Dhirubhai Ambani Institute of Information and Communication Technology
Near Indroda Circle, Gandhinagar 382 007, Gujarat (India)
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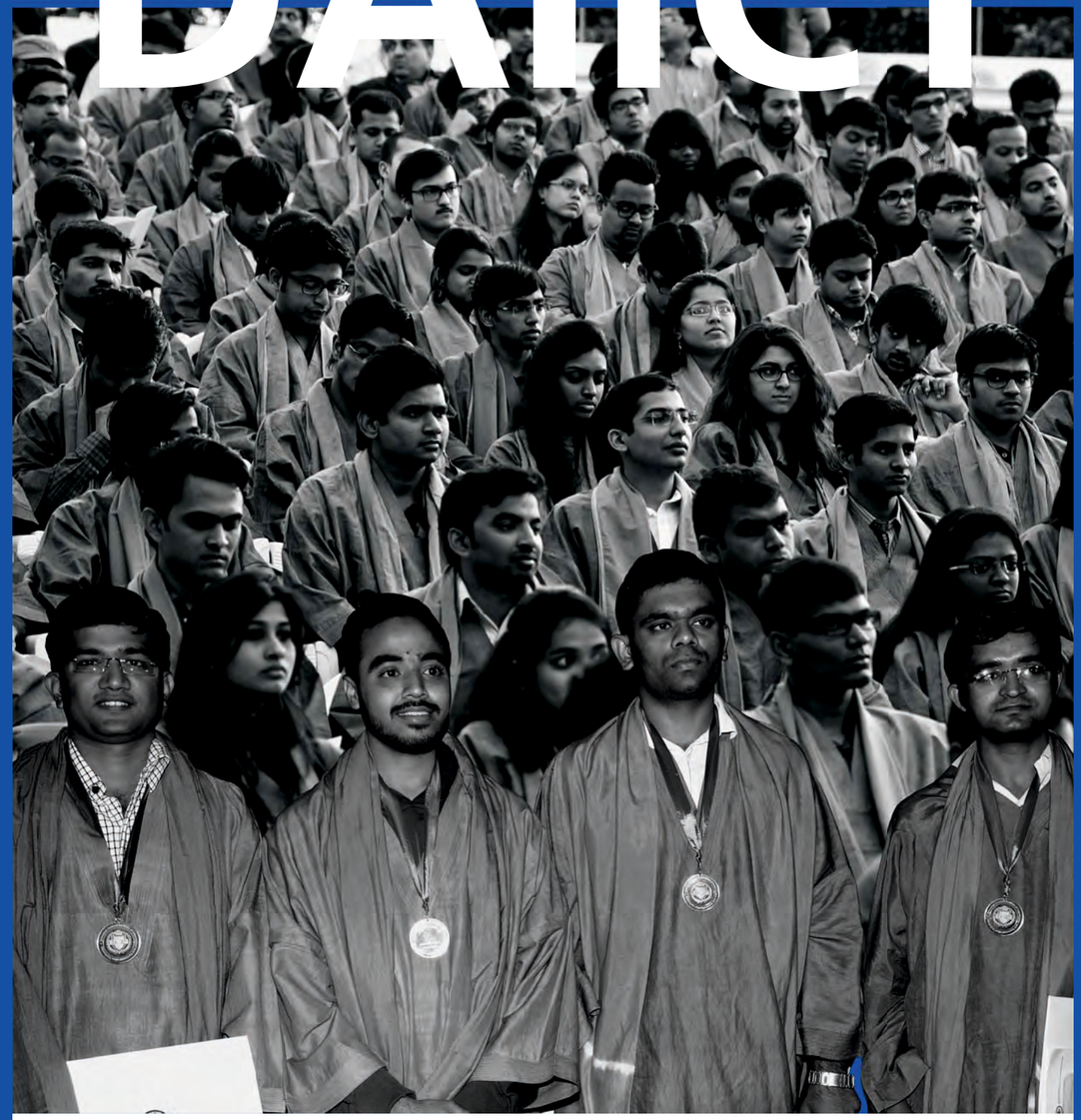
www.daiict.ac.in

DAIICT Dhirubhai Ambani Institute of Information and Communication Technology

NAAC Self Study Report 2015

DAIICT



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Acronyms	
AC	Academic Council
ACM	Association for Computing Machinery
AMCAT	Aspiring Minds Computer Adaptive Test
AP	Academic Programs
ARD	Agriculture and Rural Development
B&G	Boys and Girls
BITS	Birla Institute of Technology and Science
BOG	Board of Governors
BOS	Board of Studies
BTech	Bachelor of Technology
BTP	BTech Project
CAT	Common Admission Test
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CD	Communication Design
CEED	Common Entrance Examination for Design
CEP	Continuing Education Programme
CMC	Cafeteria Management Committee
CPI	Cumulative Performance Index
CRMS	Campus Resource Management System
CSIR	Council of Scientific and Industrial Research
CSO	Civil Society Organizations
CSR	Corporate Social Responsibility
CTI	Cost to Institute
CUDA	Computer Unified Device Architecture
DAC	Disciplinary Action Committee
DCEI	DA-IICT Centre for Entrepreneurship and Incubation
Dean (AP)	Dean (Academic Programs)
DLUG	DA-IICT Linux Users Group
DO	Dissolved Oxygen
DSRS	Digital Depository of Scholarly Resources
DST	Department of Science and Technology
DTG	DAIICT Theatre Group
EHC	Electronics Hobby Club/Centre
ERP	Enterprise Resource Planning
FC	Finance Committee
FIRE	Forum for Information Retrieval Evaluation
FN	Foreign Nationals
GATE	Graduate Admission Test in Engineering
GERMI	Gujarat Energy Resource Management Institute
GIS	Geographic Information System

GMAT	Graduate Management Admission Test
GPS	Global Positioning System
GPU	Graphics Processing Units
GRC	Grievance Redressal Committee
GRE	Graduate Record Examination
GSFC	Gujarat Energy Research and Management Institute
HIV	Human Immunodeficiency Virus
HMC	Hostel Management Committee
HoR	Hall of Residence
HP	Hewlett Packard
HPC	High Performance Computing
HR	Human Resources
ICCR	Indian Council for Cultural Relations
ICISS	International Conference on Information Systems Security
ICPC	International Collegiate Programming Contest
ICT	Information Communication Technology
ICT-ARD	Information & Communication Technology in Agriculture & Rural Development
IEEE	Institution of Electrical and Electronics Engineers
IET	Institution of Engineering & Technology
IGAC	Internal Quality Assurance Committee
IIM	Indian Institute of Management
IISc	Indian Institute of Science
IIT	Indian Institute of Technology
IIT GN	Indian Institute of Technology, Gandhinagar
IITD	Indian Institute of Technology, Delhi
IITK	Indian Institute of Technology, Kanpur
INS-Valsura	Indian Naval Ship Valsura
IoT	Internet of Things
IQAC	Internal Quality Assurance Cell
ISA	International Student Advisor
ISC	International Students Cell
ISEP	InstitutSupérieurD'électronique de Paris
ISRO	Indian Space Research Organisation
IT	Information Technology
JEE	Joint Entrance Examination
KVPY	Kishore Vaigyanik Protsahan Yojana
LAN	Local Area Network
LDPE	Low Density Polyethylene
LNMIT	LNM Institute of Information Technology
MDes	Master of Design
MDes(CD)	Master of Science in Communication Design
MHRD	Ministry of Human Resource Development

MOOC	Massive Open Online Courses
MOU	Memorandum of Understanding
MSc	Master of Science
MTech	Master of Technology
NCR	National Capital Region
NDVI	Normalised Difference Vegetation Index
NIF	National Innovation Foundation
NIFT	National Institute of Fashion Technology
NKN	National Knowledge Network
NMEICT	National Mission on Education through ICT
N-PPP	Not-for-profit Public Private Partnership
NPTEL	National Programme on Technology and Enhanced Learning
NR	Non Resident
NRI	Non-Resident Indian
OBC	Other Backward Category
OPACS	Online Public Access Catalogue
OS	Operating System
PDPU	Pandit Deen Dayal Petroleum University
PEO	Programme Educational Objectives
PEO	Program Educational Objective
PG	Post Graduate
PGC	Post Graduate Committee
PhD	Doctor of Philosophy
PO	Program Outcome
R&D	Research and Development
RA	Research Assistant
RC	Resource Centre
R-Com	Reliance Communications
RF	Radio Frequency
RFID	Radio Frequency Identification
RKSS-VTH	Ramakrishna Seva Sadan - Vivekananda Tribal Hospital
RO	Reverse Osmosis
RPC	Research Progress Committee
SAC	Student Activity Centre
SAT	Scholastic Aptitude Test
SBG	Student Body Government
SC	Scheduled Caste
SEGS	Students Evaluation and Grading System
SGVP	Shree Swaminarayan Gurukul Vishwavidya Pratishthanam
SMS	Short Messenger Service
SPC	Students' Placement Cell
SPI	Semester Performance Index
SSH	Secure Shell

ST	Schedule Tribe
STP	Sewage Treatment Plant
SVIT	Sardar Vallabhbhai Institute of Technology
TA	Teaching Assistant
TCS	Tata Consultancy Services
TENSYMP	IEEE Region 10 Symposium
TGMC	The Great Mind Challenge
TIFR	Tata Institute of Fundamental Research
TLE	Teaching-Learning-Evaluation
TOEFL	Test of English as a Foreign Language
UG	Under Graduate
UGC	Under Graduate Committee / University Grants Commission
VI	Visually Impaired
VLSI	Very Large Scale Integration
VPN	Virtual Private Network
WiSSAP	Winter School on Speech and Audio Processing
YES	Youth Empowerment and Skills

Preface

Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT), Gandhinagar was founded by the great pioneer, industrialist, and wealth creator, Shri Dhirubhai Ambani in 2001 with a vision ***To help build a knowledge-led society founded on intellectual competitiveness for global leadership.*** An act of the Gujarat Legislature provided for the establishment of 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.

DA-IICT is spread over 50 acres of land in the city of Gandhinagar, 80% of the land is open space reserved for green cover and garden, making it an environmentally friendly campus. The campus houses approximately 1500 students. Since its inception, DA-IICT has offered B.Tech, M.Tech, and PhD programmes in Information and Communication Technology (ICT). ICT was a unique discipline at that time and this move has since been emulated by a number of premier institutes across India. Over time, the Institute has expanded its offerings to include programmes in MSc(IT), MDes, and MSc(ICT in Agriculture and Rural Development).

DA-IICT was envisioned to be a leader in higher learning and research in ICT domain. To support this, right from the beginning, Institute has searched for the best faculty members with a PhD from the best institutions across the world. Even with these stringent standards, we are still able to maintain a student-faculty ratio of 10:1 and are constantly on a lookout for quality faculty through a web-based continuous recruitment process.

The curricula of all programmes are developed, updated and reviewed by a curriculum committee. The curriculum committee comprises of faculty members and experts from industry, research organizations, peer institutions, and alumni. Development or review of any programme at DA-IICT is a multi-stage rigorous process that includes the steps of Feasibility Study, Internal and External Feedback Study, Model Curricula Design and Requirement and Benchmark Study, finally leading to Formal Evaluation and

Ratification by the Academic Council. In keeping with our vision of creating innovative programmes, we started a BTech level minor in computational science to cater to the emerging research areas of bio-computing, computational physics etc. DA-IICT has installed a comprehensive academic management system 'E-campus' for transparent real-time access to all the relevant academic information for students. This, along with other online resources, including a very large library, journal database, course management portal, and a range of other integrated services make DA-IICT a truly smart campus.

The Institute has a full range of research infrastructure and facilities, such as well-equipped laboratories, specialized equipments, campus-wide networking, and high-speed Internet access, and subscription to hundreds of print and online journals. The Institute has dedicated research laboratories two such examples would be the Information Retrieval Laboratory (http://irlab.daiict.ac.in/), and the Speech Processing Laboratory (https://sites.google.com/site/speechlabdaiict/). It also has an Incubation Center to nurture and develop business ideas based on new technology. To promote research in ICT, the Institute has chosen to have a single multidisciplinary faculty body, instead of one divided into separate departments. Most of the programmes and specializations have been consciously designed to promote interdisciplinary work.

At the invitation of the Government of Gujarat, DA-IICT is mentoring the new Indian Institute of Information Technology, Vadodara (IIIT-V) set up under Public-Private Partnership mode, which started admitting students from the academic year 2013-14. We are honoured to be the first private university in India to be entrusted the prestigious task of mentoring a premier central institute like IIIT-V.

Over the years, our students have graduated and made a name for themselves in technical, managerial, and business domains. In keeping with the ethos of DA-IICT, a significant number of our students have setup successful startup enterprises. Our placement record is at par with the leading engineering institutes in India.

In the short span of 14 years, DA-IICT has become a name synonymous with quality education and research in ICT domain and we are committed to provide the leadership role through constant innovation in programmes, curriculum, and pedagogy.

Executive Summary

Criterion -I

DA-IICT is a university devoted to Information and Communication (ICT) education and research. The ICT embodies the convergence of computer and communication systems and has obtained wide acceptance as a distinct discipline.

Criterion II

This section describes the curriculum structure of DA-IICT's academic programmes. The curriculum of undergraduate and postgraduate programmes co-opts the pedagogical diversity of ICT education and research. Faculty of DA-IICT use innovative teaching-learning methodologies to make the students technically sound and enable them to serve the society with their knowledge and skills.

Criterion III

This section focuses on the pro-active steps taken by DA-IICT towards supporting the research activities of faculty and students. This includes seed support fund for new faculty and conference support fund for faculty and students. The office of Dean (R&D) has been created to help faculty seek external funding in support of research activities. The Institute has organized and hosted several workshops and conferences, encompassing a wide diversity of research areas. To support the research activities, the Institute subscribes to all major e-resources including IEL, Springer online, and ACM digital library. To promote innovation, the Institute has established an entrepreneurship center recognized by DeitY, which has launched several start-ups founded by students. With their wide-ranging research expertise, our faculty members have carried out several externally funded sponsored projects in collaboration with reputed national and international Institutes. The faculty members have received notable awards such as the Padma Shree and Dr. Vikram Sarabhai Award. The Institute has liaisons with R&D and defense agencies such as SAC-ISRO, Indian Navy, and TCS Innovation Labs. The faculty members and students are engaged in several activities to reach out to the larger society. This includes tribal development in the Andaman Islands and a student-led initiative called Sambhav which is dedicated to community service.

Criterion IV

DA-IICT is the pioneer university that offered engineering education in the area of Information and Communication Technology (ICT) at the Undergraduate level. The Institute has, since its very inception, realised the importance of state-of-the-art infrastructure and learning resources in achieving its objective of being a world class research-led university.

The green campus at DA-IICT provides the ideal environment for the students and faculty to engage in their pursuit of knowledge and research in the area of Information and Communication Technology and allied areas. The ICT infrastructure, the resources available at the Resource Centre, the residential facilities on campus for the students, food court and infrastructure for student activities provide the students with ample opportunities to enhance their learning experience beyond the four walls of the class room and the lab. These facilities go a long way in helping the students develop a well-rounded personality in addition developing their technical acumen in ICT areas.

The infrastructural facilities are optimally used and periodically maintained to ensure that the best learning experience for the entire DA-IICT community. This section will highlight the initiatives taken at DA-IICT to ensure the same.

