YEARLY STATUS REPORT - 2020-2021

Part A
Data of the Institution

1.Name of the Institution	Dhirubhai Ambani Institution of Information and Communication Technology
• Name of the Head of the institution	Dr. K. S. Dasgupta
• Designation	Director
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	07968261572
• Mobile no	9327043614
• Registered e-mail	director@daiict.ac.in
• Alternate e-mail address	registrar@daiict.ac.in
• City/Town	Gandhinagar
• State/UT	Gujarat
• Pin Code	382007
2.Institutional status	
• University	Private
• Type of Institution	Co-education
• Location	Urban

• Name of the IQAC Co-ordinator/Director		Dr. Anil K. Roy
• Phone no./Alternate phone no		07968261613
• Mobile		9376163094
• IQAC e-mail address		iqac_dir@daiict.ac.in
• Alternate Email address		anil_roy@daiict.ac.in

3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.daiict.ac.in/sites/default/files/other-files/DA-IICT_AQAR_2019-20_01Aug2019-31July2020_Final.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.daiict.ac.in/sites/default/files/Academic-Calendar-Autumn-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.11	2017	23/11/2017	24/11/2022

6.Date of Establishment of IQAC	29/04/2015

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	Nil	Nil	Nil	Nil

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	1
• The minutes of IQAC meeting and compliance to the decisions have been	Yes

uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)		
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

* Sensitization towards collecting inputs for improvement from the feedback * Analysis of feedback data started for the larger interest of the institute * All process owners (convenors of various functional committees) are asked to submit the process document of the functions they are accountable for. These will be the basic document to ensure quality and to measure improvements.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
To collect Parents Feedback.	**We started with the parents feedback. This matter was discussed in our IQAC meeting also. The Admin Dept was informed to collect formal feedback from the parents. But it was reported that the few parents hesitated in giving feedback in writing. To accommodate their concern the Admin Dept started taking verbal feedback, compiling them at the end of the academic year and forward that to the concerned authorities. Next is to take up the other stakeholder's feedback.**

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	29/03/2022

16.Multidisciplinary / interdisciplinary

This is very much integrated in the basic philosophy of this university. The degree of ICT speaks all about this. This is an interdisciplinary concept which we have been taking forward since last two decades and we never deterred from this. We firmly believe that a student requires a broad base and a focused goal. In two of our flagship programs, one at UG level and the other at PG level, we teach our students computer science, IT, electronics, communication technology, VLSI besides basic science courses of maths and physics. Then we allow them to explore themselves what they want to learn.

Basically the concept of interdisciplinarity emanates from our teaching-learning system which we have internalized since the beginning. Our student does not become a mechanical engineer or a civil engineer or a computer scientist just because he/she opted for a branch in the first semester. But our passed out students can get a job in an automobile industry, knows how to contribute in city planning, can perform logistics optimization, even can make film and compose music. We have many alumni full of such examples.

17.Academic bank of credits (ABC):

ABC is a new concept introduced in the recent National Education Policy. We acknowledge the strength of this system, but in the university system it is too difficult to implement such disruptive changes. We are studying its implication in the entirety which will

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finally appraise the faculty community on its tangible advantages. Once all are on the same page, we will likely to execute it. Currently it is under study phase.

18.Skill development:

The core idea of skill development is implicit in the natural incorporation of interdisciplinary curriculum and teaching philosophy of our university. Our students are hired by hard core VLSI company like Qualcomm or a basic computer engineering companies like Microsoft and Apple, frequently placed by e-commerce companies like Amazon and Flipkart, working for Boeing, CTO of boat, running Sprinklr, serving in top-notch FinTech companies - and there are endless such examples. This all is possible just because of no dearth of opportunities of multitude of skill development which is inbuilt in our curriculum and teaching-learning process.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Official language of teaching in DA-IICT is English. This is to make them competitive in international market, be it job or higher studies or even going for a startup. But in the informal approach one may find vernacular learning also. Group discussion may be found happening in their native language or mother tongue. In the cafeteria one may find students discussing the complex engineering concepts deliberated in Gujarati or Tamil or Malayam languages.

Cultural freedom is a strong point of our campus life which adds value to the learning process. We have a Cultural Committee in DA-IICT, run by students with a faculty as its mentor. This committee celebrates almost all festivals which fall during the semesters. This inculcates the foundation of secularism, respect for all religion and above all a team-spirit, which is fundamental of all learning processes. Learning here is boundaryless.

Referring to online courses is encouraged here. Faculty tell the students which are the preferred and authentic sources of these online courses. Instructors strongly discourage any online reference material which is non-verifiable, non-authentic and giving shallow information. In lighter context we say that don't make Wikipedia your text books. Students refer to NPTEL, Coursera, Udacity and other standard MOOC courses.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

In DA-IICT we have developed learners/students centric curriculum which helps us achieve OBE. The Program(s) Outcome is released by

Dean (AP) office which is then used by the Curriculum Review Committee(s) while reviewing the curriculum and placement of courses. In case of a new program proposal, the program proposal committee suggests the Program Outcome which is deliberated in the faculty meeting and finally the new program curriculum is shaped. It is then approved by the Academic Council. Course outcome is then aligned by the corresponding instructor while proposing (in case of a new course) or offering a course with the Program Outcome. The Undergraduate/Postgraduate Committee members review these alignments on regular basis.

In the actual course delivery, we give instructor flexibility to decide how he/she wants to interact with the class, what are the components of evaluation etc. For students learning, we keep continuous evaluation criteria right from the beginning. In fact, it is in the philosophy of the very foundation of DA-IICT. An instructor may take regular quizzes, assignments, viva, presentation, individual or group projects, term paper writing, formal exams and a balanced combination of any or many of them. This flexible approach allows students to develop the required skills as the course goes on during the semester. It does not insist on mugging the text book. In fact, in most of the elective courses, instructors prescribe reference books and not a particular text book. Students are free to learn from anywhere. We focus mostly on applied part and problem solving skills.

21.Distance education/online education:

The pandemic year (2020-21) was quite a challenge for delivering education. It disrupted all known and creative ways of teaching and learning. A new script was written and that was online teaching. We, at DA-IICT, were suspecting since the early March 2020 that the social distancing may eventually lead to no-classroom teaching. Hence a healthy discussion of how to deliver online classes and conduct exams/quizzes etc. started in quite early stage. Many of the faculty were familiar of WebEx and we had used Mettl in past in conducting our online admissions tests. Therefore, for us, migration was not too difficult.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	9
1.2 Number of departments offering academic programmes	1

2.Student

2.1 Number of students during the year	1926
2.2 Number of outgoing / final year students during the year:	491
2.3 Number of students appeared in the University examination during the year	517
2.4 Number of revaluation applications during the year	18

3.Academic

3.1 Number of courses in all Programmes during the year	211
3.2 Number of full time teachers during the year	70
3.3 Number of sanctioned posts during the year	70

4.Institution

4.1 Number of eligible applications received for admissions to all the	12307

Programmes during the year	
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	127
4.3 Total number of classrooms and seminar halls	31
4.4 Total number of computers in the campus for academic purpose	1310
4.5 Total expenditure excluding salary during the year (INR in lakhs)	1183

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

The curricula at DA-IICT has been consciously developed by considering local, national, regional and global developmental needs so that students are equipped with foundational knowledge, industry relevance electives and exposure in internship and project work. The course structure of the curricula of each programme is broadly classified into three categories. The first category, referred to as Foundation, is a set of compulsory courses required to be taken by every student in the programme. The next one is formed by a set of courses, referred to as the Electives, which forms both the technical strength and humanities and social science skills of the programmes. The third one is composed of internships and projects. The curricula provide students a multi-track option where a student can achieve depth in one track and/or breadth in multiple tracks through an appropriate choice of elective courses.

The curriculum of all programmes are developed, updated and reviewed by the curriculum committee constituted by the Institute. The curriculum committee is typically chaired by a senior faculty of the Institute, and is composed of experts from industry, research organizations, and academia. The local, national and global needs

are always kept in view while developing the curriculum of a programme.

Local development: A set of courses such as Language and Literature, Science, Technology and Society engage students in understanding local socio-economic-tech conditions. The Rural internship after the third semester of BTech program allows students to interact with the local community and understand the needs for societal development.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The curriculum of all programmes emphasize in integrating cross-cutting issues relevant to professional ethics, gender, human values, environment, and sustainability with a view to ensure holistic development of the students. The institute sees itself as a civic institution deeply committed to seeing its students as responsible citizens. Its humanities and social science courses, its variety of internships are designed to increase social commitment and competence as citizens understand the nature of societal and organizational needs.

