



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**DHIRUBHAI AMBANI INSTITUTE OF INFORMATION
AND COMMUNICATION TECHNOLOGY (DA-IICT)**

NEAR INDRODA CIRCLE, GANDHINAGAR
382007

<https://www.daiict.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The great pioneer, industrialist, and wealth creator, Shri Dhirubhai Ambani, founded Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT), Gandhinagar, in 2001 with a vision to help build a knowledge-led society in the era of the fourth industrial revolution. An act of the Gujarat Legislature provided for establishing the DA-IICT and conferred on it the status of a university in 2003.

DA-IICT is established as a Society under the Societies Registration Act 1860 and the Bombay Public Trust Act 1950. An act of the Gujarat Legislature provided for establishing the DA-IICT and conferred on it the status of a university in 2003. It was subsequently included in the list of universities maintained by the University Grants Commission under Section 2(f) and became a member of the Association of Indian Universities (AIU) in 2009. The Institute is managed by a Board of Governors, Academic Council and Finance Committee with visionaries and leaders from the industry and academia as its members.

Since its inception, DA-IICT has started as a unique establishment for promulgating the highest quality of education and research in the inter-disciplinary areas of information and communication technology (ICT), driving the trillion-dollar industry and economy based on computers, Internet, mobile communication, entertainment, artificial intelligence and other hallmarks of the fourth industrial revolution.

Over the last 20 years, the Institute has been striving hard to provide quality education affordable to its aspirants. Armed with the state of the infrastructure, eminent and visionary advisory bodies, distinguished faculty, proactive management, total autonomy in governance, unique curriculum and vibrant student community, DA-IICT has carved a niche for itself in the national/international league of institutions imparting quality technical education. The same is evident and demonstrated time and again against the various quality evaluations metrics such as:

1. Quality of Graduates
2. Research Output
3. Sponsored and Consortium Projects
4. Placement Statistics
5. Entrepreneurship Initiatives
6. Mentoring an Indian Institute of Information Technology (IIIT)
7. Design and rendering of high-quality teacher training initiatives
8. Organization of international seminars/ workshops/ summer schools/ winter schools/ conferences
9. Collaborations with National/International Organizations

10. Social Outreach

11. Environment Consciousness

12. Innovations.

Vision

The vision of DA-IICT is “to help build a knowledge-led society founded on intellectual competitiveness for global leadership.”

Mission

The mission of DA-IICT is “to become a first choice academic institute having high calibre students, a dynamic faculty, a sensitive administration, functioning within an atmosphere of innovative research, emphasising academic cooperation and global collaboration. To nurture graduates to be civically engaged individuals who recognise their responsibility and role in their communities and the world.”

The quality policy adopted by DA-IICT from the very beginning states that it wants to pursue global standards of excellence in all our endeavours, namely, teaching, research, consultancy and continuing education focusing on Information and Communication Technology (ICT) and allied areas. DA-IICT is committed to remaining accountable in our core and support function through self-evaluation and continuous improvement processes.

Evidence of DA-IICT’s excellence based on these vision, mission and quality policy is available in the public domain and is also detailed in this Self Study Report (SSR). In the previous evaluation by the NAAC in 2017, DA-IICT has received an A grade. In the NIRF ranking surveys, DA-IICT consistently remains around the rank of 100. The State of Gujarat has recognised DA-IICT as a Center of Excellence in 2021.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Recognized as the Center-of-Excellence by the State of Gujarat
- Ability to attract good students from all over India
- Ability to attract faculty members with good research records
- Academic reputation
- Novel academic environment without traditional academic departmental compartments to promote research and teaching collaboration
- Well-placed alumni
- Excellent placement record
- Adjunct professorship available for faculty members from abroad
- Professor for Practice positions are available for industry persons with a lot of experience
- Joint academic programs with other universities and institutes in India: IIT Jammu, CR Rao Institute Hyderabad, IIRS Dehradun, Anand Agricultural University
- Entrepreneurship and Incubation Center on campus

- Green and Eco friendly campus
- Active student body government involved in cultural, sports and techno-cultural activities
- Seed grants for encouraging research of new faculties
- Cumulative Professional Development Allowance (CPDA) funds available for faculty for professional expenses
- Complete automation through ERP
- Mandatory Rural Internship for inculcating Social responsibility
- Academic excellence in ICT through research led teaching
- Start-up companies created by faculty members
- Anchor institute status awarded by Govt. of Gujarat for mentoring faculty from other universities in the State

Institutional Weakness

- Infrastructural limitations for student residences as well as academic buildings
- Ability to retain quality faculty to compete with peer institutions
- Small number of international students and faculty
- Regional diversity is less in student population
- Untapped strong alumni base
- Small number of IPR generation per faculty member or research scholars
- Small number of incubations or start-ups from faculty and students
- Research centres with high-visibility mega projects

Institutional Opportunity

- Expand educational and research programs to address the needs of local industry and Govt. organisations
- Leverage the existing credibility of the Institute for newer academic and research programs
- Enhance fund-raising from the alumni and industry
- Deliver advanced education content online
- Develop MOOCs as the Institute has high-quality faculty members
- Expanding the interdisciplinary domain areas of executive training programs for the industry
- Develop stronger ties with universities abroad and in India
- Attract more international students
- Expand entrepreneurship opportunities for students, faculty and staff

Institutional Challenge

- To attract quality faculty and high ranking students
- Revenue generation for upscaling of operations
- Attract active participation of alumni
- Implementation of NEP 2020 to the next level
- Enhance international research collaboration

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

DA-IICT is a university devoted to Information and Communication (ICT) education and research. ICT embodies the convergence of computer and communication systems and has obtained wide acceptance as a distinct discipline within the country and abroad. The Institute adheres Outcome Based Education and implements Choice Based Credit System in all programmes.

The curricula of all programmes emphasise preparing the students for a competitive environment through solid foundational knowledge, a rich set of electives and significant exposure to projects with comprehensive guidance for higher studies and making the students ready for industry and entrepreneurship.

The institute follows a systematic curriculum design and implementation process by taking input from different stakeholders. The curriculum committee refers to the standards and studies of the model curriculum devised by the UGC and AICTE. The curricula in all programmes are structured with foundational courses, different elective courses, and internships/project work. Our programmes' course contents and delivery mechanisms are framed with a focus on skill development, employability, and entrepreneurship.

The institute has placed a feedback system for collecting student feedback for each course at the end of each semester. An exit feedback summarising a student's overall experience about his/her campus life and programme outcomes is also collected at the end of his/her programme.

In addition, the curriculum committee, undergraduate committee and postgraduate committee incorporate inputs for enriching the curriculum collected from different stakeholders.

Teaching-learning and Evaluation

Admission to the undergraduate programmes is based on the All India Rank of Joint Entrance Examination (JEE) Main for the All India category and GUJCET Rank for the Gujarat State category. The MTech programme's admission is based on Graduate Aptitude Test in Engineering (GATE) score. The other postgraduate programme's admission is made through an entrance test followed by interviews.

The undergraduate and postgraduate committee closely monitors students' performance. Every semester the committee identifies slow learners and advanced learners. Advanced learners are given an opportunity for teaching assistantship projects, whereas slow learners are handled with additional supporting resources.

Faculty members have developed various innovative pedagogical techniques to improve and enhance students' learning. Faculty members use innovative teaching-learning methodologies to make the students technically sound and enable them to serve society with their knowledge and skills. The classrooms have computers, projectors, document cameras, and tablets to support various teaching methods.

The Institute puts continuous efforts in hiring qualified faculty comparable to IITs. The minimum eligibility criterion for a faculty position is PhD from a reputed university. Many of our faculty have post-doctoral experience from abroad.

Teaching-learning is evaluated through multiple components (e.g. in-semester exams, end-semester exams,

quizzes, projects, and presentations). The Controller of Examinations office organises examination schedules, question paper collection and distribution, seating arrangements and notification through digital platforms. Theses and project reports are gone through Turnitin for plagiarism checks.

The POs and COs are clearly stated in each programme. The course contents and outcomes are revised from time to time based on feedback from different stakeholders. The attainment of the POs is arrived at using various assessment components, student course evaluation, and feedback.

Research, Innovations and Extension

DAIICT has a vibrant research culture. Our faculty have earned PhDs from IITs or reputed Institutes outside India, and many have won national/international awards/recognitions.

Our research in multidisciplinary areas has resulted in publications in reputed journals, conferences, sponsored projects, consultancy and patents.

Different Research groups work in multi-disciplinary research areas by setting up their research labs.

More than 11 crores of projects are currently running, with 39 ongoing sponsored projects. This has resulted in recruiting quite a good number of JRFs/SRFs working on various projects.

Our consultancy works with different industries have generated about one crore in funds.

The Institute has set up research facilities to support quality research. DAIICT Faculty are encouraged to do research by offering seed grants to support their novel ideas and inculcate research culture among the UG and PG students.

To encourage the establishment of startups, DAIICT has set up the DAIICT centre for Entrepreneurship and Innovation (DCEI), which has resulted in several incubates.

To ensure ethics in research, we have an ethics committee. We also have plagiarism software, as well as we offer a course in research methodology.

PhD students who graduated from DAIICT are well placed and serve in reputed organisations such as Samsung, Amazon, IBM, Sony, NIT, IIIT etc. Many of them have pursued post-doctoral at reputed universities outside India.

DAIICT has signed several MOUs with various research organisations, which has resulted in the offering of a joint MTech program with IIT Jammu. The M.Sc. (Agriculture Analytics) is Jointly offered by DA-IICT, Anand Agriculture University and the Indian Institute of Remote Sensing (IIRS, Dehradun) with the active participation of Industries.

In addition to academic research, our faculty and students are actively involved in conducting various extension activities such as blood donation camps, Yoga day, Youth-runs and sessions for the improvement of the underprivileged in rural areas.

Infrastructure and Learning Resources

The Institute has equipped all lecture theatres and classrooms with adequate ICT infrastructure, including desktop PCs, cameras, overhead projectors, and digital writing pads to deliver lectures efficiently.

The Institute has set up an in-house data centre providing IT services such as email, web hosting, software license management, and campus management.

An institute-wide Google suite enterprise and Webex were made available with several licenses immediately to support a seamless online teaching environment for faculty and students.

The server farm provides ample storage space to store teaching videos for access to students anytime and anywhere.

Workspaces in designated laboratories are provided to all undergraduate, graduate, and doctoral students are provided with workspace in their common labs.

There is a dedicated, sponsored research lab space exclusively for doctoral students.

Another critical infrastructure component is the resource centre (library) which provides many facilities for a conducive learning environment. The centre boasts a vast collection of technical, humanities, fiction, and non-fiction books. The centre also includes subscriptions to various e-journals, e-books, ShodhSindhu, and Shodhganga.

The Institute actively supports and encourages students to participate in sports and extracurricular activities. There are three indoor badminton courts and two outdoor volleyball and basketball courts.

The physical infrastructure of the institute includes a new boys' hostel, an efficient solid waste management system, a solar power plant, sensor-based water supply systems, and water treatment plants. The food court is a critical part of on-campus life and recently received a five-star FSSAI rating.

Student Support and Progression

DA-IICT is unique because of its small but diverse student-faculty community. Students from diverse social, cultural, economic, religious and linguistic backgrounds live together on the campus with rich flora and fauna, allowing excellent accessibility and interaction.

We oversee and coordinate the Student Body Government (SBG), campus residence life, cafeteria services, student health, sports and cultural activities, student clubs, the student e-magazine, counselling and many other areas of student life.

Students actively participate in various sports and cultural events regularly organised on campus, primarily by the SBG, under the guidance of faculty mentors and sports officers.