Criterion V

This criterion emphasizes on student life at DA-IICT, student activities, mentoring, support, progress and placement. DA-IICT is unique because of its small student-faculty community. This allows great accessibility and interaction, which we prize. We take a deep interest in our students and we take pride in their achievements, both while they are here and in the years and decades to come.

DA-IICT is dedicated to its traditions of building a brighter, more successful future for its students. 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. We promote and facilitate this growth through various extra-curricular activities. We oversee and coordinate the campus residence life, cafeteria services, student health, Student Body Government (SBG), sports and cultural activities, student clubs, the student e-magazine, counseling and many other

areas of student life. The students find a number of ways to socialize and make life-long friends, and create a cohesive community beyond racial, ethnic, gender and religious barriers. The extent to which the students take advantage of the academic, extra-curricular and social opportunities available here depends, in large measure, on their own initiative.

Criterion VI

In this section, detailing of Governance and the leadership of the Institute is brought comprehensively. This section also illustrates the delegation of authority across various governing bodies like Board of Governors, Academic Council, Board of Studies, Finance Committee, IQAC etc., The organizational structure of the Institute is also included which captures the role and the responsibilities of each stake holder.

Criterion VII

Criterion VII primarily addresses three chapter namely environment, innovation and best practices.

Environment chapter discusses the practices that have been under taken for vermin composting and sewage treatment plan. Innovation chapter elaborates on the projects undertaken in the Institute and has social relevance.

Chapter on best practices discusses the practices like rural internship and campus placement which has facilitated academic and administrative progress in the Institute.

DA-IICT SWOC REPORT

DA-IICT was established in 2001. Subsequently, it became a university under the State Act of Gujarat in 2003. It was granted recognition under section 2(f) of UGC and also the membership of Association of Indian Universities (AIU). DA-IICT is a unique institution established exclusively for imparting education in Information and Communication Technology (ICT). The Information Technology Act of India itself was enacted in 2000. Establishment of an ICT University in 2001 shows the forward thinking of the Founder, Late Shri Dhirubhai Ambani. A state of the art infrastructure, scholarly faculty and autonomy in management gave DA-IICT a dream beginning and within a short span of its existence DA-IICT was recognized as one of the top institutions of Higher Education in India and abroad. Now after 15 years since inception, the top management of the institute decided to undergo a process of self-evaluation. As an outcome of this self-evaluation, it was decided upon to prepare a strategic plan which will guide the Institute's activities for the next 5 years. Director constituted a committee of Deans and senior professors to deliberate upon this issue and submit a report at the earliest. This committee of Deans and senior professors decided to conduct a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis of the Institute as a precursor of preparing the Strategic Plan. The main purpose of this exercise was to complement the strategic plan activities and to help in establishing strategic objectives.

The committee had a series of interactions and brain storming sessions with all the stake holders which included, faculty, exit interviews of graduating students, employers, parents, peer institutions, surveys and rankings, etc. A balanced approach has been adopted so that the views of all constituencies are included. The assessment of strengths and weaknesses are facilitated through surveys, focus groups, anecdotal evidences provided by individual faculty and administrators. It is recognized that different perceptions may exist depending upon the representative group considered. Therefore considerable effort has been put in to reconfirm the identified SWOCs.

A detailed SWOC analysis is presented below:

STRENGTHS:

1. AUTONOMY IN GOVERNANCE:

   DA-IICT is established by the Reliance Group as a CSR initiative. It is a registered Society under the Bombay Public Trusts Act. It is a university under the State Act of the state of Gujarat. The Board of Governors, of which the Institute's Director is a member, gives broad guidelines towards managing the Institute. However the functional autonomy rests with the Director and his team. The delegation of authority and functional responsibilities are well documented leading to seamless governance of the Institute.

2. FACULTY PROFILE AND COMPOSITION:

   The minimum eligibility qualification prescribed for a faculty position at DA-IICT is a PhD. The cadre ratio is well structured with sufficient number of senior, middle level and young dynamic Professors, Associate Professors and Assistant Professors. Owing to the multidisciplinary nature of programmes offered, the composition of faculty is also quite multifaceted. Faculty at DA-IICT is drawn out of people graduating from premier universities in India and abroad.

3. RESEARCH DRIVEN TEACHING, LEARNING AND PEDAGOGY:

   Faculty at DA-IICT is self-motivated individuals inclined heavily towards pursuing their own research. Institute supports such endeavours of faculty by devising proactive measures in nurturing their aspirations. This research culture has reflected heavily on the teaching, learning and novel pedagogical methods adopted in day to day classroom lecture delivery and creating a positive impact on the student progression. Owing to this, our students are not only confident and skilled but also are compassionate human beings.

4. PHYSICAL AND ICT INFRASTRUCTURE:

   DA-IICT is an eco-friendly residential Institute. Out of the 50 Acres of land under the possession of the Institute, only 8 Acres is utilized for construction of buildings and physical infrastructure. The balance 40+ acres is maintained as

forest and horticultural plantations. Our entire academic infrastructure is ICT enabled. The laboratories are state of the art. A large portion of the budget is spent annually towards upkeep and augmentation of this infrastructure. Licensed softwares are made available to students stressing upon instilling the ethical values and inhibiting the use of pirated softwares. Subscription to large data bases, e-resources and repositories is another value addition. All stake holders make the best use of the available facilities.

5. HIGH CALIBRE STUDENT BODY AND OUTSTANDING ALUMNI:
   The competency level of students seeking admissions into DA-IICT is very high. Best students get admitted into DA-IICT under any category. Therefore nurturing student aspirations and moulding them into well rounded professionals is the task very well accomplished by the DA-IICT community. It is therefore quite obvious that the alumni of DA-IICT are outstanding. Performance of DA-IICT alumni in any professional role is well recognized, recorded and appreciated.

WEAKNESS:

1. COLLABORATIVE INTER DISCIPLINARY RESEARCH:
   DA-IICT has a large strength of high quality researchers as its faculty. We are yet to harness this huge potential of collaborative and inter disciplinary research to the fullest capacity. There is enormous scope and opportunity for such a possibility. This would definitely lead to providing additional opportunities to our UG and PG scholars.

2. CONSULTANCY, PATENTS AND IPR:
   One reason for consultancy not taking off at expected levels may be the fledgling ICT industry in Gujarat. Nevertheless with opening up of markets and boost to industrial growth, there is ample scope to overcome this weakness. Also efforts towards creation of awareness about patenting and safe guarding the intellectual property rights have been made by organizing Patent-IPR workshops and Patent Clinics.

3. INTERNATIONAL ACADEMIC COLLABORATIONS:

   There have been some efforts in the past to go big on international collaborations, but has not yielded expected results. Some of the MoUs signed have not been operational and also not utilized to the fullest scope as envisaged. This would have led to diminished opportunities for stake holders.

4. FACULTY RESIDENCY:

   BTech(ICT), the flagship programme offered by the Institute is a residential programme. However the concept of residency may not have been utilized to the fullest potential due to non-availability of faculty quarters on campus. This may be attributed to the fact that ample, reasonably priced residence alternatives were always available to the faculty outside the campus.

5. EVERCHANGING GOVERNMENT POLICY ON ADMISSIONS:

   Government of Gujarat promulgated the Gujarat Professional Technical Educational Colleges or Institutions (Regulation of *Admission* and Fixation of Fees) *Act*, 2007 and brought in subsequent amendments in regulating the admissions to professional courses. This Act has taken away the autonomy of the Higher Educational Institutes in determining and administering their admission policies. This has led to delay in starting of the academic year and adherence to the academic calendar.

OPPORTUNITIES:

1. INDUSTRY INSTITUTE INTERFACE AND EXTERNAL LINKAGES:

   DA-IICT has signed a couple of MoUs with reputed industries and academic institutions aiming towards providing additional opportunities for its stakeholders. There is ample scope for enhancements of such MoUs further, so as to open additional avenues for internships, joint research, exchange and consultancy.

2. INTERDISCIPLINARY PROGRAMMES:

   Owing to the nature of programmes offered, there is a great potential which can be harnessed in starting of new inter-disciplinary UG/PG programmes. One such

initiative has already fructified in the form of offering BTech(ICT) honors degree course with a minor in Computational Science. Many more such programmes may be added in days to come.

3. CREATING CENTERS OF EXCELLENCE:
   Availability of faculty with strong multifaceted research background opens up another major opportunity towards creation of Centers of Excellence. This can be achieved in collaboration with various funding bodies, agencies and industries.

4. STRENGTHENING ENTREPRENEURSHIP INTITATIVES:
   DA-IICT Centre for Entrepreneurship and Incubation (DCEI) has been set up with a vision of nurturing the dreams of budding entrepreneurs. Seed money and initial startup grants are made available to these young talents. However there is a major scope of further enhancing the activities of DCEI in the form of encouraging Faculty Entrepreneurship initiatives.

5. PROVIDING LEADERSHIP FOR THE GROWTH OF ICT EDUCATION:
   DA-IICT is unique in terms of the programmes it offers. The concept of inclusion of humanities and social sciences as a part of its curriculum was implemented successfully about more than a decade ago and the same has been prescribed by the policy makers of the higher education of late. This creates a great opportunity for us to be front runners in laying out an innovative path for other institutions of higher order learning.

CHALLENGES:

1. FACULTY RETENTION:
   Mushrooming of institutions has led to poaching of faculty from one institute to the other. This has thrown open a major challenge in retention of qualified faculty.

2. SELF RELIANCE IN FINANCES:

   This is a major challenge. With the mandate of the management to make quality education affordable, self-sustenance becomes really difficult. Avenues towards generating and augmenting internal revenues must be further explored.

3. SUSTENANCE AS PREMIER INSTITUTE:

   During the brief period of its existence, DA-IICT has emerged as one of the premiere Institute imparting Higher Education in this country. Of late, with Government taking control over the admission process and also authority to determine the fees, the institute has lost autonomy in two major areas. This has opened up further challenges in safe guarding Institute's interest and sustenance as a premiere institute.

4. DEARTH OF SCHOLARSHIP:

   As per UGC report India has about 700 degree awarding universities. Also introduction of Rashtriya Uchathar Shiksha Abhiyan (RUSA), starting of new universities and institutes of higher education, there is an acute shortage of qualified faculty throughout the country. It is even more difficult to get people in the niche technology area which DA-IICT needs. This is indeed a real challenge.

5. FOREIGN UNIVERSITIES IN INDIA:

   With the opening up of economy and liberalization, Government of India has introduced 'Foreign Education Providers Bill, 2013' in the Lok sabha. The bill is yet to be ratified by the Parliament. Once ratified, this will create a gateway for Foreign Universities to set up their operations here and which would definitely throw up another challenge to Indian universities.

A detailed SWOC Analysis is presented. Efforts to capture the feedback and inputs from various stakeholders have resulted in obtaining a meaningful SWOC report. This analysis will effectively lead to, understanding the institute's strengths and opportunities and devising measures towards thwarting challenges and weaknesses. Also, even though any strategic plan is built as a long term document, it must have inherent flexibility in terms of making adaptations and adjustments depending on changing ground realities

from time to time. Also continuous assessments must be conducted annually so as to fine tune the implementation of the strategic plan.

Mapping of SWOC analysis to show how it is linked to the Key Activities proposed

Sr.No.	Key Activities	Linkages to SWOC			
		Strength	Weakness	Opportunity	Challenge
1	ACADEMIC RIGOR & HUMAN RESOURCE MANAGEMENT	2,3,4,5	4,5	2,3	1,4,5
2	RESEARCH, DEVELOPMENT, CONSULTANCY, IPR & PATENTS	2,3,4	1,2	2,3,4	2,4
3	EXTERNAL CONNECT & NATIONAL/ INTERNATIONAL COLLABORATIONS	2,3	2,3	1,3	2,3
4	ACCREDITATION & BRANDING	1,2,3,4	1,2,3	1,3,5	3

SECTION B

PREPARATION OF SELF-STUDY REPORT

1. Profile of the University

1. Name and Address of the University:

Name:	Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT)	
Address:	Near Indroda Circle, Gandhinagar	
City:	**Pin: 382007**	**State: Gujarat**
Website: www.daiict.ac.in		

2. For Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Dr. Nagaraj R.	079- 30510572	9328120826	30520010	director@daiict.ac.in
Registrar	Shri Soman Nair	079-30510586	9327043613	30520010	registrar@daiict.ac.in
Steering Committee / IQAC Co-ordinator	Dr. Suman Mitra	079-30510648	9327043619	30520010	dean_ap@daiict.ac.in

3. Status of the University : **State Private University**
Any other (please specify)

4. Type of University : **Unitary**

5. Source of funding : **Self-financing**
Any other (please specify)

6. a. Date of establishment of the university : **06/08/2001**

b. Prior to the establishment of the university, was it a/an

DA-IICT has been a University since its inception.

7. Date of recognition as a university by UGC or any other national agency:

	Under Section	Day	Month	Year	Remarks
i.	2 f of UGC	30	11	2004	Appendix – 1
ii.	12 B of UGC	Under Process			Appendix - 2
iii.	3 of UGC	NA			
iv.	Any other (AIU)	14	11	2009	Appendix - 3

8. Has the university been recognized

a. By UGC as a University with Potential for Excellence?

Yes [ ] No [√]

b. For its performance by any other governmental agency?

Yes [ ] No [√]

9. Does the university have off-campus centres?

Yes [ ] No [√]

10. Does the university have off-shore campuses?

Yes [ ] No [√]

11. Location of the campus and area:

Area	Location	Campus area in acres	Built up area in sq. mts
Main campus area	**Urban**	**50**	**60,000**
Other campuses in the country	**Not Applicable**		
Campuses abroad	**Not Applicable**		

12. Provide information on the following: In case of multi-campus University, please provide campus-wise information.

- Auditorium/seminar complex with infrastructural facilities : **Yes**
- Sports facilities ∗ playground : **Yes (Cricket, Foot Ball, Volley Ball, Basket Ball, Indoor**

Badminton courts)

∗swimming pool ∗ gymnasium : **Gymnasium**

∗Any other (please specify) : **Cafeteria, Food Courts, RO Plant, Solar heating, General Stores, Health Centre, Wi-Fi internet, Bank ATM, Book Stall**

- Hostel

∗Boys' hostel

i. Number of hostels : **9 Blocks (including Club House)**

ii. Number of inmates : **870**

iii. Facilities : **Wi-Fi and wired internet connection, Toilets and bath-rooms with hot water facility, General Stores, Health Centre, Bank ATM, Book Stall, Gymnasium**

∗Girls' hostel

i. Number of hostels : **2 Blocks**

ii. Number of inmates : **257**

iii. Facilities : **Wi-Fi and wired internet connection, Toilets and bath-rooms with hot water facility, General Stores, Health Centre, Bank ATM, Book Stall, Gymnasium**

∗Working women's hostel : **NO**

- Residential facilities for faculty and non-teaching :

Four Faculty Blocks for important functionaries of the Institute.

- Cafeteria : **Yes**

Health centre : **Two Physicians visit daily in shifts. An Institute vehicle is made available to the students for any medical emergency 24 x 7. An agreement is in place for cashless hospitalization with Apollo Hospitals and Hi-Tech Hospital, Gandhinagar.**

- Facilities like banking, post office, book shops, etc. :
  ATM, Book and stationery shops are available.
- Transport facilities to cater to the needs of the students and staff :
  It is a residential programme and therefore not applicable.
- Facilities for persons with disabilities: **Yes**
- Animal house : **Not applicable**
- Incinerator for laboratories : **Not applicable**
- Power house: **Yes**
- Waste management facility : **Yes**

13. Number of institutions affiliated to the university: **Not applicable**

14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University:

Not applicable

15. Furnish the following information

Particulars	Number	Number of Students
University Departments	01*	1140
Undergraduate		
Postgraduate	05	470

***** Single Department University

16. Does the university conform to the specification of Degrees as enlisted by the UGC?

Yes [√] No [ ]

If the university uses any other nomenclatures, please specify.