The course Environmental Sciences in the undergraduate programmes make all students aware of the environment and its associated parameters and values to the society. The institute continually integrates a large number of open electives in the areas of ethics, human values, gender, and organizational behavior and human development. Technical Writing, Research Methodology, and Narratology are PG level courses that enhance students skills for professional ethics and development. Furthermore, our student body is composed of a variety of co-curricular and extra curricular activities by the student clubs throughout the calendar that provide substantial value addition to the overall growth of the students. Gender sensitization sessions are conducted in every academic session for making students acquainted with campus life.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

923

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- **All 4 of the above**

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

- **Feedback collected, analysed and action has been taken**

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

672

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

274

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

Advanced Learners: If a student shows his/her academic progress with high Cumulative Performance Index (CPI), he/she is considered as an advanced learner. The Institute allows advanced learners to take

extra courses for credit and audit, to enroll in higher level courses, which encourage students to enhance their knowledge to a great extent. The Institute also provides advanced learners an opportunity to help the course instructor in laboratory work or engage them in Study hours. Through this, the advanced learners can excel in teaching skills, and at the same time, they can also avail stipend. This experience is valuable, as it helps motivated students secure admissions in higher education.

Slow Learners: Remedial classes, extra sessions, tutorials are offered in every semester for the students who are found slow learners. Students who show poor academic performance after the evaluation of a semester are put on academic probation. The remedial sessions are supported by MTech/PhD teaching assistants. In addition, the course instructor plans for the remedial sessions for his/her course and implements the same as and when the demand arises. Students in the remedial sessions come with the problems or the gap that they have in a particular course and they solve the problems or make-up the gap with the help of teaching assistants supervised by the course instructor.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	NA

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1926	70

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

In order to make course student centric, the course instructor adopts the following in teaching-learning and assessment mechanism:Project based learning ,Assignments, Quizzes, and Lab

practices.

1. Instructors use effective course delivery mechanisms for foundational courses – Core engineering, Mathematics and Basic Sciences. Typically, a standard textbook is recommended for core courses, and instructors use online course materials (e.g. MOOC) to update the contents of the courses.

2. The curricula of UG and PG programmes provide enough space to students for selecting electives so that students can pursue research based projects or specialize in a particular domain. In some of the elective courses, a student is allowed to follow his/her questions and themes that they wish to explore within the broad rubric of the course.

3. Students perform a minimum of 2-3 laboratory courses per semester from 1st to 7thsemester of BTech, and in the first two semesters of MTech and MSc and MDes programmes. All the laboratories are well-equipped with hardware, software and open source tools.

4. To communicate effectively in a second language to non-native English speakers in large classes at university level is a challenging task. etc. For enhancement in writing quality, students are provided access to packages Grammarly.

5. Continuous assessment of each course is done throughout the semester. The instructor announces the assessment mechanism and grading policy prior to the commencement of classes.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Being the premier ICT institute in the country, the Institute is very proactive in incorporating the new techniques of e-learning resources in the academic practices. Our library has a rich collection of e-resources – MOOC lectures materials, e-journals of all leading publishers, special lecture series on various ICT domains archived in DVD/CD, and communication language materials. Most of the laboratory courses use open source tools and e-resources of other forms in the respective courses, based on the concerned course instructor's course policy. The course content and lecture materials of all courses are posted on the respective faculty's

folder on the institute's intranet. Many faculty use Moodle to manage their courses, such as assignments announcement, submissions, group discussions, sharing other reading materials etc. Faculty members use e-resources of textbooks, MOOC resources, videos, applets, open source tools, and e-journals. While encouraging students to use e-resources, the institute inculcates the ethical practice amongst all users to acknowledge the sources of e-resources.

Students are also encouraged to participate in national/international level online contests such as programming ACM ICPC, Google Summer of Code, by which they get useful exposure and visualize on how one can make the effective use of e-resources from classroom learning to real-world practice.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

70

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

70

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

68

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

70

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

7

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Note:

During the ongoing Covid – 19 periods, we conducted/ are conducting the exams using online mode as under:

? Winter 2019-20 exams were conducted on Google Classroom which was online-open book mode. (on-time delivery of question paper with fixed time limit to submit the answer books using pen paper scan upload mode)

? Autumn 2020-21 onwards exams are conducted on the OPEP (Online Proctored Exam Platform).

We are constantly observing the process and making necessary changes, adopting new practice after due discussions and directives of the exam committee in the ongoing exams.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate

attributes which are integrated into the assessment process and widely publicized through the website and other documents

The curriculum of all programmes has clearly stated pedagogical aspects and learning outcomes of courses, internships and projects. Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs) of each programme are well integrated into the course evaluation assessment process, which meet the set goal of the program outcomes into Graduate Attributes (GAs). Before the commencement of the semester, the Dean AP's office asks the instructors to submit their course file. As per the format specified, each course file contains course abstract, the list of topics to be covered, reference books and textbooks, along with assessment and grading policy (such as quizzes, in-semester examinations, end semester examination, lab assignments, and course projects). The institute revisits all its programmes' curriculum periodically by taking all stakeholders input including graduate attributes into account so that the graduates are equipped with foundational knowledge, critical thinking, problem-solving ability, communication skills, and ethical and human values.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The institute follows a process for measuring the attainment of each of the Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO).

Attainment of the Programme Outcomes

The POs and PSOs are assessed with the help of course outcomes stated in each course file by the concerned course instructor.We follow a process of continuous evaluation through examinations, quizzes, written assignments, the presentation of papers, oral presentations, home/lab assignments and so on. The in-semester and end semester examinations of each course typically happen as written examinations for the duration 2-3 hours, conducted by the Controller of Examination office.

Attainment of the Programme Specific Outcomes (PSO)

The PSO of any program is measured by way of computing the average

performance of the class as a whole in the core subjects of the concerned program. Precisely, the PSO is measured by taking the aggregate performance of all courses in a specific programme of an individual student, and then the average performance of all the students in that programme.

Attainment of the Course Outcomes

The Course Outcomes of each program are measured through syllabus, completion of syllabus, continuous evaluation, question paper, labs assessment, projects, and grading. The continuous evaluation is done through tests, quizzes, home assignments, project presentations, viva-voce, and so on.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

507

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://www.daiict.ac.in/sites/default/files/other-files/2020-21_exit-feedback-summary.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The policy guidelines and implementation strategies relating to Research Promotion are as follows:

1. Formulating Policies for overall research advancements of the Institute.
2. Liaison with various government, industry and sponsoring agencies for possible funding to the projects proposals of the faculty.
3. Encourage, guide and assist the faculty to prepare research project proposals.
4. Evaluating seed grants proposed by faculty after joining.
5. Look for possibilities of research collaborations with other Institutes/agencies and thereby support the Institute to enter into MoUs and other formal collaborative arrangements.
6. Explore possibilities of organizing various research related programs such as conference, workshops, winter and summer schools at the Institute.
7. Any other research related matters referred by the Dean (R&D) and the Director.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

6.19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery   B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

84.71

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

DA-IICT Centre for Entrepreneurship and Incubation (DCEI) provides innovation

ecosystem to support both students and faculty members with an entrepreneurial bent of mind to come up with innovative ideas and channelise

their efforts to give births to new ventures in the ICT domain. It aims to create entrepreneurial environments that facilitate connections and speed innovativeideas from concept to reality. DA-IICT has strength in research and innovation in interdisciplinary areas, thus it is a natural enabler for economic growth of bothGujarat as well as India.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

5

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

C. Any 2 of the above

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and

D. Any 1 of the above

**international recognitions/awards
Commendation and monetary incentive at a
University function Commendation and medal
at a University function Certificate of honor
Announcement in the Newsletter / website**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

142

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

E. None of the above

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
136	**55**

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
7	**6**

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

https://www.daiict.ac.in/themes/daiict/images/DA-IICT-Consultancy-Policy-31Aug2018.pdf

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

3.53

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

NIL

File Description	Documents
Upload relevant supporting document	No File Uploaded

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

3

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The institute has equipped all lecture theatres and class rooms with adequate ICT infrastructure. For instance, every classroom has a desktop PC, projection facilities, along with document cameras. In the recent light of the pandemic, all classrooms were enhanced with live streaming cameras, digital touch pads, collar and podium microphones to ensure that the lecture is clearly audible across the online platforms. The institute also migrated to institute wide Google suite membership, this ensured all video and lecture material pertinent for a course, to be available to students 24/7 access from anywhere. Remote access was provided through VPN for students to have access to the labs, both instructional and research labs.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The institute supports and provides encouragement to students to actively participate in sports and extra-curricular activities. The Student Activity Center (SAC) and its surrounding area have been

conceptualized as a center that can accommodate a variety of sporting interests that include:

- Three indoor Badminton Courts (2200sq meters) that doubles up for tournaments of other sports and events.
- Well-equipped Gymnasium& Yoga hall on the first floor of the sports complex.
- Four Table Tennis Tables
- A 15,000 sq meters cricket ground that can also be used as the football ground, with a walking track.
- Two Volleyball Courts
- Two rubberized Basket Ball courts

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

For academic purposes, the institute has general purpose labs for B Tech and M Tech, MSc DS and common research labs for PhD scholars.