We have counsellors who are always available to attend to any distress calls from students and take care of their mental health.

DA-IICT has a robust Placement Cell which plays a crucial role in locating job opportunities for UG/PG students passing out from the institute by being in touch with reputed firms and industrial establishments. The Placement Cell operates to facilitate contact between companies and graduates.

The Institute organises several programmes such as career counselling, alumni interaction sessions, communication and soft skills development sessions, and orientation sessions to help students to take benefit of all the facilities available in campus.

A vast majority of students avail of scholarships to pursue their studies at DAIICT.

The institute has an Alumni Association, and feedback is obtained from its members regularly. We take a deep interest in our students and take pride in their achievements, both while they are here and after they graduate.

We provide a high-quality experience that not only complements but also enhances the learning that takes place in classrooms. Our mission is to engage and support the students throughout their learning experience. DA-IICT is dedicated to its traditions of building a brighter, more successful future for its students.

Governance, Leadership and Management

The vision of the institute is to help build a knowledge-led society founded on intellectual competitiveness for global leadership and the mission is to become a first-choice academic institute having high calibre students. The institute has a structured and hierarchical governance system. The Board of Governors (BoG) is the highest decision-making body followed by the Finance Committee, Academic Council and Board of studies. Director remains the chief executive for all functional decisions. He is ably supported by Deans and the executive registrar on day-to-day affairs. There is appropriate coordination at all levels for the planning and implementation of programs.

There are enough career progression opportunities for both faculty and non-teaching staff in the institute. Faculties are promoted based on their academic, and research performance vetted by an external expert. The institute has various welfare schemes for employees. The institute has provided 43 percentage of the faculties with financial support for pursuing academic and research commitments in various ways.

Resource mobilization is an important agenda of the institute for achieving its goal and the development of new facilities. Efforts are being made by the institute towards quality improvement in the academic and administrative ecosystem.

Institutional Values and Best Practices

The institute has a very unique and eco-friendly campus. The institute believes in delivering education with social values. The institute tag line aptly defines its distinct character – **“ENGINEERS WITH SOCIAL RESPONSIBILITY”**

A unique feature of the pedagogy is Rural Internship. During the internship, the students are working with NGOs in the villages wherever they are active. This gives an opportunity to the students to understand the lifestyle and priorities of the communities and contribute towards solving their problems.

The other unique feature of the institute is Students' Body Government (SBG). The SBG is by the students, of the students and for the students. All types of extracurricular activities are organized under the SBG umbrella.

The campus has the distinction of being **ZERO TOLERANCE TOWARDS RAGGING**. The Institute has robust policies and infrastructure to ensure gender equity and the safety of girl students. The Institute has two counsellors to interact with the students and counsel them in need. The girls' residence has, besides a guard on a 24x7 basis, a CCTV monitoring system.

The institute has a clear perspective of maintaining environmental integrity on campus. Some of the important activities taken up are the introduction of solar panels, energy-efficient gadgets, solid, liquid and e-waste management, rainwater harvesting, and groundwater recharge. The Institute has a sound wastewater recycling system, wormy composting from green waste. The carbon footprint is low due to the presence of an abundance of green vegetation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	DHIRUBHAI AMBANI INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY (DA-IICT)
Address	Near Indroda Circle, Gandhinagar
City	Gandhinagar
State	Gujarat
Pin	382007
Website	https://www.daiict.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	K S Dasgupta	079-68261572	9327043614	079-68261710	director@daiict.ac.in
IQAC / CIQA coordinator	Anil Roy	079-68261567	9376163094	079-68261710	iqac_dir@daiict.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	06-08-2001
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	30-11-2004	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Near Indroda Circle, Gandhinagar	Urban	50	202350	Under Graduate, Post Graduate, PhD		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	20				25				35			
Recruited	9	2	0	11	15	3	0	18	24	4	0	28
Yet to Recruit	9				7				7			
On Contract	7	1	0	8	1	0	0	1	6	3	0	9

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				50
Recruited	27	8	0	35
Yet to Recruit				15
On Contract	10	4	0	14

Technical Staff				
	Male	Female	Others	Total
Sanctioned				20
Recruited	13	0	0	13
Yet to Recruit				7
On Contract	3	2	0	5

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	2	0	16	3	0	25	5	0	67
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	1	0	0	0	0	1	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	6	0	0	6
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1145	120	54	7	1326
	Female	149	11	22	0	182
	Others	0	0	0	0	0
PG	Male	272	83	0	0	355
	Female	141	39	0	0	180
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	18	0	0	27
	Female	8	13	0	0	21
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team
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				Report
Cycle 1	Accreditation	A	3.11	NAAC Peer Team Report - Re-Visit 1st Cycle.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Information And Communication Technology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	DA-IICT offers various programs covering the multidisciplinary courses as part of its curriculum through electives. Assigning of academic credit for extra-curricular activities is being implemented from the academic year 2021-22. In Undergraduate Programs B. Tech. – Information and Communication Technology B. Tech. – Information and Communication Technology with Minor in Computational Science B. Tech. – Mathematics and Computing In Postgraduate Programs M. Sc. – Agriculture Analytics M. Tech. – Information and Communication Technology with specialization in ML, EC
2. Academic bank of credits (ABC):	M.Tech. Electronics and Communication (EC) with a specialization in Wireless Communication and Signal Processing. The course credits earned from C. R. Rao Advanced Institute of Mathematics, Statistics and Computer Science (C. R. Rao AIMSCS), University of Hyderabad will be transferred to DA-IICT. M.Tech. program in Computer-Science Engineering (CSE) with specializations in (a) Data Science and (b) Information Security. The course credits earned at DA-IICT would be transferred to Indian Institute of Technology (IIT) Jammu. M.Sc. (Agriculture Analytics): The course credits earned from Anand Agriculture University (AAU) and Indian Institute of Remote Sensing (IIRS) will be transferred to DA-IICT. Registration no. NAD003426.
3. Skill development:	The core idea of skill development is implicit in the natural incorporation of the interdisciplinary

	<p>curriculum and teaching philosophy of our university. Our students are hired by hard-core VLSI companies like Qualcomm or basic computer engineering companies like Microsoft and Apple, frequently placed by e-commerce companies like Amazon and Flipkart, working for Boeing, CTO of a 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 for a multitude of skill development which is inbuilt into our curriculum and teaching-learning process.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>DAIICT's BTech program integrates three core HSS courses into the engineering curriculum aimed at introducing students to various aspects of Indian society, culture, and languages. Although English remains the primary language of instruction, teachers conduct classes in bi-lingual mode and deploy Hindi or the local vernacular wherever required. Students are introduced to the diversity of Indian literature in the course, Introduction to Language and Literature; to social structures, customs, visual forms, and material culture in the course "Approaches to Society" and to the history, philosophy and social contexts of Indian Science and technology in the course "Science Technology Society". The overall objective of the HSS courses is to offer students a rich understanding of the diversity and plurality of Indian society and culture and underscore its relevance in holistic education for engineers. DAIICT's Masters in Communication Design Programme has also marked out cultural conservation and heritage as a critical area of student project work and has produced several films, interactive websites, mobile applications, and graphics which have documented different aspects of India's art, craft, performative, and visual communication practices. DAIICT has a Cultural Committee run by students with a faculty mentor. This committee celebrates festivals that fall during the semesters. This inculcates a deeper understanding and appreciation of Indian cultural diversity and its secular values. For all these purposes students are directed toward using online course material wherever required or relevant, particularly those offered by COURSERA, Udemy, NPTEL, IGNOU or SWAYAM"</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is a student-centric learning approach in which the course delivery and</p>

	<p>assessment are planned to achieve stated course objectives and outcomes. The Institute has developed the curriculum keeping OBE as one of the primary pedagogical aspects for all the programs. The curriculum of each program clearly stated Program Outcomes, Program Specific Outcomes and Course Outcomes. For course delivery, the course instructor keeps Program Outcomes and Course Outcomes in mind, interacts with the class, decides the components of course assessment, and observes how the course outcomes are achieved. Continuous evaluation through various assessment components (e.g. quizzes, assignments, presentation, projects, in-semester and end-semester exams) makes students engaged in the subject and allow him/her to check their performance in the subject. After completion of the course, students demonstrate both theoretical and practical knowledge and skills in the subjects. With the implementation of the OBE system in the programs, the course instructor can also keep track of students' progress in their performance.</p>
<p>6. Distance education/online education:</p>	<p>DA-IICT is committed to designing and conducting online certificate and diploma courses in partnership with leading corporate bodies, universities, and alumni who are associated with organizations of high repute. The courses run under the joint umbrella of Continuing Education Program (CEP) and (AIP), in which we work closely with the Centre for Entrepreneurship Development, Govt. of Gujarat. The focus is to offer specialized online courses in high demand in various industries and government bodies to students and professionals. We also offer courses under the AIP program primarily designed for faculties from various universities and colleges in Gujarat, where we "train the trainers" so that they can make their respective students industry-ready. The program encourages our institute faculties to become anchors of specific courses, design competitive course curricula without repeating already well-designed existing online course content given by other institutes of repute, and bring the best instructors, both from academia and industry. Some of the broader topics on which we are currently working are applied data science, applied image processing, applied natural language processing, applied speech technology, recommendation systems, MLOps, DevOps, Software System Designing,</p>

Applied Cryptocurrency, Cloud Computing, Cloud Security, backend web development, full-stack web development, web front-end design & development, research methodology, UI/UX Design, etc.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>DAIICT has established an Election Commission which works towards conducting fair elections of the Student Body Government representatives and also works towards awareness and Electoral Literacy. Through the Student Body Elections in the college, we follow a process similar to the general election process of the Government of India. We give our students a vicarious experience of how the elections are conducted and teach them about their roles and responsibilities as voters. The Election procedure is designed in such a way that it allows the students to understand the importance of electing a deserving candidate. We also conduct seminars at regular intervals for the students to educate them regarding the importance of elections in a democracy and how free and fair elections are conducted.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The university has appointed Dean (Students) as a mentor of the Election Commission to supervise its members and the working of the Commission. The Dean (Students) plays a crucial role in appointing the members of the Election Commission. The existing members select one representative student from every batch of undergraduates and one from the postgraduate batches. These selected students are then recommended to the Dean (Students), who interviews the candidate, and the final Committee is formed. The student members are called the Election Commissioners, and the most experienced member holds the Chief Election Commissioner position. The Commission manages all the elections process for the Student Body Government and makes efforts toward the awareness and importance of voting and voting processes through various activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of</p>	<p>The Election Commission conducts orientation programs before every Central or State Legislative elections for the newly eligible voters and spreads awareness about being a responsible voter. The</p>

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Commission also collaborated with the DAIICT Theatre Group and organised a special play this year in order to give the students an overall experience about how each and every vote matters in an election, consequently motivating them to be responsible and know their duties as a voter. The Commission also follows a preferential voting system in conducting the elections for the Student Body. This system of voting has been adopted by the Rajya Sabha for their elections. And through the Student Body elections, all the students can experience how the preferential voting system and its algorithm work.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Ex-Chief Election Commissioner, Mr Dishant Vyas, gave an interview in the Gujarat Samachar Newspaper detailing the election procedure in DAIICT, explaining the values of democracy and voter rights. The Election Commission had also organised a voting awareness campaign in the university during the Gujarat Legislative Assembly Elections held in December 2022. The campaign included mass emailing to urge students to vote in the assembly elections. Flyers and posters were displayed at various places on the campus during the same.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every year an orientation program for the incoming undergraduates is conducted in which the Election Commission briefs them about the election procedure followed in our country. They are also informed about how to register themselves as voters and get their voter ID Cards issued in detail. We further remind all the students to ensure they have a voter ID Card before every Central or State election through an email broadcast.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	7	6	6
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 1

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2074	1931	1791	1712	1675
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
563	521	492	475	465
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the University examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1973	1882	1752	1680	1625
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
9	12	11	14	14

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
186	177	170	152	157
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
74	68	61	62	55
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
80	80	70	70	70
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7471	12226	6554	3665	4919
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
135	120	134	127	108
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 33

4.4

Total number of computers in the campus for academic purpose

Response: 1210

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1797	1378	1881	1447	1858

4. Quality Indicator Framework(QIF)

Criterion 1 - 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 Institution.