Yes [ ] No [√]

17. Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)

Programmes	Number
UG	01
PG	04
Ph.D.	01
Total	**06**

18. Number of working days during the last academic year: **244**

19. Number of teaching days during the past four academic years.

2011	2012	2013	2014
180	182	189	188

20. Does the university have a department of Teacher Education?

Yes [ ] No [√]

21. Does the university have a teaching department of Physical Education?

Yes [ ] No [√]

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?

Yes [√] No [ ]

Exempted from AICTE approval based on relevant Supreme Court judgment.

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

Yes, by UGC for granting 2 f status (Appendix-1)

24. Number of positions in the University:

Positions	Teaching Faculty			Non-teaching staff	Technical staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by University	14	13	23	107	17
Recruited	14	13	23	107	17
Yet to recruit	0				
No. of Teaching Assistants	PhD			24	
	M.Tech			106	

25. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
Ph.D.	12	01	10	04	19	04	50
Teaching Assistants							
MTech(Ph.D)	24						
BTech(M.Tech)	106						

26. Emeritus, Adjunct and Visiting Professors

Category	Adjunct	Visiting
Number	02	10

27. Chairs Instituted by the University

	Chairs
School / Department	R-COM Chair in Computational Science

28. Students enrolled in the university departments during the current academic year, with the following details:

Students	UG		PG		Ph.D.	
	Male	Female	Male	Female	Male	Female
From the state where the university is located	273	64	128	48	24	1
From other states of India	437	94	71	18	1	1
NRI Students	2	1	3		-	-
Foreign students	2	-	2		-	-

29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component : **Rs. 1.61 lakhs**

(b) excluding the salary component : **Rs. 0.62 lakhs**

30. Academic Staff College : **Not applicable**

31. Does the university offer Distance Education Programmes (DEP)?

Yes ☐ No ☑

32. Does the university have a provision for external registration of students?

Yes ☐ No ☑

33. Is the university applying for Accreditation or Re-Assessment?
If Accreditation, name the cycle.

Accreditation : Cycle 1 ☑ Cycle 2 ☐ Cycle 3 ☐ Cycle 4 ☐

Re-Assessment: ☐

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Not Applicable

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

Not Applicable

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC **15/07/2015**

AQAR **Not Applicable**

37. Any other relevant data, the university would like to include (not exceeding one page)

Eminent faculty luminaries who ascended higher offices from the Institute:

Name of the Faculty	Current Position
Prabhat Ranjan	Director, TIFAC
Anjan Ghosh	Vice Chancellor, Tripura University
Tridip Suhrud	Director, Gandhi Ashram, Ahmedabad
Ajit Maru	Sr. Officer, Global Forum of Agriculture, Rome
Ganesh Devy	Director, Bhasha Research Institute.

Profile of Past Directors

1. **Prof. Arvind Kudchadker : (2001-2005)**

Prof Arvind Kudchadker is Professor Emeritus, IIT, Bombay, Gujarat State Fertilizer Corporation Visiting Chair, Professor in Chemical Engineering, DDIT, Nadiad; and Wholetime Director, Panandiker R & D Pvt. Ltd., Goa.

After retiring from IIT, Bombay as Deputy Director and Professor of Chemical Engineering in 1994, he joined as Advisor, Group II, L&T, Powai (1994-1999) [planned (a) Engineering Programme Academy and (b) Technology Innovation Centre], and Indian Merchants' Chamber (1994-95) [in the areas of Quality, Technology, & Time Management, and started a bimonthly publication, IMC-QT2]

Professor Kudchadker was educated in Mumbai, UK, and USA [obtained his B.Sc.(Tech.) degree from B-UDCT, Bombay (1958), Postgraduate Diploma in Chemical Engineering from Birmingham University, UK (1959), M.S. and Ph.D. degrees in Chemical Engineering from University of Texas at Austin, and Texas A&M University, USA, respectively (1961, 1967)]. He worked with the American Petroleum Institute (1961-1968).

He is a member of various government, industry, and education committees [member of (a) Science Advisory Committee of the Ministry of Petroleum & Natural Gas, GOI, (b) Governing Council, GSFC Science Foundation, (c) Advisory Committee, School of Management, IIT, Bombay (d) Chairman, Research Advisory Committee, Jayant R& D.

2. Prof. S.C. Sahasrabudhe: (2005-2015)

Prof. S. C. Sahasrabudhe obtained his Ph.D. degree from Leningrad Univesity, USSR in the field of Communication/Signal Processing. His fields of interest include Communication and Microprocessor Applications. He served as the Chief Technological Officer at Global Telesystems Ltd. from December, 2000 till February, 2005 after which he became the Director, DA-IICT in March 2005. Prior to that he also served as the Officiating Director and Deputy Director at IIT-Bombay. He served at IIT-Bombay from 1971 to 2003 in various capacities such as Head of Electrical Department. He is also on the National Board of Accreditation and holds several positions in various government, semi-government and private organizations.

CRITERION I: CURRICULAR ASPECTS

DA-IICT is a university devoted to information and communication technology (ICT) education and research. The ICT embodies the convergence of Computer and Communication systems and has obtained wide acceptance as a distinct discipline. DA-IICT also sees itself as a civic institution deeply committed to seeing its students as responsible citizens. Its humanities and social science courses, its variety of internships are designed to increase social commitment and competence as citizens understanding the nature of societal and organizational needs.

The course structure of the curricula is broadly classified into 3 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.

As technology makes impact on the pedagogical issues, the structure of our curricula provides enough rooms to accommodate new technologies and knowledge by offering new electives in emerging areas. The pedagogy of ICT should make a well-integration of information technology, electronics and communications engineering and social sciences courses, which a student cannot be trained in conventional computer science & engineering or electronics and communication engineering alone. The curriculum of UG and PG programmes adapts the pedagogical issues of ICT education and research. All our faculty are PhDs and they use innovative teaching-learning methodologies to make the students technically sound and self-reliant knowledge pool who are ready to serve the society with their knowledge and skills.

1.1 Curriculum Design and Development

DA-IICT is committed towards academic integrity, transparent evaluation and quality education. The institute offers BTech and MTech programmes in information and communication technology (ICT), a unique discipline for undergraduate (UG) and postgraduate (PG) programmes introduced by the institute in 2001, which was the first in the country. To begin with, this was an intellectual experiment combining the twin segments of information and communication into a unified system called information and communication technology (ICT). This fundamental innovation combining the computer science & engineering and electronics & communications engineering was embedded in a large matrix of inter-disciplinary subjects including film, animation, design, science studies and management along with the traditional humanities and social sciences course. The discipline aims to create trained student as a professional and as a citizen dealing with knowledge systems at large but with a core competence in ICT.

The flagship programme of the Institute is its BTech (ICT) programme, which can be visualized as a unique combination of the following three core domains:

- Information Technology
- Communication Technology
- Electronics Engineering

These three domains constitute the hybridity of ICT as an innovative knowledge system at the undergraduate level of engineering. To the inter-disciplinary of the engineering domain the undergraduate course adds innovative strands from Humanities and Social Sciences. The Institute continually puts efforts in bringing important humanities and social science courses, namely, cultural studies, film studies, Gandhian studies, art and science fiction into its curriculum. To this layer of social science inter-disciplinary, it added a second layer of management, finance, economics and environment studies. The third interdisciplinary grid centres on animation, film, design, graphic design and multimedia systems. It is this four-fold inter-disciplinary that makes the undergraduate BTech (ICT) programme of DA-IICT a truly innovative systemic venture.

The Institute has also introduced a new UG programme in computational science as minor for BTech honours in ICT in 2013. In addition to regular BTech(ICT) programme, the BTech(ICT) honours programme adds few courses, both core and electives, in computational science specialization.

The MTech(ICT) primarily focuses on research-led curriculum that allows students to study in a specialization based on student's choice. The specializations offer in MTech (ICT) programmes are computer networks, algorithmics, communication systems, machine intelligence, signal processing, and VLSI and embedded systems.

The Institute also offers MSc (Information Technology), MSc (ICT and Agriculture and Rural Development), MDes (Communication Design), and doctoral programs in ICT areas.

The curricula of all programmes are developed, updated and reviewed by the curriculum committee constituted by the Institute. The curriculum committee is typically chaired by a senior faculty of the Institute, and is comprised of experts from industry, research organizations, and academia. The curriculum committee follows the standard guidelines (e.g., ACM Computing curricula) while devising a new and/or revising an existing curriculum for a programme. The local, national and global needs are always kept in view while developing the curriculum of a programme.

1.1.1 How is the institutional vision and mission reflected in the academic programmes of the university?

Vision

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

Mission

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

Quality Policy

"To pursue global standards of excellence in all our endeavours, namely teaching, research, consultancy and continuing education focusing on Information and Communication Technology (ICT) and allied areas. To remain accountable in our core and support function, through processes of self-evaluation and continuous improvement"

Quality Objectives

DA-IICT envisions the following quality objectives that are aligned to its quality policy.

- Conformity to the Regulatory requirement of MHRD and UGC.
- Up-gradation of the infrastructural facilities for teaching and research through addition of appropriate teaching aids and equipment.
- Faculty growth and progress by providing opportunities for enhancing their knowledge through research led teaching, collaboration with industry and through participation in seminar, talks and workshops by eminent persons around world in areas of mutual interest.
- To track and measure satisfaction of the stakeholders (graduating students, their parents, alumni, academia and industry) periodically through established channels of feedback within the Institute like student exit feedback forms, company feedback form for those organizations that participate in the placement process and alumni feedback forms.
- Monitoring the quality management system to ensure earliest corrective action in the event of any non-conformity.

The management is committed to these quality objectives and also ensures that they are known, understood and implemented by all members of the Institute.

With this vision, mission and quality policy of the Institute, we are committed to provide excellent learning ambience, outcome based education, perfection in education, and transparent evaluation and assessment process.

Publication and dissemination of vision and mission: The vision and mission of the Institute and the information of its academic programmes are displayed at the following places:

Institute website

- Notice boards of administration, resource center, faculty blocks
- Orientation programme conducted during the induction of a new academic batch

The Institute is committed to deliver outcome based quality education and to produce self-reliant knowledge pool by cutting-edge research and innovation through a dedicated faculty body, state-of-the-art infrastructure and support of academic administration. The Institute has recently constituted Internal Quality Assurance Cell (IQAC). The IQAC consists of representatives of management, faculty, students, alumni, and industry experts. The quality policy of the Institute is continually monitored by Institute's IQAC along with UG, PG and various other committees that ensures research-led teaching, outcome based learning, transparent evaluation, efficient utilization of resources and practicing effective feedback mechanism for improvement in curriculum and academic administration. The IQAC continuously reviews the academic activities of all programmes and suggests for enhancement wherever appropriate in a timely manner in order to meet the programmes objectives and expected outcomes. The alumni of the Institute have already established the brand of the Institute in industry, R&D organizations and other institutions in India and abroad about the quality education offered at DA-IICT. Our graduates have shown their potential as software developers, ICT engineers, system analysts, entrepreneurs, researchers, and professionals in R&D organizations and academia, as a result, the Institute has been playing a significant role in the country for ICT education and research.

The Institute takes input for its UG programme through JEE (Main) (Joint Entrance Examination) rank, and students come from all parts of the country. The programme attracts the best pool of young minds across the country. The MTech programme input is through the GATE (Graduate Aptitude Test in Engineering) score at higher side (e.g. above 500 out of 1000). Other PG programmes admission is done through the entrance test conducted by the Institute.

All our faculty are PhDs from reputed universities and many of them have credentials of post-doctoral research experience. With qualified faculty, excellent infrastructure, and the enriching curriculum of the UG and PG programmes, the Institute produces graduates with adequate knowledge and hands-on skills in ICT areas by which they can prove themselves as successful professionals in industry and R&D institutions. A good number of graduates in every batch of our UG

programme pursue higher studies in top universities at the United States, Canada and Europe.

Programme Objectives: All academic programmes of the Institute fulfill Programme Educational Objectives (PEO) and Programme Outcomes (PO), which are aligned with the vision and mission of the Institute. The PEO describe the career goals and professional success of the programme, which are derived from the programme specific criteria defined by professional bodies and civic society. The PO set goals that relate to the skills, knowledge, and aptitude that our graduates acquire through the programme.

The Programme Educational Objectives (PEO) of the BTech (ICT) programme are to:

- Nurture students with a strong foundation of core principles in ICT, and knowledge in basic sciences and humanities courses, by which they can solve and analyze real-world problems.
- Provide students with the necessary theoretical background and practical knowledge to work professionally as software and hardware engineers, analysts, research scientists, entrepreneurs, developers, and project personnel.
- Provide exposures to visualize societal real problems through compulsory Rural internship and Research/Industrial internship, which help a student solving practical problems with effective skills gained through the innovative curriculum designed for this programme.
- Provide confidence to work on emerging research areas in ICT discipline in industry, organization, and other institutions.
- Prepare students for a successful career in industry and institutions, and work with values to fulfill societal needs.

The Programme Outcomes (PO) of the BTech (ICT) programme set the following goal:

After the successful completion of the BTech (ICT) programme, students will have:

- Necessary technical skills for solving real-world problems in the field of ICT domains.
- Ability to demonstrate excellent programming, analytical aptitudes, logical abilities and problem solving skills that would bridge the digital divide between the urban and the rural areas.
- Ability to use modern engineering tools and technologies necessary for engineering practice in industry.
- Ability to acquire social and ethical attributes that enable them applying their experiences in societal needs.
- Ability to communicate effectively both orally and written.

The Programme Educational Objectives (PEO) of the MTech (ICT) programme are to:

- Provide students with a strong foundation of core principles in specialized areas of ICT.
- Provide students adequate knowledge and hands-on experience in a specialization selected by the students.
- Prepare students to solve and analyze real-world problems using modern tools and research inputs.
- Prepare students for research and development in industry and organization and motivate them for higher studies.
- Prepare students for their contributions in research and development by pursuing higher studies in the field of engineering, science, business, or administration.
- Prepare students with the necessary theoretical background and technical skills to work professionally as software engineer, system analyst, research scientist, entrepreneur, software developer, and teaching professionals.

The Programme Outcomes (PO) of the MTech(ICT) programme set with the following goal:

After successful completion of the MTech programme students will have:

- Essential technical and practical knowledge for solving real-world problems in the field of ICT domain.
- Ability to demonstrate excellent programming, analytical, logical and problem solving skills that would bridge digital divide between urban and rural developments.
- Ability to use modern engineering tools and technologies necessary for engineering practice in industry and R&D organizations.
- Ability to acquire social and ethical attributes that enable them in applying their skills for societal needs.
- Confidence to train undergraduate students in ICT domain.
- Ability to communicate effectively both orally and written.

The Programme Educational Objectives (PEO) of the MSc(IT) programme are to:

- Provide students with application oriented knowledge of core principles in areas of information technology.
- Provide students hands-on experience in problem solving techniques using logical and analytical abilities.
- Prepare students to solve real-world problems using modern tools and research inputs.
- Train students in industrial requirement through internships.
- Prepare students with the technical skills to work professionally as software engineer, system administrator, entrepreneur, and software developer.