For non-academic related purposes, the institute always has been an active and buzzing ambience environment to be part of. With a multitude of clubs organizing events round the year, there are also few clubs that encourage participation from the technically inclined groups of the student community. Electronics Hobby Club (EHC), DA-IICT Linux Users Group (DLUG) and IEEE (Institute ofElectrical and Electronics Engineers) Student Branch belong to this category. EHC is a place for playing with electronic circuits and instruments out-of-the-classroom. DLUG has been committed to actively promote the use of Linux and other open source software for strengthening the objective of the worldwide open source movement.

The IEEE student branch at DA-IICT functions throughout the year and conducts seminars, workshops as well as summer school. It also conducts i-fest every year and gives a chance to the students from DA-IICT as well as various other colleges to showcase their talents in technical fields. The Institute provides all logistical support for these activities. The newly introduced Cubing Club devises different methods of solving the 3x3 Rubik's cube and the notations of the cube. Various types of puzzles including the Pyraminx, Mirror cube and the regular 3x3, 4x4, 5x5, are also discussed.

File Description	Documents
Upload relevant supporting document	[View File]

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

9.34

File Description	Documents
Upload the data template	[View File]
Upload relevant supporting document	[View File]

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Koha ILMS and DSpace

The integrated library management system (ILMS) of KOHA has been effectively utilized to provide seamless access to the whole range of resources in all formats.

The digtisation of Phd thesis and PG dissertaions has been achieved with DSpace.

Migration from commercial software, SLIM++ to KOHA (ver 16.11.06.000)was made in May 2017.

Our library team implemented the KOHA without any external help. We migrated about 30000 bibliographic records and 4000 student records. We also integrated the bar code scanner and book label printing software with KOHA.

The evaluation of key functional aspects of KOHA was done during the user experience exercise.

·Opening screen (Home Page) layout

·Ease of navigation

·Search efficiency and accuracy

·Use of search filters

Key features:

·A unique and distinct identity for the search screen with our institute logo

·Single-window search interface to access print and non-print collections from Koha

·Smart filters for efficient searches.

·The users can customize their interface on login.

·An uncluttered search page, personalized view, cover page capture, individual reading history, book suggestions, tag cloud search

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

138

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

111

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

25

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Providing the salient features of the IT Policy and describe the process of implementation and adherence to the policy, budgetary provisions made and utilized and the expansion plan in maximum of 200 words

DAIICT provides a variety of IT infrastructure and services for academic and administrative purposes.

The benefits of this ICT policy is to sets out the conditions under which access to the computing resources at DAIICT is granted to users; this covers all services and resources provided by the ICT team. The purpose of this policy is to outline the acceptable use of computing resources at DAIICT. These rules are in place to protect the users at DAIICT. Inappropriate use exposes DAIICT to risks including virus attacks, compromise of network systems and services, and legal issues

Before the start of financial year Executive Registrar inform the ICT-Convenor to provide budget estimates with priority and ICT-Convenor will forward the ICT budget estimates after taking input from Manager-IT&Systems/Lab Superintendent. After the start of financial year ICT department will raise indent for individual items and will be processed as per priority. Minimum budget of 40-50 Lakh is provided every year for maintenance of computers, printers, network & other accessories. For up-gradation and deployment of new technology and renewal of software subscription and also institute

provides extra budget as & when required.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
1926	1310

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- **?1 GBPS**

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

1182

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Personal computers and peripherals are assigned to faculty and staff for use in their offices. A faculty member may get an authorized Computing resource account created for a visitor by requesting the Helpdesk. The institute has four servers dedicated for research purposes. Student requests through their supervising Faculty are approved by the ICT convener.

Recently the institute was also awarded the ParamShavak supercomputer for which a dedicated supercomputing facility has been set up. This high performance computing resource is open to all faculty and students for research purposes. Additionally, the institute also has a HPC cluster again open for research activities.

Regular clean up drives are conducted to remove stale components, old equipments and desktop PCs with old specifications. Other existing PCs are upgraded with higher RAM , SDD and so on. The general infrastructure of the labs such as the furniture and equipment are also changed on need basis.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

480

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

D. Any 1of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

• Any 2 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

417

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The student council consists of several clubs and committees led by the Student Body Government (SBG) core. The SBG is responsible for ensuring student representation in institute policies, and for creating a supportive environment for all students. The SBG core, consisting of the convenor, deputy convenor, secretary and

treasurer, is assisted by the Dean Students. They together play a key role In maintaining a healthy relationship with the administration and managing the funds provided by the institute for extracurricular activities. The Academic Committee works as an interface between the student community and the administration of the institute (including Dean Academics, Registrar, Institute committees, and the Director) for the development of the academic environment, and enhancement of academic life in DA-IICT. Their primary function is to convey the views, concerns, and problems, related to academics, of the student community to the institute administration (specifically, the various academic related committees of the institute) so as to enhance the quality of academic life and programs, and foster a conducive academic environment in the institute.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

Institute has registered Alumni Association. Its name is DA-IICT Alumni Association. Its date of registration is: 24 Dec 2017. It has its Bylaws, its own PAN card, it has applied for registration under 80G. The first Executive Committee of this Alumni Association is formed by DA-IICT Director's choice. In subsequent years it was constituted based on its Bylaws. DA-IICT has provided an office space and a telephone for the Alumni Association to function from the campus

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)   **B. 4 Lakhs - 5Lakhs**

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Vision

To help build a knowledge-led society founded on intellectual competitiveness for global leadership.

Mission

To become a first choice academic institute having high caliber students, a dynamic faculty, a sensitive administration, functioning within an atmosphere of innovative research, emphasizing academic cooperation and global collaboration. To nurture graduates to be civically engaged individuals who recognize their responsibility and role in their communities and the world.

Quality Policy

To pursue global standards of excellence in all our endeavors, namely, teaching, research, consultancy and continuing education focusing on Information and Communication Technology (ICT) and allied areas.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

DA-IICT has adopted decentralization, participative management and empowerment for academic, administrative, finance, research and development activities. The faculty members decide on all matters related to academic activities pertaining to their courses from creating syllabus to evaluation.

The management is committed to a process of shared participation in governance of the Institute. This process incorporates the faculty, staff and students in various aspects of institutional decision-making. The faculty is given full autonomy in policy formation in academic matters through designated Committees such as Undergraduate, Postgraduate, Research Promotion and Placement Committees and they possess significant authority over academic affairs. Two faculty representatives serve on the Board of Governors.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Teaching and Learning :

B Tech curriculum review process was completed in the reporting year and the committee made necessary recommendation. Curriculum review is a holistic and rigorous process, which involves soliciting feedback from all stakeholders of the program. The stakeholders include faculty, students, alumni, employers, and external experts from academia and industry

Examination and Evaluation :

During the COVID-19 period in the year 2020-21 exams were conducted on the OPEP (Online Proctored Exam Platform). A third party vendor specialized in conducting exam was used for the same.

Research and Development :

DA-IICT continues to expand its range of research infrastructure and facilities, such as well-equipped dedicated research laboratories, specialized equipments, campus-wide networking, and high-speed Internet access, and subscription to hundreds of print and online journals.

Library, ICT and Physical Infrastructure / Instrumentation :

The COVID pandemic had prevented the library users to come to the library to use the resources. It was, therefore, decided to opt for electronic versions of the periodicals and newspapers wherever available and remote access to each of the electronic resources was enabled using VPN. The various training programs including the orientation sessions were held virtually.