Response:

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 chaired by a senior faculty of the Institute, and is composed of experts from industry, research organizations, and academia. The committee sought feedback from faculty, student, employer and alumni before devising/revising the curriculum, and it goes through multiple deliberations in faculty meetings, followed by approval of the Academic Council of the institute before its implementation. 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.

National development: The institute runs a joint MTech (CSE) program with IIT Jammu, a joint MTech (EC) program with C R Rao AIMSCS-Hyderabad and a joint MSc (Agriculture Analytics) program with AAU-Anand and IIRS-Dehradun. These put a strong focus of the institute's objective with pan India view of its academic and research collaboration.

The course on Approaches to Indian Society visualizes students about the national needs and how the young generation can engage in providing solutions to social developments of our nation. Course on Principles of Economics provides avenues to students to understand the socio-economic factors of the country. Industrial or Research internship helps students to experience solving problems and acquiring skills in scientific and empirical results. Yoga, life skills, sports make the student engage in co-curricular and extra-curricular activities apart from curricular aspects.

Global development: A rich collection of electives offered in our curricula meets the students' expectation for Global developmental needs. Different kinds of electives (ICT, Technical, Science, Open)

motivate students substantially to think, develop, analyze and experiment wherever they show interest. A good number of students pursue higher studies abroad in every academic session. The institute proactively participates in academic and research collaboration with many institutions in academia, industry and R&D organizations.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 9

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 9

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
186	177	170	152	157

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 68.73</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 222</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 323</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 88.89</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 8</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

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. Faculty members adopt a variety of innovative pedagogical approaches to enhance teaching-learning and evaluation, namely, project-based learning, flipped classroom, readings-presentation, etc.

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. Gender sensitization sessions are conducted in every academic session for making students acquainted with campus life.

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.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 29

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 29

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 25.39

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
517	475	455	450	431

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 50.63

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 1050

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 11.09

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
740	672	582	550	534

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 88.92

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
125	110	123	100	97

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The Institute has a system in place to assess 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. The Institute encourages advanced learners to take part in various live projects supervised by the faculty or by any other university or industry. Working in such projects enables students to enrich their knowledge.

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. A good number of courses are offered in the Summer semester in which a student can clear any backlog course(s) and opt for course(s) improvement as per the academic guidelines.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 28:1

File Description	Document
Any additional information	View Document

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

Response:

The institute believes that teaching courses not only imparts knowledge to the students, but is also a way for the faculty members to explore new areas. 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
- Peer discussion
- Project and presentation

One major challenge in effective teaching pedagogy is large class size. Large classes are challenging for simultaneously handling the needs of a relatively diverse audience, effective interaction, and ensuring attentiveness of the students. In courses with a large student registration or with labs/tutorials, some of our postgraduate students or senior undergraduate students are appointed as teaching assistants who help the faculty members implement the pedagogy effectively. This has multiple benefits: (a) the students find it easy to interact with their senior students and thus get their doubts clarified, (b) the teaching assistants get to revisit some of the concepts they might have studied earlier while gaining some teaching experience, and (c) the instructor gets feedback from the teaching assistants on the progress of the students. The classrooms are equipped with computer systems, projectors, document cameras, tablets to support a wide variety of teaching methods. Instructors are encouraged to share the teaching material and references via various Learning Management Systems like Moodle or Google Classroom, or through our Intranet, so that students can work on their concepts beyond the classroom.

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. Students perform a minimum of 2-3 laboratory courses per semester from 1st to 7th semester of BTech, and in the first two semesters of MTech and MSc and MDes programmes. 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. Students also use Overleaf and online collaborative tools for technical report writing and peer collaboration and meetings.

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. Typically, in-semester exams, end semester exams, quizzes, assignments, and in-class participation are some of the measures that help in assessment of students' performance.

Students have access to a variety of tools and resources in our Resource Centre such as subscription to journals and conference proceedings, online materials and campus wide high speed Internet connectivity.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Being an ICT focussed institute proactively uses the latest ICT-enabled tools for its academic and research activities. All the faculty members use ICT tools, in one form or the other, to teach and train the students. Faculty use LCD projectors, document cameras, laptops/desktops, smart pen tabs, video conferencing, printers, photocopiers, Pen Drives, scanners, microphones, and other e-learning tools to enhance the quality of teaching and learning. E-mails, Youtube, WhatsApp-group, Skype, webex, Google classroom, moodle (<https://moodle.daiict.ac.in/>), daiictpdc (<http://intranet.daiict.ac.in/>) etc. are used as platforms to share information, communicate, provide course material, make announcements, provide/evaluate assignments, make presentations, doubt clearing, course evaluation and mentorship. There are more than 20 ICT enabled classrooms in addition to three big Lecture theaters, conference room and Mini-Auditorium, equipped with all digital facilities such as touch screen, smart-writing pad, mike, projector, cameras and computer system. Anti-plagiarism software is used to check the authenticity of research/project reports submitted by students. Most of the staff members also use ICT tools to create an effective and efficient academic and research ecosystem in the campus. Internet and Wifi facility is made available to all the students/staff/faculty members in the Campus 24x7.

The Resource Centre (Institute's Library, RC) offers a wide range of e-resources which are extended 24x7 services via remote access facilities to all stakeholders. RC is housed in its wi-fi enabled two buildings with a rich and diverse collection of e-books, e-journals, databases and audio visual material in ICT, social science and humanities. This collection can be searched by a web-enabled online catalog. The students can also browse and access the various electronic resources such as e-journals, e-books and databases using the dedicated terminals in the reading zones. RC offers language learning as well. RC has resource sharing in collaboration with Information and Library Network (INFLIBNET) and National Digital Library of India (NDLI).

Faculty members use innovative practices to develop e-content and share it with students. Faculty and students are also provided remote access to computing facilities of the institutes. Institute has state of the art HPC facilities which are used for academic and research activities. Special lectures, technical talks, expert talks by industry professionals, workshops on latest technologies and various competitions are regularly organized in the campus to promote the use of technology. Since the outbreak of Covid-19, the institute has further strengthened the ICT infrastructure and smoothly conducted online classes, exams, PhD viva, thesis public presentations, faculty meetings, Research Advisory meetings, Board of Studies meetings using video conferencing facilities.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 33:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 62

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 86.36

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 94.85

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
72	65	58	58	51

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 8.09

2.4.3.1 Total experience of full-time teachers

Response: 599

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 29.69

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 11

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 last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	11	13	10

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.68

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	12	11	14	14

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

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

Response:

The Controller of Examination (CoE) office is handling the examinations of the institute.

Question Paper Upload System (QPUS): The course instructor uploads question papers through QPUS, which is regulated by the CoE office. The QPUS system is locally configured on Moodle server which allows the users (pre-defined) to upload the question papers pertaining to their courses. The system has an auto-email notification feature which sends two-way communication (course instructor as well as CoE) regarding any action taken by the course instructor. Considering security, the QPUS is made available on intranet with the restricted IP range only. The QPUS permit the user for uploading multiple question papers (upto 10 files) with the capacity of 20 Mbs for each course. The QPUS has a feature of adding comments, which allows the user to mention any special instruction related to Question Paper printing. The system generates a log of each action taken by faculty, which can be used by the authority for any disputes that arise.

Depository of Question Papers or Question Banks (DQP/QB): The CoE office manages the depository of the question papers for the exams which are administered by them. These question papers are saved on a drive in a soft copy format also.

Examination Schedule Generator (ESG): While preparing exams schedule, the ESG takes care of following criteria while designing the schedule: exams slots; utilization of room capacity and optimizing distribution; invigilation and question paper distribution to exam halls.

Record Keepings: The CoE office maintains records of invigilators attendance, answer book receivers, previous schedules, seating plans etc. for future requirements.

During the ongoing Covid – 19 periods, the CoE office conducted exams using online mode on Google Classroom and on the OPEP (Online Proctored Exam Platform).

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

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

Response:

All academic programmes' objectives and learning outcomes are clearly stated on the Institute's website under the respective academic programmes. Furthermore, the learning outcomes of each course are a part of the course outline, and these are specified on the course file shared with students and available in the Lecture subfolder in the intranet. Each course outline indicates how the lectures, readings, assignments, labs, and assessment policy and the expected learning outcomes, which are aligned with the programme educational objectives. In the beginning of each semester, the outlines, learning objectives and outcomes of all courses are published to the students.

Graduate Attributes:

- The graduates of our BTech and MTech programmes acquire core principles of engineering knowledge in ICT, Mathematics, Physics, Humanities and Social Sciences to solve complex engineering problems in the field of ICT and allied domains.
- The graduates of our BTech, MTech and PhD programmes identify, analyze and formulate complex engineering problems which they have competencies to solve with their acquired foundational and practical knowledge.
- The graduates of MSc and MDes programmes acquire technical skills and hands-on experience, which they apply for problem solving in IT applications in industry.
- The graduates use modern tools by which they can create, select, and apply appropriate techniques and IT tools including prediction and modeling skills to implement real-world problems which will have value to our society, e.g. safety, health, agri-business, etc.
- The graduates are trained with the impact of the professional engineering solutions in societal and environmental contexts, and they are able to adhere to the factors of environmental contexts while applying their skills for solving real-world problems.
- The graduates of our programmes have the ability to apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

- The graduates have gone through multiple internships and project developments, so they have the ability to work in a team environment and can work individually as well.
- The graduates have the ability to communicate effectively both orally and written. They are able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- The graduates have the ability to acquire social and ethical attributes that enable them to engage in independent and life-long learning in the broadest context of technological and societal changes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

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

Response:

Attainment of the Programme Outcomes

The programme outcomes for all programmes make contribution to the civic body through knowledge discovery, innovation, problem solving, and lifelong learning. The number of students graduated, employed and pursued in higher studies across all the programmes is an evidence of the attainment of the programme outcomes. The feedback system of different stakeholders which is in place in the Institute helps it to measure the attainment of the programme outcomes.

Attainment of the Programme Specific Outcomes

The programme specific outcomes 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. Semester Performance Index (SPI) of an individual student versus average SPI of all students gives an impression on how the PSOs meet their objectives and what measures can be taken further to improve PSOs.

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. The in-semester and end semester examinations of every course are based on a written examination, and the other evaluative components are dedicated by the course instructors and the same is shared with the students in the beginning of the semester.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.6

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 563

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 571

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

DAIICT is committed towards developing and maintaining the high standards in both research and teaching. Our faculty and students contribute to research in the field of ICT and various allied areas. DAIICT provides a conducive environment that fosters interdisciplinary research in cutting edge areas. Quite a good number of Govt. sponsored projects and consultancy works are undertaken by the faculty. Close to 80 PhD students have graduated so far and are well placed with few of them pursuing/pursued post-doctoral studies. DAIICT has been awarded the best university in innovation by GOG. Number of research groups, research labs, faculty with high research credentials, subscription to conference articles/journals from reputed publishers have contributed to our quality research. The Institute has a research promotion committee (RPC) headed by senior faculty. The faculty at DAIICT contributes to sponsored research as well as carryout consultancy works in different areas. Our research contribution has grown over the last few years. In this respect, DAIICT has a good number of research labs, including the DAIICT Center for Entrepreneurship and Innovation (DCEI), thus encouraging the establishment of startups. Research activities are greatly encouraged by providing seed funding, Cumulative Professional Development Allowance (CPDA) and financial assistance to students for attending national/international conferences. Joint thesis guidance and publication collaboration with leading institutes such as IIT Jammu has encouraged us to conduct better quality research.