The Programme Outcomes (PO) of the MSc(IT) programme set with the following goal:

After successful completion of the MSc (IT) programme students will have:

- Essential technical and practical skills for solving real-world problems by applying information technology.
- Ability to demonstrate excellent programming, analytical, logical and problem solving skills that would bridge digital divide between urban and rural developments.

- Ability to use IT tools and platforms necessary for practical needs in industry and R&D organizations.
- Ability to acquire social and ethical attributes that enable them in applying their skills for societal needs.
- Ability to communicate effectively both orally and written.

The Programme Educational Objectives (PEO) of the MSc(ICT-ARD) programme are to:

- Provide students with interdisciplinary domain knowledge for agriculture and rural development by using ITin applications effectively.
- Provide students technical kills and hands-on experience on how (and where) to use ICT for rural development.
- Prepare students to solve and analyze urban and rural problems using ICT tools and research inputs.
- Prepare students for use of modern mobile technology for rural development and agricultural growth.
- Provide a unique career opportunity to the students that ranges from agri-business to commodity exchanges and from research to market analysis.
- Prepare students with the necessary background for quantitative analysis and technical skills to work professionally with block development / municipality / collector office, and as IT specialist for NGOs, entrepreneur, software developer.

The Programme Outcomes (PO) of the MSc (ICT-ARD) programme set with the following goal:

After successful completion of the MSc (ICT-ARD) programme students will have:

- Necessary technical and practical skills for applying information technology in rural developments.
- Ability to demonstrate quantitative, analytical, logical and problem solving skills that would address the effective use of ICT tools for rural developments.

- Potential for mentoring and training to farmers and employees in villages and municipalities on identifying appropriate ICT solutions for rural and agricultural growth and suggesting the same to target users.
- Ability to acquire social and ethical attributes that enable them in applying their skills for societal needs.
- Ability to communicate effectively both orally and written.

The Programme Educational Objectives (PEO) of the MDes (CD) programme are to:

- Provide students with foundational arts with cultural and creative sensibility required for successful communication of ideas and information within specific social contexts.
- Provide emphasis on content-driven design as opposed to technology-driven design.
- Prepare students with necessary skills to apply the required tools of communication in culturally and socially sensitive ways.
- Prepare students ready for work professionally in a range of communication design sectors in the corporate world, in the academic and in individual start-ups.

The Programme Outcomes (PO) of the MDes (CD) programme set with the following goal:

After successful completion of the MDes (CD) programme students will have:

- Essential skills and arts for making effective communication design into innovative and sensitive design applies to specific societal contexts.
- Ability to use communication design tools for creative design practice and outcome.
- Ability to create effective design solutions to problems of communication, and apply them to deal with the rapidly changing world.
- Confidence to contribute and work as professional by using communication design in media & entertainment industries, government and non-government organizations, e-education and infotainment within India and abroad.

- Ability to acquire social and ethical attributes that enable them in applying their skills for societal needs.
- Ability to communicate effectively both orally and written.

The Programme Educational Objectives (PEO) of the PhD Programme are to:

- Provide students with a strong foundation of research exposure in their field of interest.
- Provide students adequate knowledge and hands-on experience/simulation in respective field of research.
- Prepare students to solve and analyze challenging research problems applied to industrial use and societal growth.
- Provide students with teaching aptitude in the field of ICT or allied domain.
- Prepare students for their roles in research and development in the field of engineering, science, and design.
- Provide students exposure on sponsored research project developments and deliverables.
- Prepare students with necessary theoretical background and technical skills to work professionally as researcher, analyst, scientist, entrepreneur, system designer, project leader, and teaching professionals.

The Programme Outcomes (PO) of the PhD programme set with the following goal:

After successful completion of the PhD programme students will have:

- Essential theoretical background and technical knowledge for addressing emerging and classical research problems.
- Ability to demonstrate required programming/simulation, analytical, and logical skills that would help in bridging digital divide between urban and rural developments.
- Potential to help industry and R&D organization in applying cutting-edge research outcome into real-world products.

- Confidence and maturity to supervise undergraduate and postgraduate students' project, and to supervise doctoral students.
- Ability to contribute to the society by working as researcher, analyst, scientist, entrepreneur and teaching professionals.
- Ability to acquire social and ethical attributes that enable them in applying their skills for societal needs.

1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Yes. The curricula of UG and PG programmes of the Institute impart breadth and depth of knowledge, skills and values that students can learn through the programme to serve the society. The Institute follows a systematic process in devising and reviewing the curricula of its various programmes. The curriculum development of a particular programme went through several rounds of brainstorming discussions in the committee and with peers, keeping in view industrial and research needs, as well as the rapid development of the ICT in industry. The Institute has constituted Board of Studies comprising faculty, alumni and industry experts, who looks after all matters relating to curriculum development.

The Institute designed its curriculum for its UG and PG programmes in 2001, and later on reviewed it twice based on the feedback received from the students, alumni, industry and peers. One mid-term brain storming about the curricula took place in 2003 with an expert group consisting of internal faculty and accomplished people from IITs and industry. The following steps are being followed for new curriculum designing or reviewing an existing one.

- The Institute has adopted a mechanism to review the curriculum of UG programme once in every 5 years, and the curriculum of PG programme once in every 3 years.

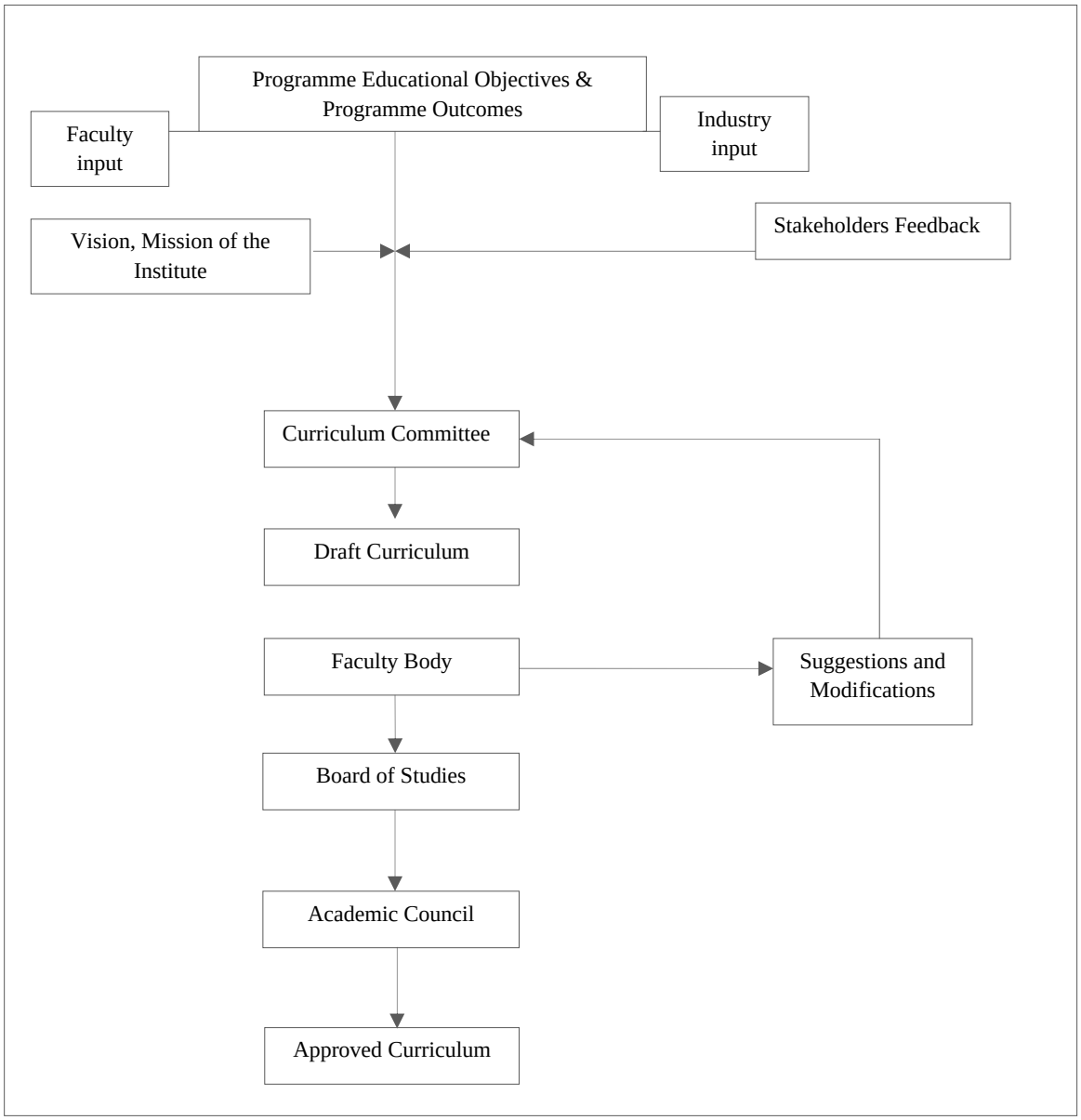
- Curriculum development and revision for all programs goes through a process that begins with the constitution of a curriculum committee headed by a senior faculty under the guidance of Board of Studies.
- Any new curriculum design committee consists of internal faculty, domain experts, external experts from academia and industry.
- The committee discusses and comes out with a draft curriculum which is then discussed in the larger forum of faculty body.
- On a notional approval from the faculty body the final draft of the curriculum or the revision is again subjected to a brain storming process in the presence of experts from the academia and industry.
- The final draft curriculum or suggested revision is then put up to Board of Studies, which then forwards, with necessary recommendations, the draft to Academic Council of the Institute for final approval.
- Once the Academic Council approves the curriculum, it goes for implementation in the academic programme.

Curriculum Review Committee Deliberation

In our BTech and MTech programmes, the curriculum has a good degree of flexibility in terms of electives, internships, and projects. For each course, the pre-requisite course(s) and learning objectives are clearly stated based on which the instruction plan and assessment plan are also well-defined for most of the courses. Course-wise feedback is taken from students at least once in a semester. In some courses, the instructor takes course feedback multiple times, namely, at the beginning of the course, mid-semester feedback, and end-semester feedback. The

students' feedback is taken into account for the subsequent updating/upgrading the course content, delivery mechanism, and for the course allocation in subsequent academic sessions.

The process followed in the curriculum induction or revision in our programme is depicted below:



Curriculum Review Process

1.1.3 How are the following aspects ensured through curriculum design and development?

Employability: The curriculum design and development defined by PEO and PO is mainly guided with respect to ensuring the opportunities and employability of our graduates. Furthermore, industrial internships, rural internship, industry oriented projects, case studies, and electives included in the curriculum enable the employability of the students. The lab component of various courses facilitates the development of practical skills based on the use well-equipped labs which provides students in gaining unique exposure and making them right candidates for employment. The Placement and Training Cell of the Institute also conducts many soft skill training and mock tests for the students to improve the skill sets required by the Industry. The feedback collected from employers is used for enhancing the curriculum by adding electives and improving course delivery.

Innovation: The students at both UG and PG programmes are provided numerous opportunities for innovation via internships, course projects, semester projects, independent study courses, online courses and through sponsored research projects.

Research: Since the faculty members are active researchers, they involve students in their research projects as project trainees or associates. Undergraduate students can participate in research through the option of research internships or BTech project, which can foster students' research potential in an ongoing manner at an individual or group level. The internships / project works of the curriculum gives an opportunity for the students to carry out research based projects, which may lead to publications in conferences/journals. The MTech students are required to work on a yearlong thesis. Many courses encourage students for research based term papers, which enable students participating as a team for research exploration on a given paper or topic. The PhD programme has attracted a good number of students who work in different areas of ICT discipline. The PhD students contribute enormously in various sponsored research projects and by presenting papers and participating in research forums at national and international levels.

1.1.4 To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

The Institute uses the approaches adopted by other national level institutions such as IITs for developing its curricula. The Institute was the first in the country to offer degree programmes in Information and Communication Technology (ICT) at UG and PG levels. In recent past, some other institutions have also started offering similar programmes. Our alumni have now established the brand name of our Institute in the industry and other top universities in India and abroad.

The curriculum of our UG programme is broadly divided into the following major components - Basic sciences, Humanities and social sciences, Core Engineering courses, Professional electives, Science electives and Open electives. The unique feature of the curriculum is that it incorporates the field of Science, Technology and Society studies as a core course component of the programme. The programme requires students to do two internships and a final project (either full semester or spread over to two semesters).

The curriculum of the programme has also enough rooms for electives, technical communications, and specialization core courses. The students are required to do one year thesis work to complete their degree requirement.

Considering the above facts into account, the Institute has successfully reformed the ICT curricular at UG and PG levels and its importance in today's digital transformation in our society.

1.1.5 Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

Yes. The Board of Studies (BOS) of the Institute supervises the entire process of the curriculum revision. The BOS consists of Deans, UG and PG conveners, faculty representatives of all programmes, alumni, and external experts from academia and industry. Upon BOS's recommendation, the Director constitutes a

committee, comprising faculty coordinators of all programmes and external experts from academia and industry, for curriculum revision. During the curriculum revision or induction, external experts from industry, academia and civil society were invited to discuss the curriculum and designing the course contents. The alumni feedback and employers opinions are always taken into consideration while devising any curriculum.

The Academic Council of the Institute is the main body for all academic matters, incorporation of changes in the curriculum of a programme. The Academic Council consists of experts from IITs, industry, and parent organization's representatives. The curriculum review committee incorporates recommendations made by all stakeholders in the revised curriculum and submits the same for approval to the Academic Council through BOS.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

Not applicable. DA-IICT is a unitary university.

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Not applicable. DA-IICT is a unitary university.

1.2 Academic Flexibility

Academic flexibility refers to freedom in the use of the time frame of the semester, course offerings as electives, delivery mechanism, intra-disciplinary options, and diversification of the curriculum structure offered at BTech and MTech levels. The unique features of the academic structure are (a) semester pattern; (b) choice-based credit system; (c) performance index by 2-letter grade; and (d) variety of electives, namely, Group, Technical, Open, and Science electives.

1.2.1 Furnish the inventory for the following:

* Programmes taught on campus

Sr. No.	Programme Level	Name of the Programme	Duration	Entry Qualification	Medium of Instruction	Sanctioned/ approved Student intake	No. of students admitted
1	UG	B.Tech (ICT)	4 years	10+2	English	240	240
2		B.Tech (Honours in ICT)	4 years	10+2	English	60	60
3	PG	MTech (ICT)	2 year	BE/BTech	English	50	50
4		MSc(IT)	2 year	BE/BTech/BS.c	English	90	90
5		MSc(ICT in ARD)	2 year	BE/BTech/BS.c/ BCom	English	40	40
6		MDes	2 year	Graduate	English	20	20
7	Doctoral	PhD	4-6 years	Graduate	English	variable	variable

* Overseas programmes offered on campus
  We do not offer overseas programmes on campus.
* Programmes available for colleges to choose from
  Not applicable.

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

BTech Programme

- The BTech(ICT) programme, a four-year degree programme, follows a 3-tiered course structure. The bottom layer, referred to as foundation, is a set of compulsory courses required to be taken by every student in the programme. The middle layer is formed by a set of technical core of the ICT programme. The top layer is a set of technical electives, open electives, and science electives.