Industry Interaction / Collaboration :

Universities like DAIICT must develop new partnerships with leading companies, foundations and other research-intensive institutions. These partnerships are great for transferring knowledge from the lab to practice. Moreover, they may provide funding for talented faculty and students to pursue innovation.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response

The institute is administered effectively through strong leadership, and mission-driven teamwork. The primary objectives of the administration are continuous improvement, and provide quality well-rounded education at UG and PG levels. Important institutional bodies are i) Board of Governors, ii) Academic Council, iii) Finance Committee, and iv) IQAC. Institute has adopted a decentralization management policy by delegating powers to Dean Academic, Dean Research, and Dean Students. Institute has well documented Purchase Policy. Finance Committee before the start of the new financial year, prepares an estimated Budget after discussing with different stake holders like Deans, Faculty members, ICT Convenor. Budget revision is worked out in August-September and a revised budget estimate prepared. The officers of the institute, the Director, the Deans, the Executive Registrar are called Officers of the institute by Regulation. The Executive Registrar is responsible for the custody of records, common seal, the funds and such other property of the institute. Institute has IQAC with Director of the Institute as chair along with representatives from faculty, students' body, and external members.

Institute has a well-defined Consultancy policy to set out guidelines and procedures governing consultancy assignments taken by the faculty members. There is a Seed Grant policy for the faculty members to set out the guidelines and procedures governing seed grant. The Intellectual Property Rights (IPR) Policy prescribes mechanism via which inventions generated at the institute can be protected. There is a financial assistance scheme to full time PhD scholars for participation in International conference.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation **A. All of the above**

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Performance appraisal system encompasses both teaching and non-teaching staff and carried out annually.

The faculty is expected to submit comprehensive report regarding teaching, research, publications, conferences and workshops coordination, presentations of papers at conferences and workshops, chairing and or serving on internal committees.

The assessment is carried out by Director along with external

experts drawn from reputed Institutes. Based on this, suitable increments/promotions are granted to eligible faculty members.

In the case of non-teaching staff, the appraisals are carried out by their superiors. Such appraisals are reviewed and the increments/promotions follow.

Both teaching and non-teaching staff are provided with:

i] Free medical consultations and medicines from our medical Centre.

ii] Hospitalization and medical support from multi-speciality hospitals in Gandhinagar.

iii] Mediclaim Insurance Policy with an annual coverage of Rs.10.00 lakh.

iv] Accident Insurance coverage

v] Subsidized canteen.

vi] Interest free loan.

vii] Leave encashment at the time of resignation/retirement.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

32

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Effective and efficient use of available financial resources for the infrastructure development to support research, innovation and teaching learning process. Budget are framed by various committees or department heads for the coming years and passed on to the management for finalization based on which financial decisions are made.

The major source of income for the Institute is fees. Apart from this there are many projects from which extra mural grants is received. This is utilised for the development of the infrastructure to augment research and academic needs of the Institute.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

DAIICT is having separate auditors for internal audit & statutory audit for F.Y. 2020-21. The internal auditors were M/s J.T. Shah & Company, Chartered Accountants, Ahmedabad & their scope of work included conducting the quarterly internal audit of accounts and assets, providing advice on improving the existing administrative & financial systems and procedures & carrying out the system audit. They also handled tax assessments & filing of tax returns.

M/s Sorab S. Engineer & Co. Chartered Accountants Ahmedabad were the Statutory Auditors and they carried out the Statutory audit of the accounts for the F.Y. 2020-21

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

We have internal committees to take care of most of the operations, policy-wise. The success of these committees may depend upon two factors, a) input gathered from the feedback (reactive mechanism) and b) the proactive spirit of continuous process improvement. We have been gathering the exit feedback of the graduating UG students

since 2011 or so. A consolidated analysis was put up for discussion in IQAC meeting of Jan 2020. Based on that it was decided that from now onwards as far as possible we will ask each instructor to submit his/her evaluation policy at the beginning of the semester. And it should be recorded in the course file submitted by the instructor, one a course is assigned to him/her. This way at least the unfairness in grading reported by the students in the exit feedback can be arrested.

Taking it forward that process improvement can only happen if we take inputs from feedbacks, we have decided to collect employers, faculty and parents feedback as much regular as possible.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)   D. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting documnent	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- In NIRF ranking, DA-IICT continued to be within the top engineering Institutes in the country by obtaining 107 rank in 2021. Remaining outside top 100 institutes is not what we deserve, that we all feel, but perhaps we haven't understood the difference of performing well and being capable of. Despite having such an excellent graduate outcome performance we are trailing because of diversity, infrastructure and similar parameters which are not in our control.

- The Gujarat State Institutional Framework (GSIRF), Government of Gujarat, consistently rated DA-IICT as a Four Star Institution.

- In pursuit of responding the need of the time, we are committed to add some new degree programmes in our offering. Such programmes are also in the larger interest of our existing faculty. This year we added two new programmes

- A new UG programme called BTech (Mathematics and Computing) was introduced from this academic year.
- A new PG Programme called MSc (Data Science) was approved by Academic Council on 7 January 2020 and started from the Academic Year 2020-21.

- Curriculum review of BTech (ICT) programme took place. A committee was announced on 12 Feb 2020 with Prof. Sanjay Srivastava as Convenor.

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Gender Equity is one of the core values of DAIICT. It has been ensuring gender equitythrough institutional practices as well as through its larger campus culture. The institutionhas sought to secure equity of representation, responsibility and opportunity for its womenfaculty, staff and students and striven to mainstream gender equitable values in its classrooms.Apart from the regular activities toward gender sensitization conducted by the Gender Cell, individual faculty have included curricular material in their courses that discusscontributions of women in academic and social contexts as well as problems of persistingdiscrimination and marginalization. Two interactive sessions were held from 25 th -26 th June 2021, celebrating Pride Month.An online portal on our website has been inbuilt in the institution to allow easy access to all information on the activities and functions of the Gender Cell.A talk on Feminism (8 th March 2021): The F-word of the 21 st century was held independently,with a discussion led by Prof. Shweta Garg and the Gender Cell representatives. A gender sensitization play was also performed by the DA-IICT Theatre Group incollaboration with Gender Cell, DA-IICT under the creative supervision of Prof. Shweta

Garg.

FACILITIES : The institution has allocated space and provisions for
day-care facilities forchildren of its faculty and staff whenever
there is a need, All women faculty have individualoffices of their
own and ready access to medical and counselling services. For the
overall security and safety of all our women faculty, students and
staff, the Instituteprovides 24/4 cctv coverage.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://youtu.be/0gMvzkbWY48
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://www.daiict.ac.in/gender-cell

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy   Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment   B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of
degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste
management Biomedical waste management E-waste management Waste recycling system
Hazardous chemicals and radioactive waste management

All biodegradable 'green waste' such as lawn debris, grass
clippings, dry leaves, weeds etc are collected by Gandhinagar
Municipal Corporation. Surplus food is donated by FBOs to needy
persons to feed cattle. The skin of fruits and vegetables areused in
wormy compost.

Any residual garden waste such as dry leaves and flowers, lawn and
hedge clippings are processed to generate compost.

The fertilizer generated from above source used for horticulture.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

C. Any 2 of the above

1. Green audit
2. Energy audit
3. Environment audit

4. **Clean and green campus recognitions/awards**
5. **Beyond the campus environmental promotional activities**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The institution provides various opportunities for students to interact with and embrace different cultures. As a result students come together to celebrate various festivals from different communities and regions of India. From making a Rangoli to making a Halloween-themed artwork to dancing the Garba on Navratri or learning the Bhangra no matter what the culture is students of DAIICT participate in all with equal enthusiasm. Even during the pandemic, the student community stood together in each others' joy by celebrating festivals like Eid, Ganesh Chaturthi, Diwali, Christmas, Makar Sankranti, and Holi.

Amongst the late-night gaming sessions with friends, events like Kala (a competition to showcase their dancing, theatrical and musical skills along with their expressing power through poetry) Open Mic (where everyone is given a chance to speak and feel included and heard), Antakshari (a competition that brought back the 90s with the 2000s and the whole of India in one night) and Dance

Tutorial Videos (where one had a great opportunity to learn various dance forms) were kept alive with great warmth and energy.

More significantly, to understand the economic hardships triggered by the lockdown and the demands of online learning, multiple surveys were held to understand the nature of the crisis within the student community. After several rounds of survey and analysis a "Student Emergency Fund" was created and a committee was formed to work for students whose families were impacted financially during COVID.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The institute promotes the secular, democratic and inclusive values enshrined in our Constitution. Students are encouraged to exercise their fundamental freedoms with a clear understanding of duties too.