DAIICT thrives to get the best minds of our country and abroad to build world class engineers and researchers. The contributions to both the research and teaching are due to the dedication of our faculty towards academic activities by bringing their experience in carrying out high quality work.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 23.36

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
43.04	15.24	24.81	29.31	4.38

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 1.88

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	2	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 113

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
39	31	21	16	6

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 100

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 1

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

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 last five years (INR in Lakhs).

Response: 0

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 1094

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
516	150	123	178	127

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 2.62

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 33

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 63

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

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.

Response:

DA-IICT Center for Entrepreneurship and Incubation (DCEI) provides an 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 birth to new ventures in the ICT domain. It aims to create entrepreneurial environments that facilitate connections and speed innovative ideas from concept to reality.

The DCEI is currently supported by the Ministry of Electronics and Information Technology (MeitY) to nurture and develop business ideas based on the latest and emerging technology. It has received following grants:

- A grant of Rs. 150.0 lakhs under the scheme ‘Expansion of Technology Incubation and Development of Entrepreneurs (TIDE)’ from MeitY.
- A grant of Rs. 15.0 lakhs from the Industries Commissionerate.
- First installment of Rs. 10.0 lakhs out of a total sanctioned grant of Rs. 100.0 lakhs for five years under SSIP.

The DCEI has also been recognised as a Nodal Institute for Start-up/Innovation to mentor the innovators by the Industries Commissionerate, Government of Gujarat. It is also a Partner to Govt. of Gujarat (Ministry of Education) under SSIP (Student Startup and Innovation Policy).

The funding disbursed by the DCEI to Start-ups has resulted in many incubates out of which two are started by DA-IICT faculty. For example, Almaconnect Solutions Private Limited creates a network for educational institutions and tracks its alumni members.

DCEI conducts various activities throughout the year through its Student Executive Council. Some of them include 10x Challenge, Entrepreneur's Talks, Guest Lectures, other workshops. Recently on 28th November 2021, DCEI organized "SellOut 2021", a fruitful event to give platform to the students to showcase their marketing skills and to make them think about solutions to real-life problems and present them with their own creativity. The online chat session with Mr. Tikam Singh Alma, alumnus of DA-IICT and Accelerator talk session with Mr. Saurabh Jain, Founder, Fun2Do Labs have taken place in January-February 2022.

Link: http://ceid.daiict.ac.in/incubated_till_date.html

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 17

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	7	1

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	4	7	6

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 10

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	4	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 2.21

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 53

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 24

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 3.84

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
52	78	36	43	37

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 8.8

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
114	125	98	113	113

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

- 1. For e-PG-Pathshala**
- 2. For CEC (Under Graduate)**
- 3. For SWAYAM**
- 4. For other MOOCs platform**
- 5. Any other Government Initiatives**
- 6. For Institutional LMS**

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.31

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 20

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.

Response:

1. Preamble:

1.1 The purpose of the consultancy policy is to set out the guidelines and procedures governing consultancy assignments taken by the faculty members of DA-IICT.

Faculty members may take up consultancy assignments provided they do not have any adverse impact on their ongoing academic and administrative responsibilities to the institute. The goal of the consultancy is to enhance their professional and/or academic competence and experience. This will also establish the link between the DA-IICT and external organizations (Industry, Service Sector, Government Departments and other agencies) that will aid DA-IICT in areas such as increasing research opportunities and student placement.

1.2 The standard terms and conditions for consultancy assignment are described in section-2. The scope of the consultancy does not include sponsored research projects and other engagements where DA-IICT has a MoU with concerned sponsoring organization.

2. Consultancy Terms and Conditions:

2.1 The period of the consultancy assignment will not exceed one year. In exceptional case where the consultancy assignment is likely to exceed one year, a detailed justification is required in terms of quantum of work and intellectual challenges and it must be explicitly mentioned in the proposal.

2.2 The time spent on consultancy assignment by the faculty (consultant) shall be limited to 52 working days in a year (from the start date of the project on receipt of advance payment), maximum one working day per week during the regular semester. However, the consultancy may be extended to non-working days of the week. The faculty member may be permitted to utilize not more than twenty consecutive days towards consultancy during the vacation period (summer and winter).

2.3 The minimum consultant fees per day will be Rs. 5,000/- plus GST at the prevailing rate or any applicable tax as prescribed by the Government of India from time to time. The minimum consultant fees as mentioned, is subject to amendment from time to time.

2.4 The disbursement of the consultant fees will be as follows:

(i) 70% of the consultant fees will be credited to the faculty's salary account through DA-IICT's payroll system.

(ii) 10% will be credited to the concerned faculty's Cumulative Professional Development Allowance (CPDA).

(iii) 20% will be credited towards Institute overheads.

2.5 If the consultancy project requires significant use of available institute resources (high-end computational software tools, specialized laboratory equipments, etc.), Dean (R&D) in consultation with the concerned faculty and Director, will recommend additional usage charges for usage of the institute resources; and it should be budgeted in the consultancy proposal.

2.6 The consultancy proposal will not include additional cost towards purchase of capital equipments and consumables.

2.7 The consultancy proposal may include hiring of additional manpower and it must be incorporated in the proposal.

2.8 Any other expenses (including travel and logistics) involved as a part of the consultancy assignment will be as per actuals, and reimbursed directly to the faculty by the sponsoring organization (client).

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 91.15

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
6.46	11.20	40.08	16.71	16.7

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

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 last five years.

Response:

Various kinds of extension activities were conducted during the past five years by the university. Students and faculty members on the campus carried out these activities. Our community service student group Sambhav is active in organizing various activities for the social cause.

Few of these activities include:

- Blood donation camp,
- Old age home visit,
- Orphanage visit,
- Vigyan Shala visit,
- Swachhata Hi Seva,
- Cloth collection and distribution etc.

These events are participated by a large number of students with good number of faculty members involved to motivate the students. Sambhav organizes Blood Donation Camp every year in association with Civil Hospital, Ahmedabad. Donations are held in our Faculty mess and the donors are provided food and all the necessary care. For more details, please see : <https://www.facebook.com/wemakeitsambhav>.

Our students arrange extension activities in the neighbourhood community sensitizing them to social issues and holistic development. They undertake the Plastic Free Campus drive to keep the environment neat and clean on a regular intervals. Every year, our Director visits the community science center under GUJCOST and contributes towards popularizing science and mathematics education among high school students.

The B.Tech curriculum at DA-IICT includes **rural internship (RI-One of the best practices of DA-IICT)** as a compulsory component. Each group of Students carry out 4 weeks of internship by and spending time with the villagers. The best part of our RI is that when the students graduate, they describe rural internship as one of the best experiences that they had at DA-IICT. Students work in various types of NGOs; some work on education, some are into bringing awareness, some fight for the rights of some groups, some are committed to health, some work for solid waste management and environment. A group of students who had gone to Uttarakhand took up the task of solid waste management on themselves. They not only segregated the garbage with their own hands but even designed a system that can be followed for garbage collection. Another group of students who were working with primary school children developed an app on mobile to teach them alphabets. The experiment was very successful. Many students develop close ties with the NGOs and the villages they worked for. Some students keep in touch with the families in villages and visit them again, long after their internship. The whole experience of living together as a group with just basic amenities, and doing some work that could be useful to the local population, leaves a deep impression on their minds.

Supporting Documents: http://intranet.daiict.ac.in/~daiict_nt01/NAAC-CYCLE-2/7.2.1_Supporting-Documents/

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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 last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 128

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	35	38	39

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 16.56

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
140	24	497	565	235

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 41.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	65	29	19	33

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document
Any additional information	View Document

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 last

five years.

Response: 105

3.7.2.1 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 year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
33	19	19	19	15

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document
Any additional information	View Document

Criterion 4 - 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.

Response:

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

Describe the adequacy of facilities for teaching-learning as per the minimum specified requirement by the statutory bodies, within a maximum of 500 words

Classrooms:

The institute is equipped with all lecture theaters and class rooms with adequate ICT infrastructure. 23 of the 25 classrooms have desktop PCs, projection facilities along with document cameras. In the recent light of the pandemic, all these classrooms were enhanced with live streaming cameras, digital touch pads, collar and podium microphones to ensure that the lecture is clearly visible and audible across the online platforms.

Software licenses:

The institute also migrated to institute wide Google suite enterprise for education (90 licenses), GSuite for education (10000 users) to ensure all video and lecture material pertinent for a course, to be available to students 24/7 access from anywhere. The institute acquired licenses for Webex (100 host license for faculty and 6000 student licenses) and Zoom to accommodate online teaching for large classes of 360 students. The institute also has number of licenses for a wide variety of academic software, that include MATLAB (2000), Netsim (2000), Xilinx(25), Cadence(25), Mentor Graphics (25), Grammarly (500) and Turnitin (2000).

Library:

The resource center (library) provides many facilities for a conducive learning environment. The library has been submitting the electronic version of synopses to 'Shodhgangotri', a repository created and maintained by INFLIBNET since 2011. This is in addition to the submission of the full text of the PhD theses copy for 'Shodhganga', a repository mandated by UGC since 2009. DAIICT creates bibliographic records of all theses and dissertations in standard bibliographic formats prescribed by the INFLIBNET Centre. DAIICT is also a content partner of NDLI whereby it shares the digital version of PhD theses in the form of metadata for effective and efficient information search. NDLI harvests this metadata for its users and DAIICT provides full text after due verification. This collaboration has been initiated since 2018. DAIICT Library is a part of Ahmedabad Library Network (ADINET) and Delhi Library Network (DELNET). The local libraries in and around Ahmedabad and Gandhinagar share their resources and expertise. DAIICT also collaborates to organize theme workshops from time to time and also encourages its library staff to present the papers/case studies in relevant conferences and workshops. DAIICT library collaborates with libraries of NID, IIT-Gandhinagar, IIM-Ahmedabad, Physical Research Laboratory,

Gujarat University,

Central University Gujarat, CEPT, PDEU, Nirma and other leading libraries in India to provide document delivery services to its users. The research profiles of DAIICT faculty members have been uploaded to Indian Research Information Network System (IRINS).

Computing resources:

The institute has its own Datacentre with 30 servers with a 10G switch for server farm to provide IT services like email, web hosting, files sharing, software license management, campus management, and imaging of PCs,. The Institute also has a setup of a HPC cluster equipped with a 40 Gbps SAN switch and Scientific Linux 7.1 OS, for the B.Tech ICT Computational Science (CS) program. The Institute also has created a computing setup comprising of eight computing servers to facilitate the research work of Faculty, M Tech and PhD scholars. The servers operate on Scientific Linux 7.1. Of these eight servers, three are set up with high-end GPU NVIDIA.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The institute supports and provides encouragement to students to actively participate in sports and extracurricular 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 and 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

Resources for other indoor games like Carom, Chess, etc. are provided at Students Activity Centre (SAC). The university team members are provided a complete sports kit with a tracksuit. Sports material and equipment is also provided to all students. The Institute teams of Football, Basketball, Volleyball and Cricket participate in various local and national level tournaments. The University participates in local tournaments and sports festival organized by distinguished Institutions like BITS Goa. The Sports Committee also invites colleges and clubs across Gujarat. The institute organizes state level sports festivals

for technical colleges for all games and sports (Basket Ball, Football, Volleyball, Table Tennis, Badminton Chess, Carom and Cricket. Additionally, internal tournaments between the students of the various programs are organized from time to time.