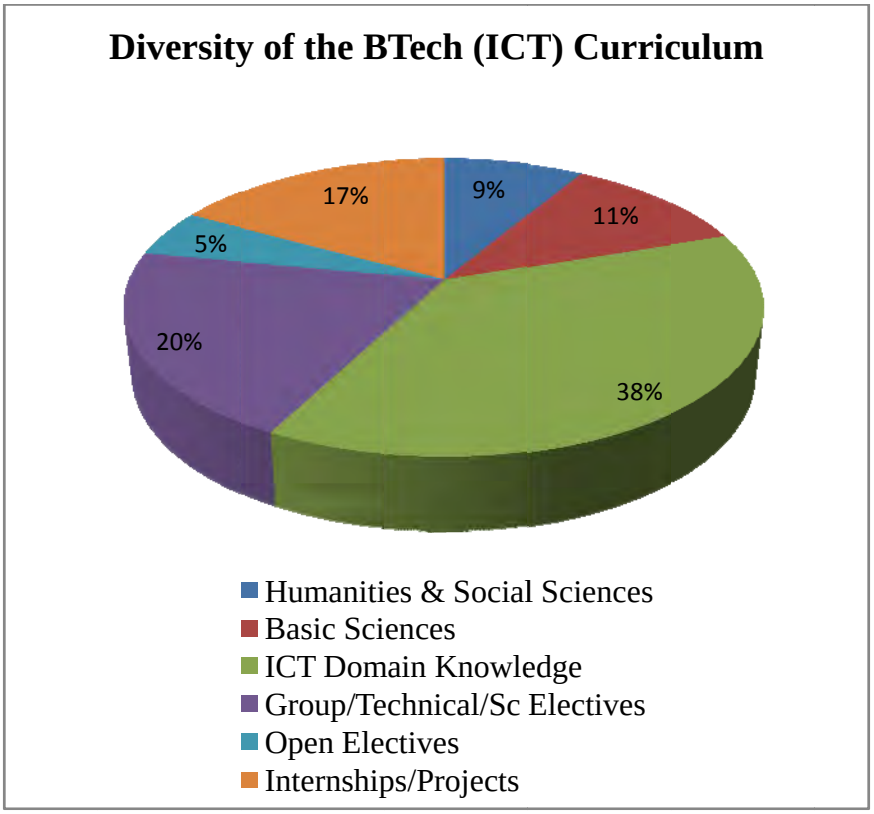
- The majority of foundation courses are offered in the first five semesters. These courses are from the following technical areas - Computer Science and Information Technology, Electronics and Communication, and Humanities, Mathematics and Basic Sciences. A balance between these areas is sought - the foundation courses include 7 courses in Electronics and Communication, 8 in Computer Science and Information Technology, and 9 in Humanities, Mathematics and Science. In the remaining 3 semesters, students take elective courses and do internships and project work.
- A unique feature of the programme is the mandatory rural internship, which is offered in the winter break after the third semester. During the internship the student is typically assigned to work with an NGO for a period of one month in some rural area. The internship is expected to give the student a feel of his/her larger social milieu and it typically involves close interaction with different peoples, communities and their life practices. At the end, the students are expected to make a poster presentation of their work and experience on a stipulated day on the campus right after the next semester begins.
- After the completion of foundation courses, a 6-week industrial or research internship is offered in the summer break after the 6thsemester.
- Finally, the student is required to take 15 credits of BTP, to demonstrate his/her ability to learn current areas of research and/or industrial interest, his ability to utilize the topics he/she has learnt during his/her stint in the programme and his/her creative and design abilities

  [Annexure 1.1: BTech programme structure]

The distribution of courses for BTech (ICT) degree is as under:

Subject area	**Percentage of total credits**		**Average No. of credits**
	Minimum	**Maximum**	
Group/Technical/Science Electives	24	40	36
Other Electives (Open electives)	3	9	9
Project work	30	30	30
Humanities & Social Sciences	15		
Basic Sciences	20		
ICT Core subjects	67		
Total credits			**143**

- Total Credits requirement – 143 for graduation.
- Rural and Research/Industrial Internships not counted in credit requirement
- One full semester project (credit not counted for graduation requirement. This credit would be considered for computation of CPI). This enables students to take project in industry or any other research organization.
- 38% of the total credit is for ICT Domain knowledge
- 11% of the total credit is for Basic Sciences
- 9% of the total credit is for Humanities and Social Sciences
- 20% of the total credit is for Professional Electives
- 5% of the total credit is for Open Electives
- 17% of the total credit is for Internships/Projects



For BTech (Honours in ICT with minor in Computational Science) programme, a student has to fulfill the following requirements:

a) The student should have taken for credit and passed all the core courses of the regular BTech(ICT) programme. In addition, the student requires to undergo 18 credits additional foundation courses from Computational Science core courses. The student require to take prescribed elective courses as group

electives, technical electives, science electives, and open electives, subject to the minimum number and maximum number of electives of each type as specified in the approved curriculum for the batch.

b) The student must have obtained a final CPI of 6.5. A student who does not have a final CPI of 6.5 but has completed the requirements for the B Tech (ICT) degree will be awarded the BTech (ICT) degree.

MTech (ICT) Programme

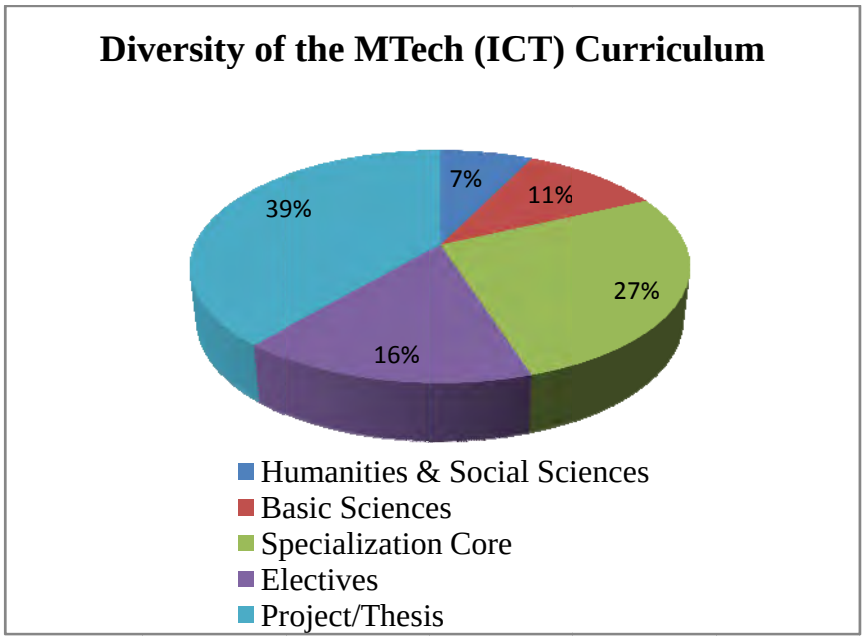
The MTech Programme is a two year degree programme. The programme is primarily research-oriented and designed to satisfy the demands of industry for innovative solutions. Apart from course credit requirement, students are required to pursue one full year (two semesters) of research under the guidance of a faculty advisor and submit a master's thesis in order to obtain their degree. The programme curriculum includes a wide range of elective courses along with a few core courses. Courses on Information Technology, Communication Technology, Electronics and Computer Science and Engineering are included in the list of elective courses. Currently, the programme offers six specialization tracks that provide a strong foundation and advanced courses in each track. The specializations are Algorithmics, Communication Systems, Computer Networks, Machine Intelligence, Signal Processing, VLSI and Embedded Systems. Student is admitted to specific specialization according to his/her choice at the time of admissions. The curriculum includes four important Programme Core courses, five Specialization Core courses, and three Elective courses. Financial support in the form of Teaching Assistantships or Research Assistantships is provided to almost all students.

[Annexure 1.2: MTech(ICT) programme structure]

The distribution of courses for MTech (ICT) degree is as under:

Subject area	No. of credits
Programme Core courses	10
Specialization Core courses	15
Elective courses	9
Thesis work	21.5
Total credits	**55.5**

- Total Credits requirement – 55.5 for graduation.
- Course credit - 34
- Research/Thesis credit – 21.5
- 27% of the total credit is in specialisation domain
- 16% of the total credit is for electives
- 7% of the total credit is for Humanities and Social Sciences
- 11% of the total credit is for Basic Sciences
- 39% of the total credit is for Project/Thesis



MSc (IT) Programme

Master of Science (Information Technology) is an intensive programme designed for students who wish to pursue a professional career in Information Technology. The courses have been carefully designed to guide the student through basic concepts up to current practices in industry. Hands-on laboratory experience is emphasized at every stage of the programme. The programme requires the student

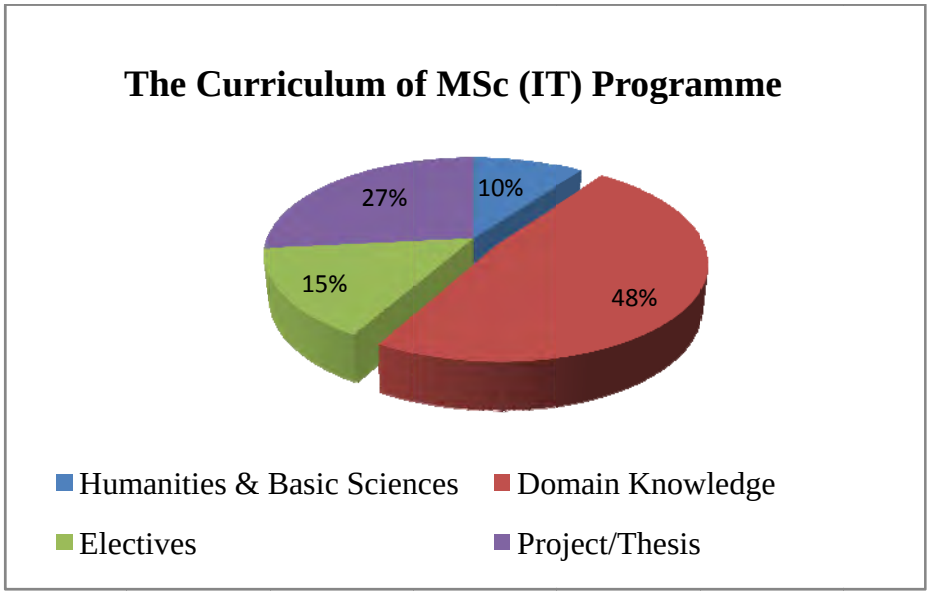
to do foundational courses in the first two semesters. In the third semester, student can take some electives along with two core courses. In the first year of their summer break, they have to undertake an industrial internship in IT industry. The fourth semester is for their project work. Typically, we encourage students of this programme to pursue their projects in industry. The placement cell helps them in placing them suitably in industries for their internship and project work. After going through this programme, a graduate of this programme can expect to build a satisfying career in the challenging field of Information Technology - as software engineer, analyst and system designer.

[Annexure 1.3: MSc (IT) programme structure]

The distribution of courses for MSc (IT) degree is as under:

Subject area	No. of credits
Programme Core courses	46
Elective courses	12
Internship/project	21
Total credits	**79**

- Total Credits requirement – 79 for graduation.
- Course credit - 58
- Internship/Project credit – 21
- 48% of the total credit is for domain knowledge in IT
- 15% of the total credit is for professional electives
- 10% of the total credit is for Humanities and Social Sciences
- 27% of the total credit is for Internship/Project



MSc (ICT-ARD) Programme

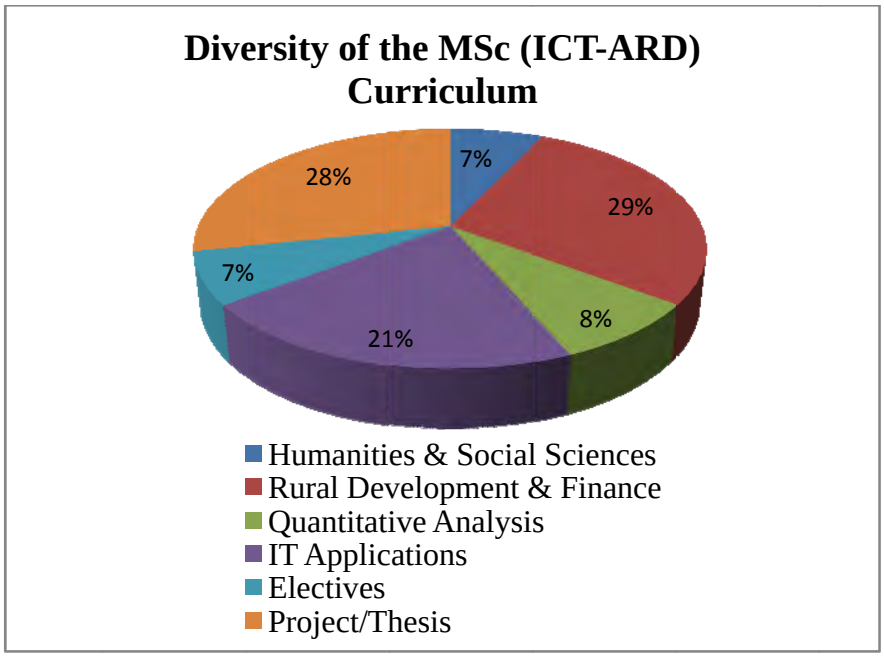
The Master of Science (ICT in Agriculture and Rural Development) programme aims to occupy the unique developmental niche in the field of Agriculture and Sustainable Development in its interface with the ICT through systemic constructive interventions in the field of teaching, training, and action research. Foundation courses include a basic training tool in the ICT, an introduction to development studies, programmes and policies in development and agriculture as well as in ICT. It also offers baskets of specializations through elective courses. The emphasis is on covering the broadest possible range in each of the above and providing the necessary analytical tools. The programme thus offers a unique career opportunity to the students that ranges from Agri-business to Commodity Exchanges and from Research to Market Analysis. It would work towards creating catalysts that will bridge the gap between the developmental issues and the ICT interface.

[Annexure 1.4: MSc (ICT-ARD) programme]

The distribution of courses for MSc(ICT-ARD)programme is as under:

Subject area	No. of credits
Programme Core courses	56
Elective courses	6
Thesis work	24
Total credits	**86**

- Total Credits requirement – 86 for graduation.
- Course credit - 62
- Research/Thesis credit – 16
- Field work credit - 8
- 29% of the total credit is for Rural Development and Finance
- 21% of the total credit is for IT applications
- 8% of total credit is for Quantitative analysis
- 7% of the total credit is for Humanities and Social Sciences
- 7% of the total credit is for electives
- 28% of the total credit is for Project/Thesis



MDes (Communication Design) Programme

The Master of Design (Communication Design) is a two year post-graduate programme (4 semesters). The programme offers the students opportunity to specialize in Visual Communication Design and Interaction Design. Its unique pedagogic format encourages learning of basic design skills, the use of digital

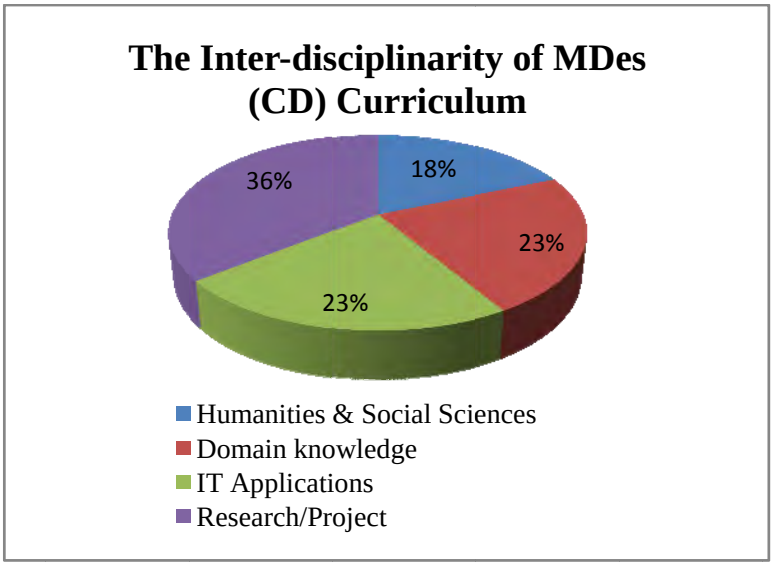
technologies and an understanding of the cultural and aesthetic aspects of communication practices. The programme prepares young professionals for careers in creative media industries and the academia.

