



RTC INSTITUTE OF TECHNOLOGY

Anandi, Ormanjhi, Ranchi – 835219, Jharkhand

Approved by AICTE, New Delhi & Govt. of Jharkhand and Affiliated to Jharkhand University of Technology, Ranchi
(ISO 9001:2015 CERTIFIED)

INSTITUTE BEST PRACTICES

BEST PRACTICE – 1

1. Title of the Practice

Use of Microsoft Ecosystem

2. Objectives of Practice

The primary goals of harnessing the Microsoft Ecosystem are as follows: Firstly, to diminish paper consumption by transitioning to digital platforms, thereby enhancing environmental sustainability and simplifying document management. Secondly, to expedite the dissemination of crucial information among students, faculty, and staff, nurturing a responsive community. Thirdly, to streamline administrative tasks by integrating various Microsoft applications, thus boosting productivity and efficiency. Fourthly, to ensure the secure storage of institute-related data through Microsoft's robust security features, maintaining confidentiality and compliance standards. Fifthly, to enable flexible teaching schedules through digital platforms, accommodating diverse student needs. Lastly, to elevate academic outcomes by optimizing processes and increasing engagement, leading to higher attendance rates, improved student achievement, and a more conducive learning environment.


3. Context

The institute's adoption of the Microsoft ecosystem underscores its focus on enhancing employee productivity through digital resources like MS Teams and Mastersoft Cloud. This strategic move modernizes workflows, fosters collaboration, and aligns with current educational and workplace trends, showcasing adaptability and forward-thinking.

4. Practice

The institute has seamlessly integrated Microsoft's digital tools into its operations, benefiting both faculty and students. Faculty members utilize these platforms to streamline administrative tasks, like attendance recording and assessment grading, reducing paperwork and errors. 'E-notice' on MS Teams ensures prompt and transparent communication, accessible via mobile devices. Invigilation duty charts simplify examination logistics, ensuring organization. Online classes on holidays via MS Teams offer flexible learning, minimizing disruptions. Quiz tests on Microsoft Forms streamline assessment administration and grading, facilitating real-time feedback and data analysis. Storing institute events' records in MS OneDrive ensures secure data management and collaboration.




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5. Evidence of Success

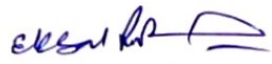
The integration of Microsoft's digital ecosystem has shown notable success in the institute's operations. Online classes via MS Teams have increased student interest and participation. Mobile-accessible notices enhance attendance. Digital grading and assessments lead to improved student performance. Paperless workflows reduce administrative burdens and promote efficiency, also supporting social distancing measures. Overall, this integration has yielded tangible benefits in student engagement, attendance, academic performance, and administrative efficiency.

6. Problems encountered

The problems encountered in implementing a digital ecosystem and the resources effectively are as follows:

- **Internet and Network Issues:** Both students and faculty may face connectivity issues, hindering their ability to access online resources or participate in virtual classes. Providing technical support and troubleshooting guides can help individuals resolve connectivity issues more efficiently.
- **App Functionality:** Mobile apps not functioning properly can disrupt the seamless integration of digital tools into daily operations. Ensuring that software is regularly updated and compatible with various devices and operating systems can minimize technical glitches.
- **Student Fatigue:** Transitioning from offline to online classes can be mentally and physically taxing for students, leading to exhaustion and discomfort. To address this, the institute could implement strategies such as incorporating breaks during online sessions and varying instructional methods to maintain engagement.




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BEST PRACTICE – 2

1. Title of the Practice

Student Learning Level Improvement System [SLLIS]

2. Objectives of Practice


The main objectives of the Student Learning Level Improvement System are as follows:

- Identification of weak students in class.
- Paying extra attention to the weak students for their development
- To improve the learning level of students up to the mark.
- Increase the percentage of success of students.
- To raise the weak students, close to the level of bright students and simultaneously to excel at the level of bright students also.
- To prepare the weak students also to compete in placement tests.

3. Context

The Student Learning Level Improvement System (SLLIS) represents a structured approach aimed at assessing and enhancing student learning levels to ensure academic success. Implemented based on recommendations from Heads of Departments (HODs) and members of the Internal Quality Assurance Cell (IQAC), SLLIS was launched on January 22, 2022. SLLIS operates by evaluating students' performance in quizzes and mid-semester examinations to categorize them into distinct learning groups: Very slow learners, slow learners, Moderate learners, and fast learners. This categorization enables targeted intervention strategies tailored to each group's specific needs. For instance, extra classes are organized for slow and moderate learners to provide additional support and address learning gaps effectively. However, fast learners are identified and encouraged, receiving supplemental resources and opportunities to further excel academically.




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4. Practice

The introduction of the "Student Learning Level Improvement System" (SLLIS) by the Institute since January 2022 underscores a commitment to enhancing students' academic progress through structured methodologies and continuous evaluation. The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in overseeing and periodically reviewing the efficacy of the system's structures, methodologies, and learning outcomes. One fundamental aspect of SLLIS involves the systematic assessment of students' learning levels, commencing from their entry into the institution. Mentors are assigned to each student, tasked with identifying their mentees' learning levels at the beginning of every semester. This evaluation begins with an assessment of the student's entry level, with the results of qualifying examinations serving as the initial benchmark. Subsequently, as the semester progresses, the results of Mid-Semester Examinations (MSE), Quiz Tests, and University examinations are utilized to further gauge the students' learning progress. These assessments serve as critical indicators for determining the students' proficiency levels and identifying areas requiring improvement. Through this structured approach, SLLIS ensures a holistic evaluation of students' academic capabilities, allowing for targeted interventions and support mechanisms tailored to individual learning needs. By continually monitoring and adjusting methodologies based on learning outcomes, the system facilitates a conducive learning environment aimed at enhancing students' overall academic performance and fostering their continuous improvement and success.

5. Evidence of Success

The implementation of the "Student Learning Level Improvement System" (SLLIS) has yielded noticeable improvements in student success, with academic outcomes showing a slight increase. This system has provided additional benefits to students in their academic pursuits.

6. Problems encountered, and resources required

- Absence of students in extra classes.
- Reluctancy of students from studying.



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