The Student Body Government is formed by the will of students through elections where all students are equally eligible to be represented or elected as a head of the student body without any discrimination. All other student clubs and bodies are founded on similar democratic values and participation and membership is open to all. Within the classroom, students are sensitized to present their views through reasoned argument and in a language that does not offend class, caste, religious or ethnic sensibilities. The Gender Cell promotes gender sensitization in all aspects of campus life. Citizenship and constitutional values are also inculcated through specific programmes, courses and projects that are oriented toward the design and application of technologies that lead to the empowerment of economically and socially marginalised citizens of India.

Students are encouraged to be mindful of the dignity of labour and treat all those working within the campus as staff and help with kindness and respect. They are also encouraged to participate in cleanliness and campus hygiene drives as part of an education in basic civic responsibilities. The Disciplinary Action Committee and the Gender Cell addresses student grievances and makes sure that all violations of personal freedoms and dignity or the damage of private and public property are prevented or rectified.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution organizes national memorial days such as Independence Day and Republic Day to instill patriotism in pupils. Flag hosting occurs on these days, followed by different ceremonies/events dedicated to our nation by various clubs and committees. Teacher's Day is an important day for students and professors because students pay tribute to their teachers by performing various performances such as plays, and so on, and dedicate an entire day to the gurus of our lives. The institution also commemorates international commemorative days such as Women's Day, where sessions were held by clubs and the Gender Cell with the assistance of professors on the topics of enlightenment, great misconceptions, and the hotly debated - Feminism (The F-word). The podcast link is also included below. On the occasion of Women's Engineering Day, the institution also hosted a national-level ideathon with some curated insightful themes to brainstorm and come up with amazing solutions that can actually make a difference. On the occasion of International Women's Day, our valued guest speaker Ms. Henna Awtaney from Yoga and Wellness Studio, Ahmedabad, also hosted a webinar on the theme of Yog Shakti.

The Institute also celebrates International Yoga day with participation of both students and faculty.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

The curricula at DA-IICT has been consciously developed by considering local, national, regional and global developmental needs so that students are equipped with foundational knowledge, industry relevance electives and exposure in internship and project work. The course structure of the curricula of each programme is broadly classified into three categories. The first category, referred to as Foundation, is a set of compulsory courses required to be taken by every student in the programme. The next one is formed by a set of courses, referred to as the Electives, which forms both the technical strength and humanities and social science skills of the programmes. The third one is composed of internships and projects. The curricula provide students a multi-track option where a student can achieve depth in one track and/or breadth in multiple tracks through an appropriate choice of elective courses.

The curriculum of all programmes are developed, updated and reviewed by the curriculum committee constituted by the Institute. The curriculum committee is typically chaired by a senior faculty of the Institute, and is composed of experts from industry, research organizations, and academia. The local, national and global needs are always kept in view while developing the curriculum of a programme.

Local development: A set of courses such as Language and Literature, Science, Technology and Society engage students in understanding local socio-economic-tech conditions. The Rural internship after the third semester of BTech program allows students to interact with the local community and understand the needs for societal development.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

9

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The curriculum of all programmes emphasize in integrating cross-cutting issues relevant to professional ethics, gender, human values, environment, and sustainability with a view to ensure holistic development of the students. The institute sees itself as a civic institution deeply committed to seeing its students as responsible citizens. Its humanities and social science courses, its variety of internships are designed to increase social commitment and competence as citizens understand the nature of societal and organizational needs.

The course Environmental Sciences in the undergraduate programmes make all students aware of the environment and its associated parameters and values to the society. The institute continually integrates a large number of open electives in the areas of ethics, human values, gender, and organizational behavior and human development. Technical Writing, Research Methodology, and Narratology are PG level courses that enhance students skills for professional ethics and development. Furthermore, our student body is composed of a variety of co-curricular and extra curricular activities by the student clubs throughout the calendar that provide substantial value addition to the overall growth of the students. Gender sensitization sessions are conducted in every academic session for making students acquainted with campus life.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

923

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• Feedback collected, analysed and action has been taken

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

672

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

274

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

Advanced Learners: If a student shows his/her academic progress with high Cumulative Performance Index (CPI), he/she is considered as an advanced learner. The Institute allows advanced learners to take extra courses for credit and audit, to enroll in higher level courses, which encourage students to enhance their knowledge to a great extent. The Institute also provides advanced learners an opportunity to help the course instructor in laboratory work or engage them in Study hours. Through this, the advanced learners can excel in teaching skills, and at the same time, they can also avail stipend. This experience is valuable, as it helps motivated students secure admissions in higher education.

Slow Learners: Remedial classes, extra sessions, tutorials are

offered in every semester for the students who are found slow learners. Students who show poor academic performance after the evaluation of a semester are put on academic probation. The remedial sessions are supported by MTech/PhD teaching assistants. In addition, the course instructor plans for the remedial sessions for his/her course and implements the same as and when the demand arises. Students in the remedial sessions come with the problems or the gap that they have in a particular course and they solve the problems or make-up the gap with the help of teaching assistants supervised by the course instructor.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	NA

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1926	70

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

In order to make course student centric, the course instructor adopts the following in teaching-learning and assessment mechanism:Project based learning ,Assignments, Quizzes, and Lab practices.

1. Instructors use effective course delivery mechanisms for foundational courses – Core engineering, Mathematics and Basic Sciences. Typically, a standard textbook is recommended for core courses, and instructors use online course materials (e.g. MOOC) to update the contents of the courses.

2. The curricula of UG and PG programmes provide enough space to students for selecting electives so that students can pursue

research based projects or specialize in a particular domain. In some of the elective courses, a student is allowed to follow his/ her questions and themes that they wish to explore within the broad rubric of the course.

3. Students perform a minimum of 2-3 laboratory courses per semester from 1st to 7thsemester of BTech, and in the first two semesters of MTech and MSc and MDes programmes. All the laboratories are well-equipped with hardware, software and open source tools.

4. To communicate effectively in a second language to non-native English speakers in large classes at university level is a challenging task. etc. For enhancement in writing quality, students are provided access to packages Grammarly.

5. Continuous assessment of each course is done throughout the semester. The instructor announces the assessment mechanism and grading policy prior to the commencement of classes.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Being the premier ICT institute in the country, the Institute is very proactive in incorporating the new techniques of e-learning resources in the academic practices. Our library has a rich collection of e-resources – MOOC lectures materials, e-journals of all leading publishers, special lecture series on various ICT domains archived in DVD/CD, and communication language materials. Most of the laboratory courses use open source tools and e-resources of other forms in the respective courses, based on the concerned course instructor's course policy. The course content and lecture materials of all courses are posted on the respective faculty's folder on the institute's intranet. Many faculty use Moodle to manage their courses, such as assignments announcement, submissions, group discussions, sharing other reading materials etc. Faculty members use e-resources of textbooks, MOOC resources, videos, applets, open source tools, and e-journals. While encouraging students to use e-resources, the institute inculcates the ethical practice amongst all users to acknowledge the sources of e-resources.

Students are also encouraged to participate in national/international level online contests such as programming ACM ICPC, Google Summer of Code, by which they get useful exposure and visualize on how one can make the effective use of e-resources from classroom learning to real-world practice.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

70

File Description	Documents
Upload relevant supporting document	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

70

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

68

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

70

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

7

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in

examination management system of the institution

Note:

During the ongoing Covid – 19 periods, we conducted/ are conducting the exams using online mode as under:

? Winter 2019-20 exams were conducted on Google Classroom which was online-open book mode. (on-time delivery of question paper with fixed time limit to submit the answer books using pen paper scan upload mode)

? Autumn 2020-21 onwards exams are conducted on the OPEP (Online Proctored Exam Platform).

We are constantly observing the process and making necessary changes, adopting new practice after due discussions and directives of the exam committee in the ongoing exams.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual	**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The curriculum of all programmes has clearly stated pedagogical aspects and learning outcomes of courses, internships and projects. Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs) of each programme are well integrated into the course evaluation assessment process, which meet the set goal of the program outcomes into Graduate

Attributes (GAs). Before the commencement of the semester, the Dean AP's office asks the instructors to submit their course file. As per the format specified, each course file contains course abstract, the list of topics to be covered, reference books and textbooks, along with assessment and grading policy (such as quizzes, in-semester examinations, end semester examination, lab assignments, and course projects). The institute revisits all its programmes' curriculum periodically by taking all stakeholders input including graduate attributes into account so that the graduates are equipped with foundational knowledge, critical thinking, problem-solving ability, communication skills, and ethical and human values.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The institute follows a process for measuring the attainment of each of the Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO).