The Cultural Committee organizes 25-30 events throughout the year on different occasions as such Janmashtami, Teacher’s day, Deepavali and Dussehra etc. There are many other clubs such as the movie making club, Music club, Dance club, Debate Club, Cubing Club, Communication and Networks Club, Electronics Hobby Centre, Theatre Group, Film Club, Kheliya Club (Folk Dance), Press Club, Programming Club (Aryan), Web Development Club, Radio DA-IICT, Google Developers Group, Sambhav Group, and Microsoft Student Technical Club. All these clubs facilitate a medium to channel the bubbling creativity and enormous potential of students.

Forward Forum organizes lectures and other activities by eminent national and international personalities on campus. The Quiz club organizes regular quiz events on campus, and encourages students to participate in various quiz competitions around the country. Martial Arts Club has regular martial arts and yoga classes. The dance club tries its best to combine the deep-seated passion for the art with dedication and teamwork. The Debate Club has grown remarkably since its inception in 2009. It conducts weekly debates and Intra-College Debate competitions.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

Availability of general campus facilities and overall ambience

Describe the general campus facilities and its utilization in maximum of 500 words

ICT laboratories:

The institute consists of academic labs such as the computer lab, programming lab, electronics lab, computational sciences lab and so on. There are separate general purpose labs for undergraduate, M.Tech year I and year II. A newly built classroom plus laboratory has been dedicated as specialized classroom for the MSc Data Science program. The institute also has a common classroom plus lab for MSc IT which is our oldest post graduate program.

Research labs:

There are common research labs and sponsored research labs for PhD scholars. All labs are equipped with desktop PCs, printers, Wi-Fi and Ethernet connectivity. There are many research labs including Speech

lab, Information Retrieval lab, UbiSense lab, SmartCity lab, and System Design lab with institute provided and sponsored equipments, hardware and software.

General Facilities:

We have

- 20 KW Solar Power Plant which is installed at the laboratory building terrace.
- Sensor-based water supply systems are installed in hostel buildings to prevent overflow of water, reduce water wastage and power consumption by reducing the operation of the electrical motors.
- An efficient solid waste management system segregates food and horticultural waste.
- The water treatment plants on campus has a capacity of 6000 LPH. Water generated from the plant is used for drinking and cooking whereas the residual water is utilized for washing.
- Our on-site sewage treatment plant has a capacity of 3.5 lakh litres/day and the treated water is used for campus irrigation. Extreme care is taken through a team of gardeners to maintain the flora and fauna ecosystem on campus.

Food court:

The food court is a critical part of on campus life consists of nine food business operators serving a wide range of cuisines. The food served is critically checked and monitored by the cafeteria management committee. Other facilities on campus include fire hydrant system, diesel generator set (to supply power back up during power failure/emergency). We recently received a 5 star rating in FSSAI Eat Right Campus certification.

Sports facilities:

We have a Well-equipped Gymnasium and Yoga hall on the first floor of the sports complex. There is an open-air theatre where various student related events, convocations and other activities take place. Our football ground is well maintained and regular football games, cricket matches also take place. The Students Activity Centre (SAC) houses indoor badminton courts, gymnasium, and rooms for other indoor games.

Other facilities:

There is an ICICI ATM, medical store, on-campus doctor and ample parking facilities around the campus for faculty, students, and visitors.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 35.4

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
307.9	24.01	1214.6	1229.2	160.01

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

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

Response:

The library’s mission is to provide high-quality information resources to the DA-IICT community and achieve service excellence. 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. Our library team implemented the KOHA fully in-house 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 beta version of KOHA was tested with the library staff, students and faculty. The evaluation of key aspects 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:

- The search screen for the users has been branded with our institute logo along with the library (Resource Centre) thereby giving it a unique and distinct identity.
- Users can access print and non-print collections from Koha using its single-window search interface.
- There are smart filters for efficient searches.
- The users can customize their interface on login.
- The KOHA offers an uncluttered search page, personalized view, cover page capture, individual

reading history, book suggestions, tag cloud search

- The Various administrative transactions (issue, return, fine collected, overdue etc.) are captured and analyzed to take timely action and also to represent these numbers on our library dashboard
- The users have been trained to create their own profiles so that they are able to have customized reading lists which they can share with their peers.
- Auto acknowledgement emails help users to get timely information about their transactions including book suggestions and late return fines if any.

The library has acquired subscriptions of a variety of e-journals such as IEEE Xplore, ACM Nature Online, ScienceDirect, Springer and so on. A wide collection of e-books including collections from MIT, Wiley, and Springer ebooks are also available. The resource center also has subscription to e-courses such as IEEE ComSoc tutorials, IEEE eLearning Edge Computing, Udemy Online Courses. Access to online e-lectures from DAIICT guest lectures NPTEL, and SWAYAM is also available for students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 133.92

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
141.99	129.50	127.26	123.20	147.63

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 20.11

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 432

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 33

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response:

The ICT policy is fairly transparent. The objectives of our ICT policy are to set 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 informs 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. Average budget estimates of 1.5-2 crores for CAPEX, and 50-60 lakhs OPEX is approved. Additional budget for equipment/computers/software is raised accordingly on demand.

For up-gradation and deployment of new technology and renewal of software subscription and also institute provides extra budget as & when required. Regular clean up drives are conducted to remove stale components, old equipment 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. We renew all software regularly and upgrade some depending upon the license requirement or specifications requirement from the respective faculty. We upgrade our labs with ICT hardware on a need basis. For instance, we procured 30 desktops in 2019, 15 desktops in 2020. During the pandemic, we upgraded all 23 classrooms with Wacom writing pads, Logitech video cameras and other required infrastructure.

The institute has Wi-Fi connectivity across the campus including the food court, hostels, resource center, faculty blocks, lecture theatres, and classrooms. The boys' hostel is completely Wi-Fi enabled. The girls' hostel is equipped with LAN connecting points in each room and recently in November 2021, the common area was provided with Wi-Fi access points.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 2:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

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

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files	
1	View Document

4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 32.25

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
636.88	269.79	694.5	436.39	727.29

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

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.

Response:

As per the ICT policy, each of the 64 faculty is provided with a personal office room equipped with either a desktop PC or a laptop, a telephone, air-conditioner, furniture including tables, chairs, and bookshelves and a common printing facility. 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 by DST GujCost 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.

The resource center or library connects the user to its relevant information resources. It serves as an innovative partner in teaching, learning and research activities. RC is housed in its Wi- Fi enabled two buildings covering an area of about 16000 square feet which can accommodate about 300 users at a time. The RC has a rich and diverse collection of about 31020 books, 11230 e-books, 5674 e-journals, 78 print journals, 10 databases, 663 theses and 3913 audio visual material in the ICT, social science and humanities. This collection can be searched by a web-enabled online catalogue. The students can also browse and access the various electronic resources such as e-journals, e-books and databases using the dedicated terminals in the reading zones. RC offers language learning as well.

1. Introduction:

1. The Estate Section in Administration Division headed by the Estate Engineer under the supervision of Head (Administration) is responsible for maintenance of campus buildings, machineries and equipment. The section contains supervisory and technical staff such as Estate Engineer, General Assistant, Electricians, Plumber and Carpenter.
2. The maintenance of computers, servers, communication equipment etc., are handled by the Systems Administration Section headed by Manager (IT & Systems) and overseen by the ICT Committee. The Section has Manager (IT & Systems), Hardware and Software Engineers, Project Leader supported by System Administrator, Support Engineer and a Helpdesk with a Coordinator to record defects and break-down complaints.
3. The staffing allocations as narrated above have enabled the Institute to implement effective preventive maintenance and also attend to break-downs and defects instantly and maintain all the

equipment and computers in working condition on 24 x 7 basis.

2. Maintenance Policy:

The Institute has three distinct maintenance policies – (a) Preventive (b) Break-down (c) Total Maintenance.

1. The Estate Engineer conducts periodical inspection of campus buildings and generates proposals for required maintenance. The proposals, after review by the Head (Administration), are forwarded for approval of the Executive Registrar/Director depending upon the estimated cost. In case the estimated cost exceeds Rs.1.00 lakh a detailed assessment of the proposal is carried out by a Committee consisting of the Executive Registrar, Head (Admin. & HR), Estate Engineer and Commercial Officer and based on the recommendations of the Committee, on approval of the Director, tenders are invited from selected building maintenance contractors.
2. On technical and financial evaluation of the tenders received, with the approval of the Director the work is awarded to a Contractor who has the reputation of rendering quality maintenance work of buildings and at a cost moderately lower.
3. In respect of machineries and equipment such as transformers, generator, air conditioners, water treatment plants, garden irrigation system, annual maintenance contract is awarded which includes preventive maintenance and break-down occurrences to Contractors who are specialized in maintenance of machineries and equipment following the tender procedures as described in Sl. No. 2.1 and 2.2.
4. The Estate Section monitors and certifies the quality of work carried out by the Contractors. In certain specialized maintenance work, external experts are invited to assess the quality of work and certify.
5. The Systems Administration Section, invites tenders from reputed specialized Contractors for maintenance of Computers, Servers, Communication Equipment and other ICT equipment every financial year. The tenders received are technically and financially evaluated by the ICT Committee headed by a faculty as Convenor with other two faculty members, Executive Registrar and Manager (IT & Systems) as members. The recommendations of ICT Committee are submitted to the Director and on his approval the total maintenance contract is awarded.
6. The contract awarded specifies preventive, defective and break-down maintenances. The Contractor assigns a group of specialized technical personnel on campus to handle maintenance, technical glitches and break-downs on the spot. The hardware and software engineers of the Institute oversee and monitors the work of the technical personnel assigned by the Contractor.
7. The building maintenance of Laboratories and Class Rooms are handled by the Estate Section. The maintenance of Servers earmarked, Computers and audio-visual equipment installed in Laboratories, Lecture Theaters and Class Rooms are maintained by the Systems Administration Section.
8. The Systems Manager certifies the quality of work and bills of the Contractor for payment and reports to ICT Committee on the services of the Contractor.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 40.59

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
884	819	776	669	595

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 30.86

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
476	885	519	649	312

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 100

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	22	32	25	25

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	22	32	25	25

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 78.2

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
477	420	361	376	340

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 22.91

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 129

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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 last five years.

Response: 123

5.3.1.1 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) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
24	41	33	16	9

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

DA-IICT has a Student Body Government (SBG) which comprises more than 100 plus members acting as representatives to 9 committees: Academic Committee, Cultural Committee, Hostel Management Committee, Sports Committee, Annual Festival Committee, Cafeteria Management Committee, ICT Committee, Student Placement Cell and Tech Support committee. Apart from these committees, there are nearly 25 hobby-driven clubs who conduct various activities for the students as a part of the SBG calendar. The primary objective of SBG is aimed at monitoring and regulation of all student activities, justice and equality in all aspects of student life and enhancing the overall development of all students. The key elements of SBG which makes it unique are:

- SBG serves as the main forum for discussions of student opinions, concerns, plans and activities.
- The members are elected through Parliamentary elections conducted by the Election Commission, DA-IICT. The members of SBG (9 committees), among them, elect Convener, Deputy Convener, Treasurer and Secretary of the SBG, known as the SBG Core Team.
- The SBG Core Team acts as an interface between the SBG (the student community representatives) and the Administration/Faculty. Dean (Students) is the official mentor of the SBG. In addition to coordinating activities of the various committees and clubs, SBG core also ensures that calendar clashes are prevented among these activities.
- SBG General Meetings are conducted regularly to discuss the happenings within campus and what work needs to be done by the SBG. This ensures smooth functioning of the SBG. It also oversees, and keeps a check on, the functioning of the committees and clubs.
- SBG democratically pass budgets proposed by various committees and student clubs, after due consultation of SBG Core Team. Resolve conflicts among committees and clubs, through an open and frank discussion in the Student Body Government meeting. Make changes in the existing Constitution through amendments.