[Annexure 1.5: MDes programme]

The distribution of courses for MDes (CD) programme is as under:

Subject area	No. of credits
Programme Core courses	42
Research/Specialization exposure	13
Design Project	15
Total credits	**70**

- Total Credits requirement – 70 for graduation.
- Course credit - 45
- Research/Project credit – 25
- 23% of the total credit is for domain knowledge
- 23% of the total credit is forIT applications
- 18% of the total credit is for Humanities and Social Sciences
- 36% of the total credit is for Project



Doctoral Programme

The Institute's doctoral programme leading towards the award of the Degree of Doctor of Philosophy (PhD) provides the students an opportunity for a career in academia or in R&D industry and organization. The Institute aspires to take a leading role in the research areas related to ICT and selected areas of Humanities and Social Sciences. The doctoral programme comprises both course and research work; the amount of coursework one has to undergo depends on the candidates' past background and the research one is engaged in. The research work to be undertaken for his/her PhD must include original contribution to the knowledge reserve culminating in a thesis to be submitted for the doctoral degree. The Institute supports full-time and part-time PhD supervision. The Institute also allows sponsored candidates to pursue PhD study from the institutes has established a co-operative research programme of over five years or has signed an MOU. All full-time PhD students are eligible for financial support in the form of Teaching Assistantship (TA) / Research Assistantships (RAs). The responsibilities associated with the teaching / research assistantship includes conducting laboratory courses and tutorials for undergraduate students, assisting in teaching, research projects, and academic administration and performing research proposals. The academic requirement for completing the PhD degree is given below:

Programme	Min. Total Credits	Min. Course Credits	Min. Research Credits	Min. No. of Courses	Min. Residence (Sems)	Maxi. Duration (Yrs)
PhD – after BTech/MSc	96	36	48	12	6	7
PhD – after MTech/MPhil	72	12	48	4	2	6
PhD – sponsored- after BTech/MSc	72	12	48	4	1	7
PhD – sponsored- after MTech/MPhil	96	36	48	8	2	8

Academic Requirement of the PhD degree

[Annexure 1.6: PhD programme structure]

b. Enrichment courses

All our programmes are supported by a large number of electives aligned with the industry and societal requirements. The academic programmes offer Entrepreneurship Development, Classical Music and Communication Skills as slot free courses, that is, these types of courses are open to all interested students. The Institute invites many visiting faculty to offer some value addition courses in humanities and social sciences (e.g. Metaphor and Meaning, Indian Cities in Literature, Women's Writing, Elements of Business Management). The UG and PG committees continuously add new electives or update existing electives courses keeping in view the employers' requirement. The resource center of the institute has a rich collection of e-learning materials such as e-journals, NPTEL literature, lecture series on a special topic/domain in soft media, etc. The institute also encourages students to take online courses such as Coursera and other MOOC, offered by reputed universities across the world to complement the courses offered in the institute.

c. Courses offered in modular form

Many courses are taught in a modular form, where one module finishes and the assessment of the students is completed, and then the next module starts. In particular, the courses in humanities and social sciences, design projects, communication skills follow modular approach. To help weaker students in some areas, the institute has adopted the Study Hours mechanism. The courses in Study Hours are typically discussed in modular manner, which include many core courses in the curriculum where weaker students have difficulties.

d. Credit accumulation and transfer facility

All the programmes of the Institute are based on credit system, that is, a student needs to earn some minimum credits to graduate. The Institute has provision for international students to transfer credits from their institution (with whom DA-IICT has MOU for exchange programme) to DA-IICT, which may be accumulated subject the academic norms of the institute with respect to the corresponding programme. The institute also allows external students, registered at other institutes/universities, to do internships/projects at DA-IICT.

e. Lateral and vertical mobility within and across programmes, courses and disciplines

Across Disciplines: Not applicable.

All programmes of the institute, except the MDes, programme, cater to one discipline, i.e. Information and Communication Technology.

Across Programs: Transfer from BTech (ICT) to BTech (ICT) Honours minor in Computational Science is possible after the first three semesters of studies, subject to fulfilling the criterion set by the academic norms. The student eligible for the transfer is granted based on his/her CPI and a formal request to Dean (Academic Programs).

The institute has a defined policy in place that allows migration from MTech to PhD and PhD to MTech, subject to fulfilling academic criteria and credit requirements.
[Annexure 1.7: Migration Policy between MTech and PhD Programmes]

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

The Institute has a well-defined and a transparent policy for foreign nationals' admission to UG, and PhD programmes. The convener for NRI admissions coordinates the entire admission process which is pre-defined as per the prescribed eligibility criteria. A total of 10% seats of the net intake are earmarked for NRI and foreign nationals into the UG programme. The PhD programme applicant needs to fulfill all the regular admission criteria of the programme.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

No specific course has been developed to target foreign nationals. However, the Institute has signed an MoU with ISEP, France and University of Dayton for student and faculty exchange programme.

1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

No. The institution does not offer programmes that facilitate twinning / dual degree.

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

DA-IICT is a private university under the State Act of Gujarat. All the programmes offered at DA-IICT are self-financed and no grant-in-aid is received from UGC/Government.

The Institute follows a transparent admission policy for admitting students in the programmes from all parts of the country. The Institute adheres to the admission norms prescribed by the State Government. The fee structure of the programmes is also followed by Fee regulatory board of the State Government. The institute supports several scholarships in the UG programme such as Merit Scholarship, Merit-Cum-Means Scholarship, Chief Minister Scholarship, Tuition Fee Waiver Scheme, and R-Com Scholarship. MTech students are supported by stipend in the form of Teaching Assistantship; full-time PhD students are supported by the institute stipend in the form of teaching assistantships or research assistantship.

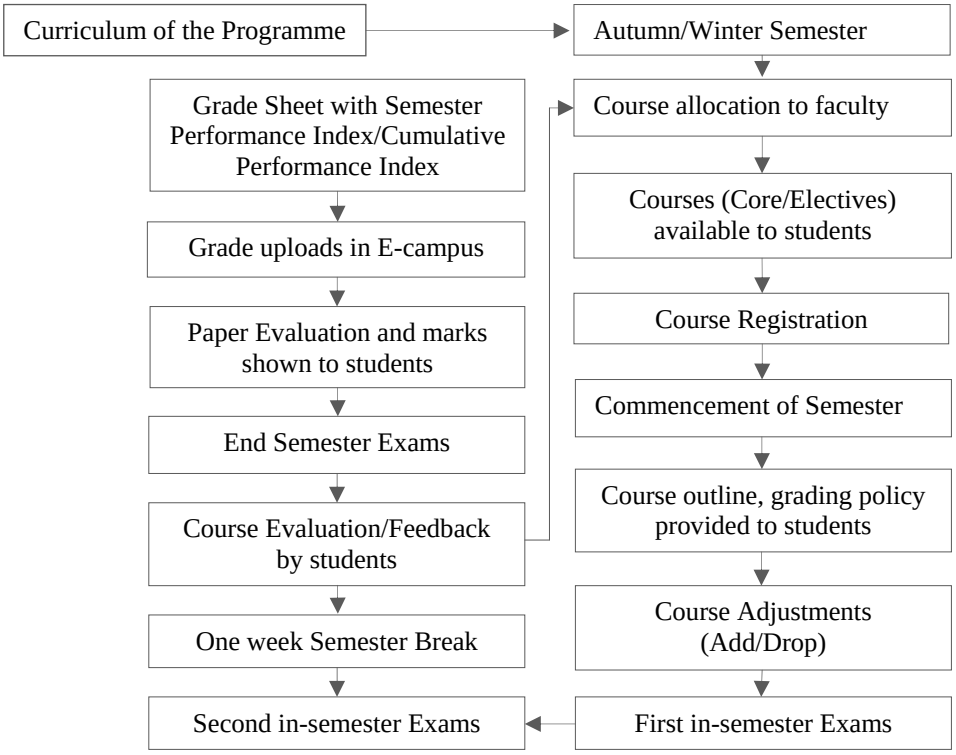
All our faculty members are PhDs from reputed universities in India and aboard. Many of them are having post-doctoral experiences from aboard. Faculty members are highly capable of producing cutting-edge research results and able to devise innovative teaching-learning methodology used in all the programmes.

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

The university does not offer any distance mode of education at present.

1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

Yes, the institute has adopted the Choice Based Credit System (CBCS) for all the programmes right from its inception. Students are given enough flexibility in deciding the courses they like to opt for their electives and have them count towards their graduation credit requirements. The implementation of CBCS in our programmes not only provides flexibility to students and teachers, but also brings the complete transparency to the academic processes that include course credits, course loads, evaluation, grading and results. Below is schematic view of the CBCS that has been practiced in our programmes.



CBCS Process Flow

1.2.9 What percentage of programmes offered by the university follow:

*** Semester system = 100%**

DA-IICT has adopted semester system for all its programmes.

(a) BTech(ICT) – 8 semesters

(b) BTech(Honours in ICT) with minor in Computational Science – 8 semesters

(c) MTech(ICT) – 4 semesters

(d) MSc (IT) – 4 semesters

(e) MSc(ICT in ARD) – 4 semesters

(f) MDes(Communication Design) – 4 semesters

(g) PhD – 2 to 4 semesters of course work followed by thesis work up to a maximum of 10 semesters

1.2.10 How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

The BTech and MTech programmes in ICT are strongly inter-disciplinary. This is because of the innovative curriculum adopted for the ICT discipline that combines the Information Technology, Communication Technology and Electronics Engineering. The curriculum accommodates a large component of inter-disciplinary subjects including Film, Animation, Design, Science Studies and Management along with the traditional Humanities and Social Sciences. This flagship programme visualizes the student as a professional and as a citizen dealing with knowledge systems at large but with a core competence in ICT. The institute introduced courses in Science Studies, Cultural Studies, Film Studies, Gandhian Studies, Art and Science Fiction. The curriculum has also added a Management, Finance, Economics and Environment, and courses on Animation, Film, Design, Graphic Design and Multi-Media systems. Many of electives are open to both UG and PG programmes that opens up an innovative venture of knowledge sharing platform among undergraduate and postgraduate students.

Other programmes MSc (IT), MSc(ICT-ARD) and MDes (Communication Design) are also indicative of our institute's intent to promote inter-disciplinary learning. Since the foundation, we have been of the opinion that engineers must be sensitized for design perspective and ergonomics. At the same time unless a designer understands limitations of technology, the product cannot see the dawn

of the market. The offering of MDes programme in our university is a message to that philosophy. These design programme students live and interact with the to-be-engineers of ICT and hence their perspective of communication design, be it entertainment, product, gaming etc., their approach towards seeking solution is certainly different.

We refer to the section 1.2.2 which gives the details of curriculum of each programme, distribution of courses, flexibility of students' choice, etc, which would give a clear picture of interdisciplinary nature of all the programmes.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented /knowledge intensive and meeting the emerging needs of students and other stakeholders?

Curriculum review at the Institute is a holistic and rigorous process. Each curriculum review cycle is based on sound planning and intense brain storming with all the stake holders. Due to which the end result is a robust intensive course curriculum which has a long standing under changing academic scenarios. In addition to this rigorous process there is an everlasting flexibility to the faculty to regularly update the course contents, particularly for the elective courses, to keep pace with the latest technologies used in industry. The exit feedback and various stakeholders' feedback taken into account to know the gaps/issues and accordingly appropriate mechanisms adopted to address the issues. The institute typically revises the UG programme curriculum in every 5 years, and PG programme in 3years timeframe.

1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

* Inter-disciplinary

  The following specializations have been added to the existing MTech(ICT)

  - MTech specialization in Signal Processing
  - MTech specialization in Algorithmics

* Programmes in emerging areas

  - BTech(Honours in ICT) with minor in Computational Science

1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

Any revision of the curriculum or structure of the existing programmes requires discussion in the Board of Studies (BOS) constituted by the Institute. The BOS consists of senior faculty members from different programmes and external experts from industry and academic. For any need of curriculum revision, the BOS recommends the Director to constitute a curriculum review committee who

will discuss it further with the all stakeholders and then submits the revised curriculum formally to the Academic Council of the Institute. The Academic Council consists of academicians from IITs and experts from Industry and R&D organization. The Academic Council discusses all matters relating to the academic programmes, and suggests appropriate measures for academic growth of the institute. Upon receiving the proposed revised curriculum, the Academic Council may approve the proposed revision suggested by the curriculum review committee or may suggest for incorporation of any changes in it, after discussing the merits of the proposal. The Institute follows the UG programme's curriculum review once in **5** years, and for the PG programs the cycle is once in **3** years.

New elective courses are introduced regularly after the approval of the Dean (AP). The proposer of a new course is required to submit his/her course plan to Dean(AP).Then, the UG committee/PG committee conducts the review process of the course proposal with the help of internal and external faculty/experts. The new course proposal gets reviewed by at least two reviewers, and after that, the review comments are forwarded to the course proposer for their incorporation in the course proposal. Once the proposer incorporates it in the new course, the course proposal gets approval of the UG/PG/Dean(AP). The Institute has a standing IQAC committee which also supervises the activities related to the academic matters for assuring the quality education.

[Annexure 1.8: The members of Board of Studies and Academic Council]

1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

The institute offers equal opportunity to all students to pick-and-choose courses that stimulate their intellectual capital and challenge their innovative muscles from the basket of elective courses of all sorts, technical (focused towards the state-of-the-art and their professional career-oriented), science (explorative and investigative) and open (societal, indirectly thought provoking, sensitive) elective courses.

[Annexure 1.9: List of Electives]

The Institute also offers many short-term courses through its Continuing Education Programme (CEP), where students, faculty, and practitioners can

participate in such courses. The institute regularly conducts workshops, seminars and guest lectures by experts from academia and industry to add value in students' skills set.

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The Institute conducts Continuing Education Programme (CEP) for Air force people almost twice in a year. They are being trained with various usages of ICT technologies in their respective fields of interest. The Institute has also signed an MOU with INS-Valsura, a training centre for naval officers of Indian Navy. Under this collaboration, DA-IICT can offer skill development programmes for their officers either at DA-IICT or at their premises.

The Institute has a very active Students Branch of IEEE. The IEEE student branch of the institute conducts many activities pertaining to students' skills development, short-term courses and workshop for external participants.

Apart from the above, the Institute has an Entrepreneur Development Cell which encourages young graduates (within and outside) for startups that helps them in developing their core competencies in entrepreneurial activities.