Attainment of the Programme Outcomes

The POs and PSOs are assessed with the help of course outcomes stated in each course file by the concerned course instructor.We follow a process of continuous evaluation through examinations, quizzes, written assignments, the presentation of papers, oral presentations, home/lab assignments and so on. The in-semester and end semester examinations of each course typically happen as written examinations for the duration 2-3 hours, conducted by the Controller of Examination office.

Attainment of the Programme Specific Outcomes (PSO)

The PSO of any program is measured by way of computing the average performance of the class as a whole in the core subjects of the concerned program. Precisely, the PSO is measured by taking the aggregate performance of all courses in a specific programme of an individual student, and then the average performance of all the students in that programme.

Attainment of the Course Outcomes

The Course Outcomes of each program are measured through syllabus, completion of syllabus, continuous evaluation, question paper, labs assessment, projects, and grading. The continuous evaluation is done through tests, quizzes, home assignments, project presentations, viva-voce, and so on.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

507

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://www.daiict.ac.in/sites/default/files/other-files/2020-21_exit-feedback-summary.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The policy guidelines and implementation strategies relating to Research Promotion are as follows:

1. Formulating Policies for overall research advancements of the Institute.
2. Liaison with various government, industry and sponsoring agencies for possible funding to the projects proposals of the faculty.
3. Encourage, guide and assist the faculty to prepare research project proposals.
4. Evaluating seed grants proposed by faculty after joining.

5. **Look for possibilities of research collaborations with other Institutes/agencies and thereby support the Institute to enter into MoUs and other formal collaborative arrangements.**

6. **Explore possibilities of organizing various research related programs such as conference, workshops, winter and summer schools at the Institute.**

7. **Any other research related matters referred by the Dean (R&D) and the Director.**

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

6.19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

84.71

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

DA-IICT Centre for Entrepreneurship and Incubation (DCEI) provides innovation

ecosystem to support both students and faculty members with an entrepreneurial bent of mind to come up with innovative ideas and channelise

their efforts to give births to new ventures in the ICT domain. It aims to create entrepreneurial environments that facilitate connections and speed innovativeideas from concept to reality. DA-IICT has strength in research and innovation in interdisciplinary areas, thus it is a natural enabler for economic growth of bothGujarat as well as India.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

5

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee	**C. Any 2 of the above**

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter /	**D. Any 1 of the above**

website

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

142

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

E. None of the above

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
136	55

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
7	6

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

https://www.daiict.ac.in/themes/daiict/images/DA-IICT-Consultancy-Policy-31Aug2018.pdf

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

3.53

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

NIL

File Description	Documents
Upload relevant supporting document	No File Uploaded

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

3

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The institute has equipped all lecture theatres and class rooms with adequate ICT infrastructure. For instance, every classroom has a desktop PC, projection facilities, along with document cameras. In the recent light of the pandemic, all classrooms were enhanced with live streaming cameras, digital touch pads, collar and podium microphones to ensure that the lecture is clearly audible across the online platforms. The institute also migrated to institute wide Google suite membership, this ensured all video and lecture material pertinent for a course, to be available to students 24/7 access from anywhere. Remote access was provided through VPN for students to have access to the labs, both instructional and research labs.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The institute supports and provides encouragement to students to actively participate in sports and extra-curricular activities.

The Student Activity Center (SAC) and its surrounding area have been conceptualized as a center that can accommodate a variety of sporting interests that include:

- Three indoor Badminton Courts (2200sq meters) that doubles up for tournaments of other sports and events.
- Well-equipped Gymnasium& Yoga hall on the first floor of the sports complex.
- Four Table Tennis Tables
- A 15,000 sq meters cricket ground that can also be used as the football ground, with a walking track.
- Two Volleyball Courts
- Two rubberized Basket Ball courts

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

For academic purposes, the institute has general purpose labs for B Tech and M Tech, MSc DS and common research labs for PhD scholars.

For non-academic related purposes, the institute always has been an active and buzzing ambience environment to be part of. With a multitude of clubs organizing events round the year, there are also few clubs that encourage participation from the technically inclined groups of the student community. Electronics Hobby Club (EHC), DA-IICT Linux Users Group (DLUG) and IEEE (Institute ofElectrical and Electronics Engineers) Student Branch belong to this category. EHC is a place for playing with electronic circuits and instruments out-of-the-classroom. DLUG has been committed to actively promote the use of Linux and other open source software for strengthening the objective of the worldwide open source movement.

The IEEE student branch at DA-IICT functions throughout the year and conducts seminars, workshops as well as summer school. It also conducts i-fest every year and gives a chance to the students from DA-IICT as well as various other colleges to showcase their talents in technical fields. The Institute provides all logistical support for these activities. The newly introduced Cubing Club devises different methods of solving the 3x3 Rubik's cube and the notations of the cube. Various types of puzzles including the Pyraminx, Mirror cube and the regular 3x3,

4x4, 5x5, are also discussed.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

9.34

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Koha ILMS and DSpace

The integrated library management system (ILMS) of KOHA has been effectively utilized to provide seamless access to the whole range of resources in all formats.

The digtisation of Phd thesis and PG dissertaions has been achieved with DSpace.

Migration from commercial software, SLIM++ to KOHA (ver 16.11.06.000)was made in May 2017.

Our library team implemented the KOHA without any external help. We migrated about 30000 bibliographic records and 4000 student records. We also integrated the bar code scanner and book label printing software with KOHA.

The evaluation of key functional aspects of KOHA was done during the user experience exercise.

·Opening screen (Home Page) layout

·Ease of navigation

·Search efficiency and accuracy

·Use of search filters

Key features:

·A unique and distinct identity for the search screen with our institute logo

·Single-window search interface to access print and non-print collections from Koha

·Smart filters for efficient searches.

·The users can customize their interface on login.

·An uncluttered search page, personalized view, cover page capture, individual reading history, book suggestions, tag cloud search

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

138

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

111

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

25

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Providing the salient features of the IT Policy and describe the process of implementation and adherence to the policy, budgetary provisions made and utilized and the expansion plan in maximum of 200 words

DAIICT provides a variety of IT infrastructure and services for academic and administrative purposes.

The benefits of this ICT policy is to sets out the conditions under which access to the computing resources at DAIICT is granted to users; this covers all services and resources provided by the ICT team. The purpose of this policy is to outline the acceptable use of computing resources at DAIICT. These rules are in place to protect the users at DAIICT. Inappropriate use exposes DAIICT to risks including virus attacks, compromise of network systems and services, and legal issues

Before the start of financial year Executive Registrar inform the ICT-Convenor to provide budget estimates with priority and ICT-Convenor will forward the ICT budget estimates after taking input from Manager-IT&Systems/Lab Superintendent. After the start of financial year ICT department will raise indent for individual items and will be processed as per priority. Minimum budget of 40-50 Lakh is provided every year for maintenance of computers,

printers, network & other accessories. For up-gradation and deployment of new technology and renewal of software subscription and also institute provides extra budget as & when required.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
1926	1310

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• ?1 GBPS

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

1182

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Personal computers and peripherals are assigned to faculty and staff for use in their offices. A faculty member may get an authorized Computing resource account created for a visitor by requesting the Helpdesk. The institute has four servers dedicated for research purposes. Student requests through their supervising Faculty are approved by the ICT convener.

Recently the institute was also awarded the ParamShavak supercomputer for which a dedicated supercomputing facility has been set up. This high performance computing resource is open to all faculty and students for research purposes. Additionally, the institute also has a HPC cluster again open for research activities.

Regular clean up drives are conducted to remove stale components, old equipments and desktop PCs with old specifications. Other existing PCs are upgraded with higher RAM , SDD and so on. The general infrastructure of the labs such as the furniture and equipment are also changed on need basis.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

480

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

D. Any 1of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

- **Any 2 of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

417

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The student council consists of several clubs and committees led by the Student Body Government (SBG) core. The SBG is responsible for ensuring student representation in institute policies, and for creating a supportive environment for all students. The SBG

core, consisting of the convenor, deputy convenor, secretary and treasurer, is assisted by the Dean Students. They together play a key role In maintaining a healthy relationship with the administration and managing the funds provided by the institute for extracurricular activities. The Academic Committee works as an interface between the student community and the administration of the institute (including Dean Academics, Registrar, Institute committees, and the Director) for the development of the academic environment, and enhancement of academic life in DA-IICT. Their primary function is to convey the views, concerns, and problems, related to academics, of the student community to the institute administration (specifically, the various academic related committees of the institute) so as to enhance the quality of academic life and programs, and foster a conducive academic environment in the institute.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

Institute has registered Alumni Association. Its name is DA-IICT Alumni Association. Its date of registration is: 24 Dec 2017. It has its Bylaws, its own PAN card, it has applied for registration under 80G. The first Executive Committee of this Alumni Association is formed by DA-IICT Director's choice. In subsequent years it was constituted based on its Bylaws. DA-IICT has provided an office space and a telephone for the Alumni Association to function from the campus

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	B. 4 Lakhs - 5Lakhs

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Vision

To help build a knowledge-led society founded on intellectual competitiveness for global leadership.