Details regarding SBG membership, structure and functions, constitution of the committees, meetings, budget and finance are documented in SBG constitution (<http://sbg.daiict.ac.in/#/constitution>).

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 12.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
16	7	13	16	11

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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.

Response:

The DA-IICT Alumni Association exists to create and maintain a life-long association between the Institute and its alumni. The Association works to connect alumni, support students and build an extraordinary Institute experience through a diversity of events and celebrated traditions. The mission of the Association is to cultivate strong bonds between alumni, students and the Institute, to keep alumni acquainted, and create a network enabling them to remain involved with their alma mater.

The name of the institute's registered alumni association 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 AA is formed by DA-IICT Director's choice. In subsequent years it will be constituted based on its Bylaws. DA-IICT has provided an office space and a telephone for the AA to function from the campus.

The Alumni Association, with a membership of over 5000, supports and promotes the interests of the Institute and expands awareness of its achievements within the country and abroad. The Director announced the first executive committee of the newly registered Alumni Association with Dr. Vinod Kumar Mall (2015 batch alumnus) as President at a meeting held on 19th September 2017. In this meeting, the newly elected Committee discussed matters of mutual interest particularly, on protecting and strengthening the relationship between the Institute and Alumni Association, contributions of alumni in upgrading the Institute's academic and Alumni Association Activities and Achievements research activities and membership of Alumni Association, i.e., annual and life memberships. A group of alumni representing 2003, 2009, 2011 and 2014 batches interacted with the 2018 batch of BTech students during their orientation. Similarly, another group belonging to MTech, MSc(IT), MDes and PhD graduates interacted with the 2018 batch of PG students at their orientation on 23rd July 2018. A special alumni meet was organized on campus before the Convocation on 20th January 2018 and this meeting facilitated the alumni to interact with the graduating class.

Link: <https://www.daiict.ac.in/alumni-board>

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: B. 50 Lakhs - 100 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

Criterion 6 - 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.

Response:

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

Mission: to 1) become a first choice academic institute for students both in graduate and post-graduate levels, (2) offer to them a dynamic faculty, a sensitive administration, (3) enable them to function within an atmosphere of innovation, emphasizing academic cooperation and global collaboration, (4) continuously adapt to the changing needs and demands of Information and Communicational technology, (5) encourage innovation and interdisciplinarily, (6) integrate ICT with subjects in humanities, social science to provide a holistic and well-rounded education to the students.

DA-IICT aspire to grow in the following directions:

- Scientific collaboration with premiere institutes in India and abroad.
- Introduced three joint programs in MTech with two premiere institutes in India (IIT, Jammu and CR Rao Institute-AIMSCS, Hyderabad).
- Introduced from this academic year a unique MSc in Agriculture Analytics program in collaboration with Anand Agriculture University, Gujarat, IIRS, Dehradun, Dept. of Space
- Added foreign nationals as adjunct faculties.
- Institute has built up a strong relationship with premiere R&D organization like SAC, ISRO.
- Industry personnel and distinguished alumnus are requested to join as Professor of practice.

DA-IICT has planned to introduce new academic programs with

- Greater flexibility- Choice based curricula.
- Multidisciplinary, Interdisciplinary and holistic education across science, social sciences, humanities, and arts to ensure the unity & integrity of all knowledge.
- Emphasis on Outstanding research that is a prerequisite for outstanding education and development.

DAIICT has introduced following changes in the academic and administrative governance.

- Appointment of Associate Deans of Academic Programs and Research to strengthen the Dean of Academic Programs and Dean Research and Development in discharging their duties.
- Strong leadership and management skills in all of the places where they are needed.
- Governance is decentralized, empowering, responsible, and responsive.
- Creation of 3 new posts (Assistant Registrar, Media Officer and Media consultant) in the administration for smooth operation.
- Inculcating newly hired faculty members in key positions in Admission, Placement, Student affairs, and other committees.
- Hired of 22 highly qualified faculty members through a rigorous selection process in last five years

and the process is still continuing.

A sizeable number of scholarships are also provided to the needy students for their development. All the processes set up by the institute are student centric and student friendly. Institute has disbursed **in last five years Rs.3,56,66,500** to UG students, including NRI, and PG students (MSc-IT, MSc in DS) as scholarships (merit, merit cum means). Additionally, institute has disbursed on average **Rs.12,72,89,942** in last five years towards scholarships to Teaching Assistant, and PhD scholars.

Institute has implemented the code of ethics that helps us sustain such an environment and ensure the general wellbeing of all.

Institute have robust human resource related processes on appraisal, performance linked increment for faculty and staff member, and Procedures on Faculty Promotion to Higher Rank. Institute is also having an effective student support arrangement under the supervision of Dean Students.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Director along with three Deans, two Associate Deans, and Executive Registrar are integral part of strategy planning and implementation. The names of Deans, academic and research, are proposed by Director and approved by President, DAIICT for a period of three years extendable up to five years. They along with faculty and staff members play important roles in collective decision making, for smooth functioning of the academic administration, in promotion of research activities and in providing an overall growth of the Institute. Deans and Associate Deans are selected by rotation so that senior faculty members get opportunities to provide leaderships.

Decentralization is implemented with proper and appropriate delegation of powers as per MOA to the Director, Dean Academics, and Dean R&D, Executive Registrar. The institute takes policy decisions through its statutory bodies viz., Academic Council for academic matters, Finance committee for fund management. The budget proposal is decided after taking input after due deliberation with faculty members on academic and research requirements.

Institute has lean and competent administration, transparent financial systems, strong internal and external audit, and effective student support system to allow students’ participation to the extent required. Strong human resources related processes include performance increment based on annual appraisal received from the faculty and staff members, monitoring the quality of teaching each faculty through students’ feedback in each semester.

Institute since its inception encourage staff and faculty members to participate in various management activates to enhance the academic and research eco system of the campus. All faculty members are given the freedom in the curriculum design, course development, and content delivery including evaluation and grading process. They are involved in laboratory development, procurement of equipment. Faculty meetings are organized regularly to capture their comments and suggestions for the growth of the institute.

The Institute has constituted various committees as per policy guidelines and implementation strategies mentioned in the office orders for seamless functioning of activities related to academics, research, and students' activities. These are i) Board of Studies, ii) Under Graduate (UG) Committee, iii) Post Graduate (PG) Committee, iv) ICT Committee, v) Campus Learning Management System (CLMS), vi) Resource Centre Committee, vii) Placement and Internship Committee, viii) Continuing Education Program (CEP) Committee, ix) Disciplinary Action Committee (DAC), Gender Cell Committee, x) International Students Office, xi) Web Committee, viii) Thesis Award Committee, xii) Social Media Committee, xiii) Annual Report Committee.

The faculty and staff members of the above mentioned committees take active part in the day to day operation and overall decision making process. Institute believes in strong leadership, participative management, delegation of powers to important stake stakeholders (conveners of various committees). The faculty and staff members, student representatives are part of various committees' viz., IQAC, Gender cell, Placement cell, and Hostel and canteen management.

The admission process for UG, PG, and PhD students' is handled by a committee convened by one faculty member. The logistic support in conducting the admission tests is provided by Controller of examinations (COE) and his team.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The strategic plan of the institute is effectively deployed in the following areas:

- Teaching and learning
- Research and development
- Accreditation, participation in state and national ranking and implementation of NEP2020
- Human resource planning and development
- Industry interaction

After 20 years of existence DA-IICT has prepared a Strategic Plan for itself, wherein it has clearly

described its aspirations as i) Short Term goals and iii) Long term goals. This strategic plan not only includes infrastructural overhauling but also academic reorganizing in terms of periodic revision of curriculum, proactive research and development policy, means and measures towards attracting and retention of qualified faculty, inclusion of industry experts in the decision making bodies of the institute as well as partner with them through joint Memoranda of Understanding (MoU). MoUs with Foreign Universities for partnership in joint research, curricula development, student/faculty exchange and sabbatical options.

The Institute has registered for **National Academic Depository** on 17 September 2020 . The institutional ID for NAD is NAD003426.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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

Dean Academic is supported by Associate Dean, UG & PG committees headed by UG & PG Convener to manage the academic administration. Similarly, Dean Research is supported by Associate Dean, Research Promotion Committee, and DA-IICT Centre for Entrepreneurship and Innovation (DCEI) to promote research and establish a strong research & innovation eco system in the campus. DCEI is section 8 company funded by the institute, Technology Incubation and Development of Entrepreneurs) Grant under Meity, GOI, Nodal Grant under Industries Commissioner (Industry and Mines Dept.) - GOG, and Student Startup and Innovation Policy (SSIP) by GOG.

The recruitment process to appoint faculty and staff members are done in a transparent mode and this

process is year round activity. Eligibility criteria in terms of academic qualification, quality publications are clearly mentioned in the rolling advertisement on Institute website. Institute has well defined policies and procedures for faculty promotion to higher ranks, i) Asst. Professor to Associate Professor, ii) Associate to Professor. The residency period, screening process are part of the Policies and Procedures. The selection committee includes members of the search committee headed by the Director of the institute and external domain experts from premiere national institutes like IITs.

Institute has a Policy on Cumulative Professional Development Allowance (CPDA) of Rupees 3.0 lakhs for every block of three years on a reimbursement basis to the faculty members (after completion of the Probation period) to support the following:

- Attending international/ national conferences/ symposiums/ Purchase of Books
- Attending training and research programs for professional development
- Membership of Professional Bodies

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	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

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 .

Response:

The faculty is the most valuable resource of an institute besides, possibly, the students. To attain and sustain an eminent status, an institute has to utilize its faculty resource to its fullest potential. This is achieved by enabling the objectives of the institute to be aligned with that of the faculty. For an institute to make it happen, the first step would be to send a clear message to the faculty regarding what constitute the performance of a faculty member, and how is it going to be measured. A fair, transparent, objective, equitable, well understood annual appraisal process can be the enabler. It is to be designed to reward the performers and encourage others to improve their performances.

DAIICT has been evaluating the performances of its faculty members for the last five years in four buckets, viz., teaching, research, consulting and admin. Beginning from 2020-2021, the institute has put in a formal process of collecting annual self-appraisal from the faculty members. They are requested to fill out an online form. It records all kinds of activities of the faculty members related to the four buckets mentioned above. Earlier, the data were provided by the Resource Centre (Library) regarding publications, and ((Dean (Academic) regularly collects student feedback through Registrar's office, and Dean (Research)'s office regarding other activities (sponsored research, consultancy)). Institute collects information regarding awards received by individual faculty members every year for inclusion in the Annual Report annual. For evaluation of performance, currently a scoring system has been developed. The overall performance of a faculty member is graded into three categories, viz., "Excellent", "Good" and "Fair". The performance measurement system facilitates the faculty members to self-assess its performance and benchmark with others. Also it helps the institute to reward the better performers with appropriate annual incentive.

The institute recognizes the importance of a faculty performance evaluation process. However, no such process can be free from issues and problems, and bearing this in mind the institute has constituted a committee to review the process regularly, and recommend changes if deemed desirable to improve it.

