automation.
3. Creating an atmosphere that helps in proper adaptation and understanding of library automation.

The Context

1. Incorporating necessary technical skills in students required for automation of libraries.
2. Enhancing an accommodative approach for teamwork.
3. Developing a problem solving nature among students.

The Practice

1. The practice enhances/ incorporates the required skills among learners through practical exposure to different automation software packages e.g., Koha.
2. Students are capable to create and work in automated environment.
3. Upliftment of traditional resources to automated ones.

Evidence of Success

1. Students have successfully created websites.
2. Students have been successfully able to work with different library automation software package.

Problems Encountered and Resources Required

1. The major hindrance in successful rendering this program is that of finance.
2. Lack of technical support is another bottle neck.

Practice # 3:

Title of Practice: *Enhancing Scholarly Communication Skills among PG Student .*

Objectives of Practice:

1. Develop clarity in scientific writing and reporting.
2. Enhance public speaking and presentation skills
3. Increase publication success rates.

The Context:

1. Complexity of Scientific Language
2. Publication Pressures
3. Global Communication Standards

The Practice

1. Workshops on Writing and Presentation: Regular workshops on topics such as academic writing, structuring research papers, crafting abstracts, and effective oral communication
2. Mentorship Programs: Pairing early-career scholars with seasoned researchers who can offer feedback on drafts, guide on communication strategies, and share insights from their own experiences
3. Peer Review Exercises: Conducting in-house peer review sessions where participants critique each other's work, fostering an understanding of reviewer expectations and enhancing the ability to constructively assess scholarly work.

Evidence of Success

1. The number of publications by the participants in reputable, peer-reviewed journals has improved over time.
2. Students have received positive feedback from journal reviewers, indicating improved manuscript quality.
3. Students have grabbed more citations in their articles and mentions in media and public forums, reflecting improved clarity and accessibility of the research output.

Problems Encountered and Resources Required

1. Maintaining high-quality resources, digital tools, and workshops requires funding, which can be difficult to sustain without dedicated support.
2. Faculty and students may struggle to balance communication training with other academic and research responsibilities.

Practice # 4:

Title of Practice: *Conducting of Remedial Classes for Slow Learners.*

Objectives of Practice:

1. Identify and address specific academic challenges faced by slow learners to bring them up to the standard grade level
2. Provide an encouraging environment where students gain self-confidence and motivation through personalized attention.
3. Regularly assess students' progress and refine teaching strategies to ensure continuous improvement.
4. Equip slow learners with study skills and techniques that promote self-reliant learning and long-term academic growth.

The Context:

1. In the university setup there are often students who face academic challenges due to varied educational backgrounds, learning disabilities, socio-economic factors, or language barriers.
2. These challenges can hinder their ability to perform at par with their peers.
3. Therefore, implementing remedial programs to help these students meet academic standards, improve retention rates, and ensure inclusivity in educational achievements is the need of an hour.

The Practice

1. The process begins with identifying slow learners through diagnostic tests, academic records, and faculty recommendations.
2. Customized Learning Plans are formulated for them
3. Small Group and One-on-One Sessions are being offered in this regard
4. Periodic assessments are conducted to monitor progress, allowing students and instructors to evaluate areas that need further attention.

Evidence of Success

1. Data from internal assessments and end-semester examinations show marked improvement in students who attended remedial classes.
2. Students attending these classes report increased confidence, actively participating in regular classes and group discussions.
3. Remedial classes have significantly contributed to a reduction in failure rates and helped students achieve better academic outcomes.

4. Surveys and feedback sessions reveal that students feel supported and express appreciation for the additional help, with many stating that the remedial classes were crucial to their academic success.

Problems Encountered and Resources Required

1. Some students are reluctant to attend remedial classes due to the stigma associated with being labelled as "slow learners."
2. Finding times that work for both students and faculty without interrupting regular coursework can be challenging.
3. Some students, despite needing help, may not attend regularly due to personal or academic pressures.
4. Additional faculty or teaching assistants may be needed to manage remedial sessions effectively.
5. Customized study materials, simplified notes, and access to digital learning resources for slow learners.