[Annexure 1.10: List of activities conducted by IEEE SB during the last four years]

1.4 Feedback system

1.4.1. Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes, the Institute has a proper mechanism through which course feedback is taken in every semester. A feedback form is circulated to each of the student for all the courses he/she has registered before the semester ends. The course evaluation period is also included in the Academic calendar. All feedback forms are accumulated and compiled by the Dean (AP) office. The compiled feedback result is then submitted to the Director for assessment. The course instructors also receive the summarized feedback for each of their courses. In addition, the programme exit survey questionnaire is collected from every student after completion of their credits requirements. The feedback provided by the students is used for improvement in courses and delivery mechanism, and is also discussed in faculty meetings for improvement in the curriculum. Student feedback is also considered as an important component while deciding upon the career progression issues.

[Annexure 1.11: Student Feedback]

1.4.2. Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

On several occasions external faculty had been invited to discuss about our curricula. The Institute invites academic experts as Adjunct Faculty who teach courses, conduct training and workshops which help in developing the curriculum. Faculty members also carry out peer review of their course outline and take input from national and international faculty in their individual levels. The Academic Council of the Institute consists of experts from IITs and industry. Any matter relating to the curriculum is discussed in the council and suitable amendment is suggested by the Academic Council.

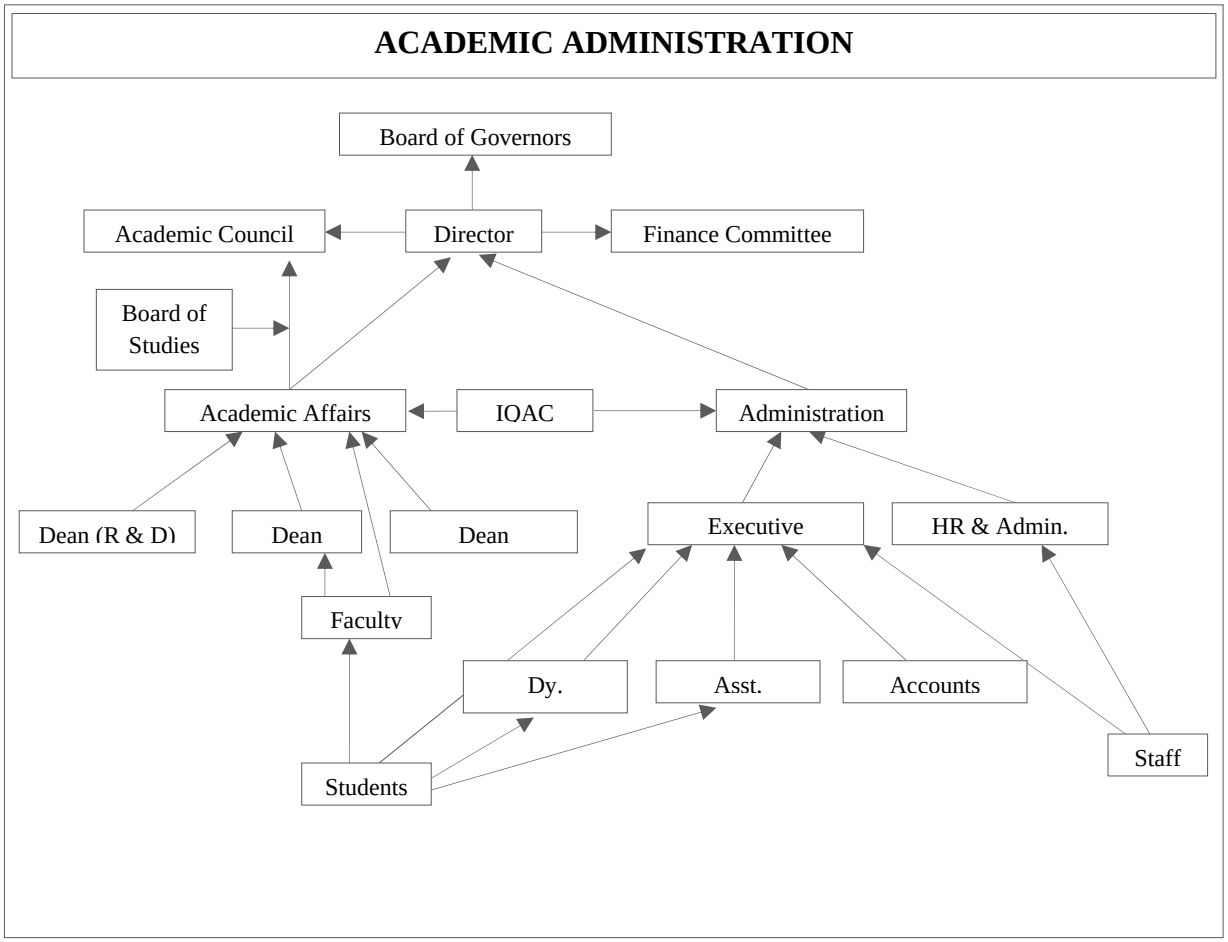
1.4.3. Specify the mechanism through which affiliated (CCs) institutions give feedback on curriculum enrichment and the extent to which it is made use of. University gets feedback on curriculum enrichment from faculty members of various authorities and also heads of constituent colleges.

Not applicable.

1.4.4. What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring effective development of the curricula?

The Institute puts constant efforts in maintaining academic quality of all its programmes. The quality of all programmes is assessed in every six month by the Academic Council of the institute. The Academic Council is comprised of experts from IITs and industry. With the guidance of the Academic Council, review of course feedback, periodic up-gradation of course contents, and regular introduction of new courses are the measures undertaken by the academic administration of the Institute to ensure quality of its academic programmes. The same is illustrated in the flow-chart below.

The Institute has also constituted the Internal Quality Assurance Cell (IQAC) under the chairmanship of the Director, which started functioning from the 2014-15 academic session. The IQAC puts in efforts to monitor, assess, and measure academic matters and makes suggestions for possible enhancements to concerned faculty/coordinators/conveners of programmes and to the Dean/Registrar's office as well. The IQAC, Dean (AP) and Programmes conveners review teaching methodologies, lectures plans, evaluation mechanisms, students feedback in each semester and suggest to the course instructors and support staff appropriate measures required for enhancing the quality of the teaching-learning ambience on the campus.



Academic Administration

CRITERION II - TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the university ensure publicity and transparency in the admission process?

The Institute makes adequate publicity in a planned manner. Following are the avenues that the Institute avails for publicizing the admission process of its various programmes.

Publicity: The admissions notification is issued as an advertisement in leading newspapers across the country.

Website: The admission information is published on the Institute website (www.daiict.ac.in). The information posted on the website include the course details, intake of students, the eligibility criteria, the admission procedure, fees and the facilities provided by the institute. The counseling schedule, the process of shortlisting and the seat matrix for various categories is provided on the website.

Information Brochure: The Institute's information brochure provides admission information, designed for programme specific information that also includes faculty, infrastructure, resource center, sponsored projects, collaboration with other institutions, co-curricular activities, placements, and students' and faculty achievements.

Alumni: Alumni network of the institute plays a significant role in publicizing the admission related matters through their networks.

Transparency: The admission of students to Institute's various programs is done through the admission committees constituted by the Director. The admission committee is chaired by a faculty member, with 2-3 additional faculty members, Registrar, Deputy Registrar, and Assistant Registrar as members. The admission to various programmes is done through open house counseling, held at the Institute. The transparency of the admission is maintained all through the process

from the start of the notification till the end of the admission process. The details of the selection criteria are published on the website and followed the said norms strictly through the process of conducting entrance test, short listing, admission offer, wait-list updating, etc. The Institute puts a dedicated admission helpdesk center in the Registrar's office to handle the admission related queries and responses.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (*e.g.*: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

Undergraduate Programme: The admission process follows the Gujarat Professional Technical Educational Colleges or Institutions (Regulation of Admission and Fixation of Fees) Act, 2007. As per the above regulation and the state of Gujarat Govt. directive, 50:50 seat sharing has been adopted since 2012-13 academic year. The Institute also follows the prescribed reservation norms for OBC/SC/ST category.

Admission to the UG is done based on the All India Rank of Joint Entrance Examination (JEE) Main, which is conducted by CBSE. The short-listed candidates, are being offered admission (confirmed/ waitlisted) in the order of their merit (based on the All India Ranking of JEE).

All India Category Candidates

50% seats of the total intake is filled by the All India category students. Admission is based on the total marks obtained in JEE Main and score in Class 12th or other qualifying exam (60% & 40% weightage, respectively).

Gujarat Category Candidates

50% seats of the total intake are filled by Gujarat category students (candidates who have passed the Qualifying Examination from the schools located in the State of Gujarat). Admission is based on the total marks obtained in JEE Main and

score in Class 12th or other qualifying exam (40% & 60% weightage, respectively).

Postgraduate Programs

MTech: The merit list for admission is prepared on the basis of Graduate Aptitude Test in Engineering (GATE) score of candidates applying for admission. The programme has six specializations, namely, Algorithmics, Communication Systems, Computer Networks, Machine Intelligence, Signal Processing, VLSI and Embedded Systems. Each specialization has 6-8 seats, and they are filled by the merit of the candidates GATE score in respective disciplines, announced in the admission criteria. Counseling for allotment of specialization is also done online, so that candidates can see their position and act accordingly until all the seats get filled.

MSc (IT): The candidates are selected through an entrance test, conducted at different cities in the country. The merit list for admission is prepared on the basis of the aggregate score of the Entrance Test.

MSc (ICT in ARD): The admission to the programme is done through a two stage process that involves (a) an online entrance test, conducted by the institute in different cities in the country; and (b) a personal interview. The candidates who have appeared for CAT/MAT/CMAT/XAT/ATMA can submit their scores, in which case, they are not required to appear for the Institute's online entrance test. The merit list for admission is prepared based on the entrance test (50% weightage) and interview (50% weightage) scores.

MDes (Communication Design): The candidates are selected through the Design Aptitude Test (DAT) conducted by the Institute at its premises. The candidates who qualify the DAT are invited for interview. The merit list is prepared based on the combined scores attained in DAT, interview and the Statement of Purpose. Typically, the admission committee gives 50% weightage of DAT, the interview 30% and the SOP 20%. Candidates with a valid Common Entrance Examination for Design (CEED) score is directly called for the interview. Furthermore, if a candidate has her/his portfolio of work, he could also be called for the interview.

PhD: The admission to the programme is done through a two stage process that essentially involves (a) short listing (through DA-IICT's PhD entrance test or GATE/CSIR-NET score or CPI in for DA-IICT students) and (b) a personal interview. [Annexure 2.1: Admission Manual]

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Not applicable. DA-IICT is a unitary university.

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The Institute regularly reviews its admission process for all the programmes. After the incorporation of the State Govt. higher education regulations for professional courses (Admission Committee for Professional Courses), the Institute has very little scope for changing the admission process. However, our endeavour is to attract the best students in all categories prescribed in the Act. The admission committee submits the reports of the admissions at the end of the admission process to the Director, Registrar and Dean(AP) for review. The reports contain the number of applications according to the programme, diversity in admissions in each programme, highest and lowest ranks of the admitted students, etc. The academic administrators review the admission reports and take necessary steps to ensure the quality of intake and the academic system maintained by the Institute.

2.1.5 What are the strategies adopted to increase/improve access for students belonging to the following categories:

The institute implements the reservation policy for its undergraduate programmes, as per the following criteria.

- SC/ST :

  Reservation of 15% seats for SC candidates and 7.5% for ST candidates is followed for All India category, and for Gujarat category the reservation is

7.5% seats for SC and 15% seats for ST candidates as per the norms set by the State Govt. of Gujarat.

- OBC :

  Reservation of 27% seats for OBC candidates.

- Women :

  No reservation at present.

- Persons with varied disabilities :

  3% of the total seats are reserved.

- Economically weaker sections :

  No reservation at present. However, the Institute financially supports students who are admitted from economically weaker sections. The Institute has implemented the merit-cum-means scholarship by which meritorious students, who have come from financially weaker sections, are supported with full tuition fee waiver.

- Outstanding achievers in sports and other extracurricular activities :

  No reservation at present.

2.1.6 Number of students admitted in university departments in the last four academic years:

Programs	Admitted Students							
	2011		2012		2013		2014	
	Male	Female	Male	Female	Male	Female	Male	Female
B Tech (ICT)	192	51	188	55	221	69	240	59
General	165	45	126	32	141	52	154	45
SC	22	4	17	10	27	4	28	4
ST	5	2	14	8	18	6	17	9
Others	-	-	31	5	35	7	41	1
	44	6	41	9	33	17	39	14
MSc (IT)	51	39	61	29	62	28	52	28
MSc (ICT-ARD)	10	0	5	4	5	5	4	2
MDes(CD)	7	4	2	4	3	4	4	3
PhD	11	4	9	7	10	2	3	3

* For UG Programme other category data for Gujarat Category students is only collected.
* For PG Programmes category wise details is not collected.

2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes, the Institute thoroughly analyses the demand ratio for the various programmes after the admission process every year. The admission process of all programmes is coordinated by a separate committee, headed by a faculty convenor. At the end of the admission process, the convenor submits a composite report highlighting number of applications in each programme, cut-off rank/score, quality of intake, typical questionnaire that aspirants/parent frequently asked for, question papers of entrance test, etc to the Director and Registrar Office. After having these inputs, the Director convenes meeting with Registrar and Dean-AP for discussion on shortcomings (if any) for attracting quality students and requirement of follow up actions to address issues pertaining to demand ratio for the various programmes.

Programmes	Number of applications	Number of students admitted	Demand Ratio Ratio
UG (2014) All India category	8495	150	1:56
UG (2014) Gujarat category	Admissions handled by ACPC		
PG (2014)	1648	158	1:10

PG Programme-wise:

Programme	No. of applications received	Number of students admitted	Approved seats	Demand Ratio
MTech (ICT)	941	50	50	1:19
MSc (IT)	541	82*	90	1:7
MSc (ICT in ARD)	32	6$	40	1:1
MDes (CD)	37	7$	20	1:2
PhD	97	5	Variable	1:19

* The wait-listed candidates were not called for filling up the seats after the target deadline set by the institute.

* After the evaluation of the entrance test conducted for this programme's admission, there were not sufficient qualified candidates in the waiting list.

2.1.8 Were any programmes discontinued/ staggered by the university in the last four years? If yes, please specify the reasons.

No, the Institute has not discontinued any programme in the last four years.

2.2 Catering to Student Diversity

2.2.1 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes, the Institute organizes separate orientation programmes for UG and PG students. The UG orientation programme is spread over 3 days long schedule and the PG orientation programme is a week-long schedule. The orientation schedule covers the programme objectives, outcomes, curriculum, course/credit structures, course registration system, academic rules and regulations, resource centre, lab visits, and life on campus. The UG and PG committees coordinate the entire orientation schedule for the respective programmes. The schedule includes the welcome address by the Director, PEO and PO by Dean(AP), research & development by Dean(R&D), campus life by Dean(Students), administrative information by Registrar, and discussions other faculty, staff and peer students. [Annexure 2.2: Orientation programmes]

2.2.2 Does the university have a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

At the beginning of the academic session, newly admitted students come to the Institute from various backgrounds across the country. In order to make the new students comfortable in the campus, the orientation programme helps them in familiarizing with classrooms, laboratories, administration, co-curricular activities, and the academic guidelines. In the orientation schedule, senior students conduct sessions for freshers on different activities held in the campus where students can participate and contribute. In addition, the Institute has anti-raging cell and gender cell, mentored by faculty, which can address proactively any issue raised by any student. A professional counsellor and faculty mentors are also available in the campus, which can make new students acquainted with the campus.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

Yes, remedial classes (Study Hours) are offered in every semester for the students who are put on academic probation. The remedial sessions are also supported by teaching assistants. Typically, evening hours are preferred to conduct the remedial sessions. The instructor plans for the remedial sessions for his/her course and implement 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. In addition, a good number of remedial courses are offered in the summer semester in which a student can clear any backlog course and opt for course improvement as per the academic guidelines. Following are the list of courses that are typically open for remedial courses:

- Digital Logic Design
- Introduction to Programming
- Analog and Digital Communications
- Data Structures
- Communication Skills
- Calculus and Complex Variables
- Introduction to Discrete Mathematics
- Analog Circuits
- Computer Organization
- Signals and Systems

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

The Institute is attentive of the candidates belonging to disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc. To help these students the Institute provides full tuition fee waivers to

economically disadvantaged students depending on their family income and merits. The Institute provides reservations for physically handicapped, SC, ST and OBC in admissions. It has been observed that slow learners need special care and attention. The Institute provides mentoring and counselling to weaker students. Special classes are conducted for slow learners and weak students beyond the class/lab hours. Furthermore, summer semester provides opportunity to weaker students to makeup the backlog courses and allows them to improve course performance. All these measures help students substantially who come from these sections.