Mission

To become a first choice academic institute having high caliber students, a dynamic faculty, a sensitive administration, functioning within an atmosphere of innovative research, emphasizing academic cooperation and global collaboration. To nurture graduates to be civically engaged individuals who recognize their responsibility and role in their communities and the world.

Quality Policy

To pursue global standards of excellence in all our endeavors, namely, teaching, research, consultancy and continuing education focusing on Information and Communication Technology (ICT) and allied areas.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

DA-IICT has adopted decentralization, participative management and empowerment for academic, administrative, finance, research and development activities. The faculty members decide on all matters related to academic activities pertaining to their courses from creating syllabus to evaluation.

The management is committed to a process of shared participation in governance of the Institute. This process incorporates the faculty, staff and students in various aspects of institutional decision-making. The faculty is given full autonomy in policy formation in academic matters through designated Committees such as Undergraduate, Postgraduate, Research Promotion and Placement Committees and they possess significant authority over academic affairs. Two faculty representatives serve on the Board of Governors.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Teaching and Learning :

B Tech curriculum review process was completed in the reporting year and the committee made necessary recommendation. Curriculum review is a holistic and rigorous process, which involves soliciting feedback from all stakeholders of the program. The stakeholders include faculty, students, alumni, employers, and external experts from academia and industry

Examination and Evaluation :

During the COVID-19 period in the year 2020-21 exams were conducted on the OPEP (Online Proctored Exam Platform). A third party vendor specialized in conducting exam was used for the same.

Research and Development :

DA-IICT continues to expand its range of research infrastructure and facilities, such as well-equipped dedicated research laboratories, specialized equipments, campus-wide networking, and high-speed Internet access, and subscription to hundreds of print

and online journals.

Library, ICT and Physical Infrastructure / Instrumentation :

The COVID pandemic had prevented the library users to come to the library to use the resources. It was, therefore, decided to opt for electronic versions of the periodicals and newspapers wherever available and remote access to each of the electronic resources was enabled using VPN. The various training programs including the orientation sessions were held virtually.

Industry Interaction / Collaboration :

Universities like DAIICT must develop new partnerships with leading companies, foundations and other research-intensive institutions. These partnerships are great for transferring knowledge from the lab to practice. Moreover, they may provide funding for talented faculty and students to pursue innovation.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response

The institute is administered effectively through strong leadership, and mission-driven teamwork. The primary objectives of the administration are continuous improvement, and provide quality well-rounded education at UG and PG levels. Important institutional bodies are i) Board of Governors, ii) Academic Council, iii) Finance Committee, and iv) IQAC. Institute has adopted a decentralization management policy by delegating powers to Dean Academic, Dean Research, and Dean Students. Institute has well documented Purchase Policy. Finance Committee before the start of the new financial year, prepares an estimated Budget after discussing with different stake holders like Deans, Faculty members, ICT Convenor. Budget revision is worked out in August-September and a revised budget estimate prepared. The officers of the institute, the Director, the Deans, the Executive Registrar are called Officers of the institute by Regulation. The Executive Registrar is responsible for the custody of records, common seal, the funds and such other property of the institute. Institute has IQAC with Director of the Institute as chair along with

representatives from faculty, students' body, and external members.

Institute has a well-defined Consultancy policy to set out guidelines and procedures governing consultancy assignments taken by the faculty members. There is a Seed Grant policy for the faculty members to set out the guidelines and procedures governing seed grant. The Intellectual Property Rights (IPR) Policy prescribes mechanism via which inventions generated at the institute can be protected. There is a financial assistance scheme to full time PhD scholars for participation in International conference.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Performance appraisal system encompasses both teaching and non-teaching staff and carried out annually.

The faculty is expected to submit comprehensive report regarding teaching, research, publications, conferences and workshops coordination, presentations of papers at conferences and

workshops, chairing and or serving on internal committees.

The assessment is carried out by Director along with external experts drawn from reputed Institutes. Based on this, suitable increments/promotions are granted to eligible faculty members.

In the case of non-teaching staff, the appraisals are carried out by their superiors. Such appraisals are reviewed and the increments/promotions follow.

Both teaching and non-teaching staff are provided with:

i] Free medical consultations and medicines from our medical Centre.

ii] Hospitalization and medical support from multi-speciality hospitals in Gandhinagar.

iii] Mediclaim Insurance Policy with an annual coverage of Rs.10.00 lakh.

iv] Accident Insurance coverage

v] Subsidized canteen.

vi] Interest free loan.

vii] Leave encashment at the time of resignation/retirement.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

32

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Effective and efficient use of available financial resources for the infrastructure development to support research, innovation and teaching learning process. Budget are framed by various committees or department heads for the coming years and passed on to the management for finalization based on which financial decisions are made.

The major source of income for the Institute is fees. Apart from this there are many projects from which extra mural grants is received. This is utilised for the development of the infrastructure to augment research and academic needs of the Institute.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

DAIICT is having separate auditors for internal audit & statutory audit for F.Y. 2020-21. The internal auditors were M/s J.T. Shah & Company, Chartered Accountants, Ahmedabad & their scope of work included conducting the quarterly internal audit of accounts and assets, providing advice on improving the existing administrative & financial systems and procedures & carrying out the system audit. They also handled tax assessments & filing of tax returns.

M/s Sorab S. Engineer & Co. Chartered Accountants Ahmedabad were the Statutory Auditors and they carried out the Statutory audit of the accounts for the F.Y. 2020-21

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

We have internal committees to take care of most of the operations, policy-wise. The success of these committees may depend upon two factors, a) input gathered from the feedback (reactive mechanism) and b) the proactive spirit of continuous process improvement. We have been gathering the exit feedback of the graduating UG students since 2011 or so. A consolidated analysis was put up for discussion in IQAC meeting of Jan 2020. Based on that it was decided that from now onwards as far as possible we will ask each instructor to submit his/her evaluation policy at the beginning of the semester. And it should be recorded in the course file submitted by the instructor, one a course is assigned to him/her. This way at least the unfairness in grading reported by the students in the exit feedback can be arrested.

Taking it forward that process improvement can only happen if we take inputs from feedbacks, we have decided to collect employers, faculty and parents feedback as much regular as possible.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	D. Any 2 of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- In NIRF ranking, DA-IICT continued to be within the top engineering Institutes in the country by obtaining 107 rank in 2021. Remaining outside top 100 institutes is not what we deserve, that we all feel, but perhaps we haven't understood the difference of performing well and being capable of. Despite having such an excellent graduate outcome performance we are trailing because of diversity, infrastructure and similar parameters which are not in our control.

- The Gujarat State Institutional Framework (GSIRF), Government of Gujarat, consistently rated DA-IICT as a Four Star Institution.

- In pursuit of responding the need of the time, we are committed to add some new degree programmes in our offering. Such programmes are also in the larger interest of our existing faculty. This year we added two new programmes

  - A new UG programme called BTech (Mathematics and Computing) was introduced from this academic year.
  - A new PG Programme called MSc (Data Science) was approved by Academic Council on 7 January 2020 and started from the Academic Year 2020-21.

- Curriculum review of BTech (ICT) programme took place. A committee was announced on 12 Feb 2020 with Prof. Sanjay Srivastava as Convenor.