Institute has appraisal for staff members to assess their integrity, spirit of team work, attitude, and capability to accept challenge, proficiency in work, etc. This input is captured annually to decide annual incentive of each staff member.

The Welfare measures for teaching and non-teaching staff include:

Health center facilities :

Two visiting doctors visit the center every day at fixed hours on all working days for the students, faculty & staff members. Panel of medical specialists is also available. Institute has a stress management center. DA-IICT has a tie-up with various reputed Hospitals in and around Gandhinagar for the Cashless treatment of staff and faculty members.

All regular employees of the Institute are sent to the hospital immediately on joining for medical fitness test and subsequent medical fitness certificate is obtained from the Hospital for our records. All permanent staff, faculty and their family members are covered for Cashless hospitalization for Rs.10,00,000/- including Covid-19.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 39.23

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	22	29	16	23

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

Other Upload Files

1 [View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized

by the institution for teaching and non-teaching staff during the last five years.

Response: 9.8

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	6	12

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 21.93

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	17	14	13	12

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

Institute proactively working to get funds from various sources such as sponsored research, consultancy, fees, Alumni, Anchor Institute Program (AIP), GoG, etc. The primary goal of the institute is to utilize these resources optimally towards scholarships, building a vibrant academic & research, and innovation eco system to attract best faculty, staff members, students, and infrastructure development. Institute is awarded the status of Centre of Excellence (COE) by the GoG. We have a strong brand value in Gujarat. Hence, we get meritorious students from the state and Pan India in every academic year. In order to attract more and more quality students which will provide additional revenue, we are introducing new UG and PG program. This in turn will enhance the research quality and international/ national perception of the institute.

The long term plans of the institute are

- Introduction of Online/ blended Distance Learning programs- Executive Development Program, Certificate/ Degree Courses, etc. The institute wishes to exploit the research led academic environment to further enhance the earning.
- Institute has a registered Alumni society since 2018 and wishes to establish a stronger bond with the Alumni both nationally and internationally. This will lead to proactive participations of the Alumni in collaborative research and consultancy.
- Institute will encourage interested Alumni to join as Professor for Practice.
- Institute as part of long-term strategy will be hosting ‘alumni only’ fundraising events and promote an alumni matching gift program (a matching gift is a donation that an alumnus makes to his/her institute and is then doubled by institute’s matching gift program).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 186.27

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	186.27	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 25

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	25	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

One of the important institutional bodies-the Finance Committee Chaired by the Director monitors and regulate the financial resources of institute. The primary goal of the Finance Committee is to estimate the budget after discussing with important stakeholders Dean – Academic Program, Dean Research & development, ICT Convenor, Library Committee, Dean Students, etc., before the start of every financial year. The internal audit is conducted twice a year. The Internal Audit mechanism is in fact a budgetary

control system. Financial control is undertaken after periodic comparison with actual income and expenses. Budget Estimate is prepared based on income and expenditure. The internal Auditor's report is analyzed by the Finance Committee under the Chairmanship of the Director and a revised budget estimate is prepared in the month of September to reallocate the budget depending upon the emergent need of the institute. The Institute have both internal and external Audit system. All vouchers are internally audited before it is produced to Statutory Auditor.

The accounts of the institute are audited by an Independent Chartered Account Firm at the end of each financial year and is approved by the Board of Governors. The Annual Balance sheets are uploaded on the institute websites.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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.

Response:

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.

After the constitution of IQAC in 2017, IQAC has contributed in different areas of governance and academic development of the institute. Some of the major achievement are as follows

- In the last 5 years three new multidisciplinary and multi-institutional programs have started e.g. **M.Tech. (EC) is offered jointly by CR Rao Advanced Institute of Mathematics, Statistics and Computer Science (AIMSCS), Hyderabad and DA-IICT, MSc in Data Science, B.Tech in Mathematics and Computation.**
- Contents of all the programs are reviewed / updated with the inputs of all stakeholders.
- For research promotion, workshops/seminars/conferences have been organized and attended by faculty. This has resulted collaboration with other institutes and opportunities of new MoUs.

- Based on the analysis in IQAC meeting of Jan 2020, it was decided that each instructor will submit his/her evaluation policy at the beginning of the semester. And it should be recorded in the course file submitted by the instructor.
- Feedbacks, are collected from Students, Faculties, Employers, and parent's feedback regularly.
- Process of procurement of an Institutional ERP and constitution of Technical Committee have been completed in September 2021.

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 parent's feedback as much regular as possible.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

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 Five Star Institution (2022).

- 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 Academic Year 2020-21.
- 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	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - 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 last five years.

Response:

Gender Equity is one of the core values of this Institute. It has been ensuring gender equity through its institutional structures as well as through its larger campus culture. It has striven to secure equity of representation, responsibility and opportunity for its faculty, staff and students and sought to mainstream gender equitable values in its classrooms and campus. Apart from the regular activities toward gender sensitization, individual faculty also include gender inclusive curricular material in their courses that discuss contributions of women in science, technology, philosophy and culture as well as problems of discrimination and marginalization.

The institute takes utmost care for the safety and security of the students by installing CCTV in the girls' hostel, engaging a lady guard, 24 x 7, in the girls' hostel and by enforcing main gate time in-time out restrictions for all students.

The institute has one full time and one-part time and one full time counsellors for the students who besides interacting with the students, organizes sessions on various topics like gender sensitization, security, mental health etc.

The institute has also developed common rooms in both boys' and girls' hostel to be used in emergency by the faculties, staff.

The following are some of the specific events and activities organised on campus on gender sensitization.

- Two interactive sessions were held from 25th-26th June 2021, celebrating pride month. One of these discussed Queer Identity Politics in an Indian context as well as some Indian artworks and their discourse relating to queer depictions, inclusive of Devesh Singh and Vinit Vyas as speakers.
- An online portal on our website has been inbuilt in the institution for a long, to allow easy access to students, etc to details of gender cell in case of need.
- A talk on Feminism (8th March 2021): The F-word of the 21st century was held independently, with a discussion led by Prof. Shweta Garg and the Gender Cell representatives.
- Various discussions on films, past and contemporary were held regularly in the Gender Studies Group which consists of students from all batches, to discuss their notions on various, generation definitive pop-culture sensations like “Kabir Singh”, “The great Indian Kitchen”.

A Gender Sensitization Play was also created by DA-IICT Theatre Group in collaboration with Gender Cell, DA-IICT under the creative supervision of Prof. Shweta Garg which turned out to be very impactful, breaking the barriers to the old conservative mentality in the society.

Supporting Documents:

CCTV Photos: https://www.daiict.ac.in/sites/default/files/other-files/7.1.1-CCTV_v1.pdf

Gender Cell Information: <https://www.daiict.ac.in/internal-complaint-committee>

Counseling

Report: https://www.daiict.ac.in/sites/default/files/other-files/7.1.1-Counselling-Report_2017-to-2022.pdf

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Food Waste:

- Wet and Dry Waste are collected by the Gandhinagar Municipal Corporation on daily basis.
- Surplus food is donated by FBOs to the needy persons to feed cattle.
- Skins of fruit and vegetables is used for Wormy Compost.

Liquid Waste Management:

We have Sewage Treatment Plant with capacity of approx. 3.50 Ltrs per Day. The incoming used water quantity for STP is approx. 4.00 Lakh Liters per Day out of 3.00 Lakh Ltrs is being treated. The Sewage Treated water is used for irrigation.

- **Primary Treatment:** It consists of temporarily holding the sewage in a mud tank where heavy solids can settle to the bottom. The settled solids discharged in underground storage tank and reuse as fertilizer. End Drainage Chamber of Campus -> Mud Tank 1 -> Mud Tank 2 -> Pre Settle Tank.
- **Secondary Treatment:** It removes dissolved and suspended biological matter. Secondary treatment may require a separation process to remove the micro-organisms from the treated water prior to discharge. Pre Settle Tank -> Main Canal -> Reed Beds (9 Beds) -> UG Storage Tank -> Sand and Screen Filter System -> For Garden Irrigation.

As the water is reuse, water saving is done.

The treated water is used only for the vegetation purpose but not for the drinking purpose or daily use.

The process of the STP is done at the surface level so there is no direct contact made between the underground water bodies and hence, avoids the polluting the UG water.

E-waste Management:

System administrator and Lab superintendent identify the electronic material to be disposed of. They prepare the list of the same with other information and reasons for the same. They send the list of material for approval of disposal to the Executive Registrar. Once the approval given the rate of these materials is taken from vendors and the same is being given to chosen vendors as per agreed rate and norms.

Waste recycling system

Horticulture Waste:

- Dry leaves and flowers, cut lawns, hedge etc., are being processed as Organic Waste Compost and Wormy Compost.
- The fertilizer generated from above sources is being used for horticulture

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1. Green audit**
- 2. Energy audit**

- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

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 other's' 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. The committee took donations from students and affiliated faculty and also held a MILAAP campaign for canteen workers impacted by the pandemic.

Supporting Documents:

- Celebration at Campus

Media Links

- https://instagram.com/cultural_daiict_kala?igshid=YmMyMTA2M2Y=
- <https://www.instagram.com/tv/CGfJi7mJxuD/?igshid=YmMyMTA2M2Y=>
- Bhangra (Teaser Slide): <https://www.instagram.com/tv/CFcGEYWHYsm/?igshid=YmMyMTA2M2Y=>
- A glimpse of the Tutorial Series: <https://youtube.com/playlist?list=PLI0RnqkwWCub-BYDibCQEaIpaK6K6hNGN>
- Dance Tutorial Series: https://youtube.com/playlist?list=PLI0RnqkwWCuaR7M0sm7phUomtoHvz0_kA
- <https://www.instagram.com/p/CEGpcWPFHVz/?igshid=YmMyMTA2M2Y=>
- Other : https://www.daiict.ac.in/sites/default/files/other-files/7.1.8_Other.pdf

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

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.

The Institute follows a strict anti-ragging policy as part of a larger initiative to ensure no kind of caste, class or gender based exploitation of discrimination against students nor any kind of verbal or physical abuse is tolerated in campus.

As already mentioned the institute mandates the celebration of festivals and cultural events from all cultures and communities in India and the Student Body is duly empowered to organise these to the best of their capacities.

The Institute through all these activities nurtures a democratic, liberal and culturally diverse campus premised on the fundamental values enshrined in the Constitution of India.

Supporting Documents:

- Student Body Government: http://sbg.daiict.ac.in/?_ga=2.210963541.1103190090.1675660862-461871614.1675332219#/
- Gender Cell Information: <https://www.daiict.ac.in/internal-complaint-committee>
- DAC Guidelines : https://www.daiict.ac.in/sites/default/files/other-files/DA-IICT_Student_Code_of_ConductandDAC_Guidelines.pdf
- Antiragging Guidelines: https://www.daiict.ac.in/sites/default/files/other-files/Anti-Ragging_Vigilance-Committee_Faculty-and-Staff_2022-23.pdf
- Q/A session by Muse - the Design Club: <https://www.instagram.com/p/CQvhW48IUOi/?igshid=YmMyMTA2M2Y=>
- Gender Sensitization Play by Drama Club: <https://youtu.be/0gMvzkbWY48>
- F-word Podcast: <https://open.spotify.com/episode/4uLFaGD2zOF9HZMbl4YpX7?si=qlumHr1TTu62YanwexvOca>
- Interactive session on Indian Queer Experience session Live Stream Link:

<https://youtu.be/hj4aU2E3WaU>

- https://www.daiict.ac.in/sites/default/files/other-files/7.1.9_Other.pdf

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.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

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.