File Description	Documents
Upload relevant supporting document	[View File]()

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Gender Equity is one of the core values of DAIICT. It has been ensuring gender equitythrough institutional practices as well as through its larger campus culture. The institutionhas sought to secure equity of representation, responsibility and opportunity for its womenfaculty, staff and students and striven to mainstream gender equitable values in its classrooms.Apart from

the regular activities toward gender sensitization conducted by the Gender Cell, individual faculty have included curricular material in their courses that discusscontributions of women in academic and social contexts as well as problems of persistingdiscrimination and marginalization. Two interactive sessions were held from 25 th -26 th June 2021, celebrating Pride Month.An online portal on our website has been inbuilt in the institution to allow easy access to all information on the activities and functions of the Gender Cell.A talk on Feminism (8 th March 2021): The F-word of the 21 st century was held independently,with a discussion led by Prof. Shweta Garg and the Gender Cell representatives. A gender sensitization play was also performed by the DA-IICT Theatre Group incollaboration with Gender Cell, DA-IICT under the creative supervision of Prof. Shweta Garg.

FACILITIES : The institution has allocated space and provisions for day-care facilities forchildren of its faculty and staff whenever there is a need, All women faculty have individualoffices of their own and ready access to medical and counselling services. For the overall security and safety of all our women faculty, students and staff, the Instituteprovides 24/4 cctv coverage.

File Description	Documents
Upload relevant supporting document	[View File](#)
Annual gender sensitization action plan(s)	https://youtu.be/0gMvzkbWY48
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://www.daiict.ac.in/gender-cell

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

All biodegradable 'green waste' such as lawn debris, grass clippings, dry leaves, weeds etc are collected by Gandhinagar Municipal Corporation. Surplus food is donated by FBOs to needy persons to feed cattle. The skin of fruits and vegetables areused in wormy compost.

Any residual garden waste such as dry leaves and flowers, lawn and hedge clippings are processed to generate compost.

The fertilizer generated from above source used for horticulture.

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**C. Any 2 of the above**

File Description	Documents
Upload relevant supporting document	[View File]()

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic**	**A. Any 4 or All of the above**

    5. Landscaping

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**C. Any 2 of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	**B. Any 3 of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The institution provides various opportunities for students to interact with and embrace different cultures. As a result students come together to celebrate various festivals from different communities and regions of India. From making a Rangoli to making a Halloween-themed artwork to dancing the Garba on Navratri or learning the Bhangra no matter what the culture is students of DAIICT participate in all with equal enthusiasm. Even during the pandemic, the student community stood together in each others' joy by celebrating festivals like Eid, Ganesh Chaturthi, Diwali, Christmas, Makar Sankranti, and Holi.

Amongst the late-night gaming sessions with friends, events like Kala (a competition to showcase their dancing, theatrical and musical skills along with their expressing power through poetry) Open Mic (where everyone is given a chance to speak and feel included and heard), Antakshari (a competition that brought back the 90s with the 2000s and the whole of India in one night) and Dance Tutorial Videos (where one had a great opportunity to learn various dance forms) were kept alive with great warmth and energy.

More significantly, to understand the economic hardships triggered by the lockdown and the demands of online learning, multiple surveys were held to understand the nature of the crisis within the student community. After several rounds of survey and analysis a "Student Emergency Fund" was created and a committee was formed to work for students whose families were impacted financially during COVID.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The institute promotes the secular, democratic and inclusive values enshrined in our Constitution. Students are encouraged to exercise their fundamental freedoms with a clear understanding of duties too.

The Student Body Government is formed by the will of students through elections where all students are equally eligible to be represented or elected as a head of the student body without any discrimination. All other student clubs and bodies are founded on similar democratic values and participation and membership is

open to all. Within the classroom, students are sensitized to present their views through reasoned argument and in a language that does not offend class, caste, religious or ethnic sensibilities. The Gender Cell promotes gender sensitization in all aspects of campus life. Citizenship and constitutional values are also inculcated through specific programmes, courses and projects that are oriented toward the design and application of technologies that lead to the empowerment of economically and socially marginalised citizens of India.

Students are encouraged to be mindful of the dignity of labour and treat all those working within the campus as staff and help with kindness and respect. They are also encouraged to participate in cleanliness and campus hygiene drives as part of an education in basic civic responsibilities. The Disciplinary Action Committee and the Gender Cell addresses student grievances and makes sure that all violations of personal freedoms and dignity or the damage of private and public property are prevented or rectified.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized	All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution organizes national memorial days such as Independence Day and Republic Day to instill patriotism in pupils. Flag hosting occurs on these days, followed by different ceremonies/events dedicated to our nation by various clubs and committees. Teacher's Day is an important day for students and

professors because students pay tribute to their teachers by performing various performances such as plays, and so on, and dedicate an entire day to the gurus of our lives. The institution also commemorates international commemorative days such as Women's Day, where sessions were held by clubs and the Gender Cell with the assistance of professors on the topics of enlightenment, great misconceptions, and the hotly debated - Feminism (The F-word). The podcast link is also included below. On the occasion of Women's Engineering Day, the institution also hosted a national-level ideathon with some curated insightful themes to brainstorm and come up with amazing solutions that can actually make a difference. On the occasion of International Women's Day, our valued guest speaker Ms. Henna Awtaney from Yoga and Wellness Studio, Ahmedabad, also hosted a webinar on the theme of Yog Shakti.

The Institute also celebrates International Yoga day with participation of both students and faculty.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

1. Title:Question Paper Upload System (QPUS)

2 . Objectives : -The system is locally configured on Moodle server which allows the faculties to upload the question papers pertaining to their courses.QPUS is made available on intranet with the restricted IP range only.

3. The Context : Earlier, the question papers (sealed enveloped) were required to be handed over to the CoE office. The Course Instructor has to visit the CoE office in person. The submission of question papers using this method was possible during the working hours only.

4 .The Practice :Normally, in the institution like DA-IICT, the prevailing practice is to collect the question papers in the physical forms only. This requires physical movement of question papers in a sealed envelope. The physical copy of the question papers reaches to the CoE control office, in which they are

stored and printed at the last moment to avoid any kind of malpractice.

5. Evidence of Success :The QPUS system is time tested and used for nearly three years (six semesters) without any difficulty. The acceptability of the QPUS is evident from the user's point of view too. Most faculty switched to digital submission of the question papers in place of in person, physical submission.

6. Problems Encountered and Resources Required :Initially, when the system was under development, the team faced certain challenges in terms of making is secure by putting IP range restrictions. There was also some issue for customization. All such issues were resolved using internal resources only.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

As a pioneering ICT centred institution established in 2000, DAIICT has played an invaluable role in developing a distinctive undergraduate programme in India. In accordance with its broad and dynamic understanding of ICT as an evolving discipline, its foundational undergraduate core offers students a deep understanding of the fundamentals of CS, ECE and IT along with a solid grounding in mathematics and science.

In accordance with its vision of a holistic education for engineers, its pedagogic intent is multi-disciplinary and integrates inputs from the Humanities and Social Sciences into its Core Curriculum in order to give students a contextual and critical understanding of technology and its applications in society. It was the first BTech programme in India to introduce the novel interdisciplinary course of STS or Science, Technology and Society for undergraduates.

Its Rural Internship course offers students exposure to real life contexts where they can engage with communities to solve problems of livelihood, health, education etc.

DAIICT plans to strengthen and adapt its undergraduate (UG) program, and make it flexible, diverse and multidisciplinary, so that it matches the requirements of the future. It has already

introduced an Honours degree within the existing BTech in ICT programme, and now seeks to extend and structure it further by introducing a more flexible ICT programme with opportunities for specialization in both Honours and Minors offerings.

7.3.2 - Plan of action for the next academic year

DA-IICT aspire to grow in the following directions and is preparing accordingly:

1. Scientific collaboration with premiere institutes in India and abroad.

2. Introducing more joint academic programs with other institutes in India and abroad. Currently, DAIICT offers two joint M.Tech. programs, one with IIT Jammu and another with C. R. Rao Advanced Institute of Mathematics, Statistics and Computer Science (C. R. Rao AIMSCS), University of Hyderabad.

3. Introduce more undergraduate and post graduate programs which are need of the hours. Apartfrom the structural integration of multi-disciplinarity within the Institute's core BTech courses,the Institute is also in the process of introducing a new Minors programmes that allow studentsboth choice and flexibility in enhancing their learning opportunities. One of the Minors we haveintroduced at this point is on Robotics and Autonomous Systems the other which we aim tointroduce in the near future is in Liberal Studies. In our Post Graduate offerings we haveintroduced multidisciplinary programmes in MTech and MSc. The MSc in Agricultural Analyticsis aimed at nurturing students, with insights and the know-how to take the sector into the future. This is a multidisciplinary program of agriculture and data analytics.

4. Institute is also planning to build up a strong relationship with related industries.

5. Including industry personnel and distinguished alumnus as professor of practice.