Supporting Documents:

Media Links:

- Teacher’s Day:
 - <https://www.youtube.com/watch?v=4VCWcGxpT7U&feature=youtu.be>
 - <https://youtu.be/Vva9LVkvAUo>
- The F-word Podcast Link:
<https://open.spotify.com/episode/4uLFaGD2zOF9HZMbl4YpX7?si=qlumHr1TTu62YanwexvOcA>
- https://www.daiict.ac.in/sites/default/files/other-files/7.1.11_Other.pdf

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Rural Internship

a. Title of the practice

Rural internship

b. Objectives of the Practice

The objective of rural internship is that students go to a NGO at a rural level and work there for about 3 weeks to get an understanding about the grassroots level problems existing in our country and help in solving them. Another important objective is that students understand the importance of the facilities and freedoms which they might not notice otherwise and use it for their overall holistic character development.

c. The Context

The third semester is perceived to be one of the toughest semesters in our college. At the end of it, we get a rural internship opportunity and go on a trip with your friends. Since you aren’t paid in this internship but the main aim is to develop your character, students prefer choosing a domain and a place where they would actually enjoy working rather than just looking at the name of the NGO. Rural internship is the first time most students give back to the community, which turns out to be an enriching experience for all.

d. The Practice

As part of the academic program all UG students has to undergo three weeks' rural internship program with a registered NGO. The students are supposed to work in the area of activities of the NGO in their workplace.

e. Evidence of Success

The biggest evidence of success is that even during the tough 3rd semester, students plan for the RI by filling out different forms and booking tickets, etc. in anticipation of an enriching and exciting experience as told by their seniors. Every batch is very keen on getting an RI experience, so much so that even the batch of 2023(for whom RI was canceled due to the Covid pandemic and removed from the academic requirement) request to go for an RI at the of other semesters or at any other time possible. This kind of enthusiasm for community service is generally not seen and is the biggest success.

f. Problems Encountered and Resources Required

One of the major problems is the search for NGOs. Every year sending about 350 students to different NGOs is a very difficult task. Needing to find NGOs and signing MOUs with them every year based on the opportunities available is quite difficult. Many times the students also find NGOs themselves and then based on the kind of opportunities, the institute approves them and sends a team of students there for the RI.

Supporting Document: http://intranet.daiict.ac.in/~daiict_nt01/NAAC-CYCLE-2/7.2.1_Supporting-Documents/?_ga=2.33976994.289402180.1676373259-1960945136.1676373259

2. Student Body Government

a. Title of the practice

Student Body Government

b. Objectives of the Practice

Serves as the main forum for discussions of student opinions, concerns, plans and activities. It also oversees, and keeps a check on, the functioning of the committees and clubs. Another crucial objective of the SBG is to democratically pass budgets proposed by various committees and student clubs, after due consultation of the SBG Core Team. Resolve conflicts among committees and clubs, through an open and frank discussion in the Student Body Government meeting. Overall the SBG ensures proper functioning of the student body and its activities. The SBG ensures justice and equality in all aspects of student life and enhances the overall development of all students.

c. The Context

The Student Body Government DAIICT is a self-governing and democratic organisation for monitoring and regulating student activities. The student members of the following eight Committees together with the members of different clubs form the Student Body Government.

There are several committees working under SBG like: Academic Committee, Annual Festival Committee, Cafeteria Management Committee, Cultural Committee, Hostel Management Committee, ICT Committee,

Sports Committee, Student Placement Committee etc.

Annual elections of the Student Body Government are organized by the Election Commission, a set of students, responsible for organizing and conducting general elections of DA-IICT Student Body Government who reports to the Dean (Students). The elections are open to all students irrespective of their background, gender and views.

d. The Practice Students' Body Government (SBG) is an institution of the students, by the students and for the students. The term of SBG is one year and the executive members are elected by all students. The core group members are elected by the elected executive members.

e. Evidence of Success

The result of the SBG is that students learn not just event management/ sponsorship/ technical things which are in the domain of certain committees, but also due to a lot of interaction with the faculty, vendors and administration, get to know a hand of planning, administrating and working together.

This can be seen by the fact that every year 3 fests, all with different pre-fest events, 18+ cultural events, other technical, cultural and sports events are planned throughout the year on a limited budget and without clashing with each other.

f. Problems Encountered and Resources Required

The major problem involved is groupism among students. During general elections most students vote on the basis of friendship rather than looking at candidates' capabilities. Due to this, many times people who do not wish to work come to the committee who do not wish to work, but just to get a certificate.

Another problem faced is that due to a lot of bureaucracy involved in most processes, impromptu events cannot be planned. A minimum of 1-day buffer needs to be kept so that no hiccups are faced while organizing an event.

Supporting Document:
[http://sbg.daiict.ac.in/?_ga=2.33976994.289402180.1676373259-1960945136.1676373259#/#/](http://sbg.daiict.ac.in/?_ga=2.33976994.289402180.1676373259-1960945136.1676373259#/)

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Multi-disciplinary Engineering Programs with Social Responsibility

As a pioneering ICT centric 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 thus making them “**Engineers with Social Responsibility**”. It was the first BTech programme in India to introduce the novel interdisciplinary course of STS or Science, Technology and Society for undergraduates. A core course on Environmental Studies has been introduced to make the engineers environmentally sensitive and providing solution to environment related issues and problems.

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.

Two new BTech programmes are also structured around the principles of **multi-disciplinarity**. These are undergraduate (BTech) degrees in ICT and Computational Science and Math and Computing;

Apart from 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 students both **choice and flexibility in enhancing their learning opportunities**. One of the Minors we have introduced at this point is on Robotics and Autonomous Systems the other which we aim to introduce in the near future is in **Liberal Studies**.

The institute has around 60+ full time and contractual faculty members. DA-IICT successfully attracts the best teaching and research talents who have completed their doctoral studies at premier institutes in India (such as IITs, IISc, IPR, PRL, ISI, IIITs, NITs, HBNI, Central Universities etc.) or international institutes of repute (in USA, Canada, Europe, Australia, Korea, Singapore etc). All our faculty members are active researchers in their respective fields. Most of our faculty members have **significant international exposure** in terms of research and industry experience, and are involved in **national/ international collaborative research projects**. They are an exceptional group of academicians in Mathematics, Statistics, Computer science, Physics, Data Science, Computational Science, Communication, Signal Processing, Electronics, Design, Humanities and Social Sciences who are determined to push the frontiers in research and technology. They conduct advanced research and the new knowledge they create routinely benefits classroom learning.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Multidisciplinary/interdisciplinary:

This is integrated with the basic philosophy of this university. We believe that a student requires a broad base and a focused goal. We teach our students computer science, IT, electronics, communication technology, and VLSI, besides introductory science courses in mathematics and physics. Then we allow them to explore what they want to learn.

Academic bank of credits (ABC):

DA-IICT has started the implementation of credit transfer with other institutes from 2019-20. There are three joint M.Tech. degree programs in which the concept of ABC is utilised:

Skill development:

A multitude of skill development is inbuilt into our curriculum. Students learn data structures, circuit design, and OOP programming from the beginning. When they graduate they have skills in communication design, technical writing, data analysis and become experts in computer programming, webpage design and such other modern-day skills.

Integration of Indian knowledge:

In several Group discussions the students use native languages. All students take rigorous courses on Indian society and culture. The Cultural Committee, run by students celebrates all festivals in our campus. This inculcates the foundation of secularism, and a team spirit.

Focus on Outcome-based education (OBE):

We have developed a learners-centric curriculum. The Program(s) Outcome (PO) is created by the Dean (AP). It is used by the Curriculum Review Committee(s) while reviewing the curriculum. For a new program proposal, a PO is first developed. While proposing a new course the stipulated PO is followed. For students learning, we keep continuous evaluation criteria right from the beginning.

Distance education/online education:

The pandemic year (2020-21) was a challenge for delivering education. Online teaching was started during this period. Faculty members used Moodle, Google Classroom and WebEx for teaching, online lab and quizzes. We had used Mettl in conducting our online admissions tests and regular exams. Referring to online courses is encouraged here. Faculty tells the students who are the preferred and authentic sources of these online courses. Students refer to NPTEL, Coursera and other standard MOOC courses regularly.

Concluding Remarks :

DA-IICT is a university devoted to Information and Communication (ICT) education and research. Since its inception, the Institute strives hard to provide quality education affordable to its aspirants with the goal of making engineering with social responsibility. The Institute is equipped with the state-of-the-art infrastructure, unique curriculum, vibrant student community, experienced faculty with total autonomy in governance. The

quality standard adopted by the Institute is to pursue global standards of academic excellence in teaching, research, consultancy and continuing education focusing on ICT and allied areas.

The Institute adheres Outcome-Based Education and implements Choice Based Credit System in all programs. The curriculum of each program is developed keeping in mind the attainment of Program Outcomes and Course Outcomes. Our faculty members are PhDs from premier universities in India and abroad, and many faculty members are having post-doctoral research experience. With their rich expertise, faculty members have developed various innovative pedagogical techniques to enhance teaching-learning and assessment mechanisms.

The Institute encourages research in multidisciplinary areas that resulted in publications in reputed journals, conferences, sponsored projects, consultancy and patents. The awards and recognition received by our faculty include Padma Shri, Vikram Sarabhai, Sahitya Academy and more than a dozen faculty members are Senior members of the IEEE. The Institute has signed several MOUs with various research organisations, which has resulted in the offering of joint programs with IIT Jammu, AAU Anand and the IIRS Dehradun with the active participation of Industries.

The student community of the Institute is vibrant, self-regulated by a Student Body Government. Students from diverse social, cultural, economic, religious and linguistic backgrounds live together on the campus with a rich pool of students clubs, which conducts numerous activities in sports, culture and tech-culture throughout the year.

The Institute is mentored by visionary advisory bodies and proactive management. The Institute has a strong base of alumni and some of them are playing leadership roles in industry. Standing with the support of faculty, alumni, students and management the Institute believes in providing value-based education that integrates knowledge, skills, ethics, commitment to profession and service to society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 9 Answer after DVV Verification: 8</p> <p>Remark : Input edited as per supporting documents</p>																				
1.3.4	<p>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</p> <p>1.3.4.1. Number of students undertaking field projects or research projects or internships. Answer before DVV Verification : 1386 Answer after DVV Verification: 1050</p> <p>Remark : Input edited as per supporting documents</p>																				
2.1.1	<p>Demand Ratio (Average of last five years)</p> <p>2.1.1.1. Number of seats available year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>760</td> <td>692</td> <td>602</td> <td>570</td> <td>554</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>740</td> <td>672</td> <td>582</td> <td>550</td> <td>534</td> </tr> </tbody> </table> <p>Remark : Input edited Excluding Ph. D. intake</p>	2021-22	2020-21	2019-20	2018-19	2017-18	760	692	602	570	554	2021-22	2020-21	2019-20	2018-19	2017-18	740	672	582	550	534
2021-22	2020-21	2019-20	2018-19	2017-18																	
760	692	602	570	554																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
740	672	582	550	534																	
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

132	120	123	100	97
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
125	110	123	100	97

Remark : Input edited as Filled seats can not to be exceeded the earmarked one

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 611

Answer after DVV Verification: 599

Remark : Input edited as per supporting documents

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	7	4	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	3

Remark : Input edited as Best paper present / poster cannot be considered as an award.

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	3	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	4	7	6

Remark : Input edited as per supporting documents

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

3.4.6.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
126	129	100	114	114

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
114	125	98	113	113

Remark : Input edited as Calendar year publication to be considered (Jan to Dec).

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 last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	2	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as Letter of appreciation / local awards can not to be considered

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of eligible applications received for admissions to all the programs year-wise during

last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7612	12307	6692	3759	5024

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7471	12226	6554	3665	4919