[Annexure 2.3: Study hours classes]

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

If a student has high Cumulative Performance Index (CPI), he/she would be considered as advanced learner. The Institute allows advanced learners to take extra courses, to enrol in higher level courses. With this such students would have the opportunity to enhance their knowledge to a great extent. The Institute also provides them an opportunity to help the course instructor in laboratory work or engaging them in Study hours. Through this, the advanced learners get opportunity to excel in teaching skills, and at the same time, they avail stipend. This experience is valuable since this helps 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.

2.3 Teaching-Learning Process

The teaching-learning and evaluation (TLE) process is carried out throughout the academic year. All the courses follow credit-based system. As a result, the teaching practice is structured into **T**heory-**T**utorial-**P**ractical (L-T-P). For example, a course with 3-0-2-4 indicates that the course will have weekly 3 hours of lectures and 2 hours of practical, and the student who has registered for this course will earn 4 credits (note: 2 hours of practical give 1 credit).

In the classroom, the teaching aids involve white board, document projector, slides presentation, and discussion through group/assignment/project. All the instructors announce the grading policy of their courses in the first week of every semester. The grading policy is decided by the course instructor, and typically, the policy considers in giving weightage to in-semester exams, end semester exam, assignments, quizzes, labs, class participation, projects, etc. Continuous evaluation is practiced in all courses and students are provided needful advice in a timely manner.

The salient features of institute's TLE process include:

- Admissions-accountability, transparency and responding to the diverse needs in TLE process.
- Merit scholarships and merit-cum-means scholarships for UG and PG programmes.
- Course allocation based on peers' opinion and students' feedback.
- Adherence to academic calendar for all academic activities.
- Updating Resource centre and Labs infrastructure based on subjects' needs.
- Adopting strategies for slow and advanced learners.
- Providing full-time counsellors and faculty mentors to students.
- Encouraging students for research based projects, participation in competition at national and international levels.

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The academic calendar is prepared by the Registrar in consultation with the Dean (AP) and approved by the Academic Council prior to the academic year. The calendar outlines the semester schedule, examinations schedule, and course evaluation schedule. The course allocation to faculty for the year is prepared by the Dean (AP), with the input of faculty, UG and PG committees, and informed to students prior to the registration of a semester.

[Annexure 2.4: Academic Calendar]

Lecture, Lab and Tutorial Timetable is made available to students, faculty and staff well in advance before the commencement of a semester. The institute follows slots mechanism in the timetable which provides students flexibility in selecting courses from the slots.

[Annexure 2.5: Academic Year Time Table]

All courses follow credit based evaluation system, i.e., a course with credit structure 3-0-4-5 requires students to attend 3 hours lectures and 4 hours labs per week, and allows students to earn 5 credit points after successful completion of the course. The lecture plan for a particular course is conveyed to students by the course instructor before the course commences in a semester. The instructor prepares for the lesson plan stating topics to be covered including methodology and the evaluation process for the course.

The performance of the students is assessed on a continuous basis by conducting in-semester exams, end-semester exam, assignments, quizzes, student presentations, and projects. A minimum of 80% attendance is required in each course for appearing for the end semester examination. After evaluation, the answer books are shown to the students so that they can see where they have made mistakes and discuss with the instructor accordingly. The semester result is announced within a week after the end semester examination.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes, the Institute provides the course outline and the course schedule to the students prior to the commencement of the academic session. This helps students in selecting electives and balancing their course load towards meeting the criteria of degree requirements. The instructor of a course provides lecture plan and course materials to students prior to the commencement of a semester. The calendar provides enough time to students for adjusting their courses registered for the semester. A student can change the courses that he/she registered for a semester by adding and dropping courses till the last date for add/drop as specified in the academic calendar.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

The Institute does not face any challenges in completing the curriculum within the stipulated time frame and calendar. In other words, all our academic activities strictly adheres the academic calendar. One of the important advantages the Institute has that the campus is residential for students. Furthermore, the institute follows less holidays. With the above, the concerned committees put significant efforts for their tasks and take necessary steps to announce the timetable well in advance, labs preparation, examination, evaluation and result announcement with so meticulously that we do not face any challenges to meet the academic calendar to complete all academic activities in time.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The Institute has adopted following mechanisms to make the learning process student-centric.

- Project based learning
- Assignments and Lab practices
- Peer discussion
- Participation in students clubs
- Self-study – applicable to PhD and MTech students
- Internships
- Extra-curricular activities

Two major challenges in an effective teaching pedagogy are large class size and easy availability of online study material. Large classes are challenging for simultaneously handling the needs of a relatively diverse audience, effective interaction, and ensuring attentiveness of the students. Availability of online study materials creates a perception that face to face lecture time may not be required at all and has the added benefit of flexible timings.

In large classes that we teach, faculty have found that an ICT tool like “personal response system” (PRS) is very helpful in real-time interactivity and thus the possibility of change in teaching emphasis on the fly. We also find that breaking the lecture in 3 fifteen minutes capsules with interactive games and quizzes of

five minutes each greatly enhances the alertness level and the comprehension of the students.

Some faculty have experimented with “flipped classroom” methodology for teaching advanced technical electives with small enrolment levels. Wikipedia defines flipped classroom as an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom” We have found that by providing the study material, including lecture notes, online videos, and research papers for the students to study on their own before they come to class, the lectures can be turned into problem solving, ideation, and brain-storming sessions. This has resulted in an enhanced satisfaction level of the students for the course and a superior achievement of the learning outcomes.

Another interesting mechanism used in some courses is the use of narratives. In some of the humanities and social sciences courses, concepts are taught through anecdotes and real life news rather than only theories. In other words, the pedagogical approach is that of storytelling. All concepts are taught by narrating stories or relating them with everyday incidences. The advantage is that, students remember the concepts for much longer time.

In addition, to make learning student-centric, following are some teaching-learning mechanisms followed by the faculty of the Institute.

1. Instructors use effective course delivery mechanism for foundational courses – Core engineering, Mathematics and Basic Sciences. Typically, a standard textbook is recommended for core courses, and instructors use online course materials (e.g. courseara, MOOC) to update the contents of the courses. Each semester, a combination of Core engineering courses, Basic sciences, and Humanities and social sciences is placed in the curriculum, so that students can balance their load and understanding from these courses and do some projects work in subsequent semesters.

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

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

3. Students perform a minimum of 2-3 laboratory courses per semester from 1st to 7th semester of BTech, and in the first two semesters of MTech and MSc (IT) programmes. All the laboratories are well-equipped with hardware, software and open source tools. Teaching Assistants (PhD and MTech students) help in all core courses including some electives which have tutorials or lab components.

4. To communicate effectively in second language to non-native English speakers in large classes at university level is a challenging task. The teacher's role is dynamic and frequently evolving in the current scenario, from being someone who delivers direct instruction to being a guide who facilitates and ensures that students take ownership in the learning process and become effective learners. Rather than being bound by a single textbook, instructors use different selections from prose, poetry, fiction, non-fiction, and technical articles for class discussions, to stimulate the interest level of students.

5. Continuous assessment of each course is done throughout the semester. The instructor announces the assessment mechanism and grading policy prior to the commencement of classes. Typically, in-semester exams, end semester exam, quizzes, assignments, in-class participation are some of the measures that help in assessment of students performance.

6. Students actively participate in IEEE student branch and ACM student branch, and many students' chapters established by the professional bodies at the institute. Students are also encouraged to participate and present technical papers at National/International Conferences organized in the institute and outside.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

The Institute has been quite active in inviting eminent educationists and researchers as adjunct faculty/ visiting faculty. The institute regularly conducts lectures, organizes symposia, seminars, and workshops. To motivate students and faculty, the institute invites experts regularly to deliver lectures in various research areas. This process enables faculty, students and institute as whole to sharing research experience, building association and reaching out the knowledge society in our country and abroad.

[Annexure 2.6: Research Progression Policy]

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

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

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

Many of our students use e-books and enrol in online courses, e.g., MOOC, Coursera. Besides, students are also encouraged to participate in national/international level online contest such as programming ACM ICPC, Microsoft Imagine Cup, IBM TGMC, Google summer of code, etc, by which they get useful exposure and visualize on how one can make the effective use of e-resources from classroom learning to real-world practice.

[Annexure 2.7: List of e-resources in the Resource Centre]

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

As stated in 2.3.6 about the various mechanisms that have been implemented for our academic programmes, our campus not only a Green campus by its physical look, but also a true Green campus both physically and logically. The institute manages student, teacher, employees' records in its E-campus system. The E-campus student is accessible to students, faculty and staff for its various modules. Most of our academic activities function towards paper less philosophy, e.g. making effective use of e-campus, starting from students' registration, grading, result announcement, project management, and management all employees data happen through the E-campus system.

Library follows an open access system where users can walk in to library and

directly access resources. The Library operations are fully computerized and connected to campus network and the users can access all the online and digital resources. The infrastructure facilities include preview room of 65 seats for group viewing of audio visual materials, cubicles for faculty and researchers, 48 PCs with internet connectivity, Wi-Fi connectivity, network access to CDs and DVDs, digital resource access, TV viewing and listening to radio with wireless headphones, printers and photocopiers.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

From the beginning the Institute had constituted a standing Information and Communication Technology (ICT) committee, comprising with faculty members and senior system personnel, who looks after all requirements of software and hardware related to courses. Any individual requirement needs to be submitted to the lab in-charge, who takes needful action and approval of the ICT committee for procurement or getting an open-source version of the requested component. Following are some open source tools that are being used in different courses:

Open source OS Fedora (having in-built various packages, tools as well as software), Eagle 6.5.0--- light edition, Scilab, Miktex, LT Spice/swCAD III, Winrar, Acrobat reader, VLC player, open office, Turbo C, Pspice student version, Wireshark, Apache Tomcat, Eclipse, Eclipse with UML tool Object Aid, Jbuilder, Jcreator LE, Mozilla Firefox browser, Google chrome browser, MYSQL, Net beans, PG Admin –III, PHP, Python, Shockwave player, SSH secure shell client, bloodshed devc++, LC3 simulator, Java with java doc, Arduino, QGIS, CMAP, Vensim, MicroImage TMT, Postgresql,, DIA, Silos, Crimson Editor, Logisim, Applian FLV Player, Clamwin Free Antivirus , AVR studio, Edit plus, GPL ghost script, KEIL Vision 4, OMNET++, StarUML, Winpcap, 8085 simulator, Magic VLSI layout, kchmviewer, phpDesigner, NS-2, and SUMO.

The Institute has an elected (non-political) Student Body Government (SBG), which helps various units of the academic administration on students' requirement, labs related issues, and course/timetable matter. The SGB regularly

conducts events on developments in open source tools, apps design, programming, cross platform development, debate, and so on.

[Annexure 2.8: List of Active Students' Club]

2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?

The Institute has high speed (1000 mbps) Internet connectivity. The campus is also WiFi enabled and students' hostel rooms are connected with high speed Internet. All labs are equipped with modern computing infrastructure. The resource centre is open up to late in the night and even whole nights sometimes depending on the requirement. Students attend lectures and labs as per the timetable and takeaways assignments which they discuss with peers and instructor/TA and solve the problems anytime while staying in the hostel, the library or in the labs. As a result, the Institute has effectively transformed conventional classrooms into 24x7 learning mode.

2.3.10 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

The Institute has engaged the services of a professional counsellor, who is available in the campus two full days in a week. Many students avail the counselling services on issues related to personal, academic, and career concerns. This counselling remains confidential, so that student can freely express his/her concern as and when required. In addition, the Institute has adopted following measures for students' counselling/mentoring/advising:

- First year UG students are mentored group-wise by the UG committee.
- Faculty mentorship is provided to weaker students in their problem areas.
- Study Hour is mentored by the UG committee, which is made primarily for the students who are on academic probation.
- Many courses, primarily for the lab classes, encourage students to do project or lab experiment in groups, which are supervised by the course instructor and teaching assistants.
- Faculty is available for supervising student project work, training and internship.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

As mentioned in 2.3.4 the teaching-learning process followed are student-centric. The Institute strongly encourages faculty to use innovative teaching methods. The use of e-resources, open source tools, open courseware, online tools helps in course delivery. Many courses follow project-based learning, encourage group-wise lab experiments, adopt open book test, which are some methodologies that

faculty members have considered in the last four years, which have shown substantial improvement in teaching and delivery mechanisms in various courses. The Institute recognizes and rewards excellence in teaching through various methods including faculty career progression, appraisal based annual incentive/increment, sponsorship for visiting position, summer schools, conferences, workshop, etc.

[Annexure 2.9: Innovative teaching-Learning Mechanisms]

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners

In many courses, students are encouraged to come up with innovative solutions to existing problems of practical applications. Students are given expert guidance in their internships and BTPs, where they refer research papers and explore in related development tools. This enables in bringing innovative thoughts which are being converted to technical papers and publications in conferences/journals. Students are encouraged to participate in scientific meeting and conferences and present papers and posters, which nurture scientific temper and research aptitude amongst learners. The students are supported with travel and registration of their papers in such forums from the institute. Institute also recognizes best BTP awards in a batch by selecting their reports in a journal that is archived in the institute library. Our students were awarded several awards including TCS top-100 students, Google Women in Engineering, Microsoft Imagine Cup, etc.

The student body of the Institute continuously organizes many programmes through various students clubs on debates, exhibition, contests, seminars, and workshops outside the classroom teaching, where students actively participate and share their knowledge.

The annual festival Synapse of the Institute brings out the creative talents of the students in fine arts. Apart from these, Institute has an incubation cell, Centre for Entrepreneurship and Incubation, where students can have start-ups, and contribute to society on their creativity and knowledge.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

* **Number of projects executed within the university**
* **Names of external institutions associated with the University for Student Project Work**
* **Role of faculty in facilitating such projects**
* **Number of projects executed within the university**

Many courses have course projects, which all enrolled students have to do individually or as a team, based on the course policy announced by the course instructor. Students have to undertake internships and BTP as part of the undergraduate degree. In the PG programmes, MTech thesis, semester long projects in MSc (IT) are mandatory. The programmes MSc (ICT in ARD) and MDes also require several projects and term-papers which students need to undertake to complete their credit requirements.

* **Names of external institutions associated with the University for Student Project Work**

Many students do their internships and projects in industries such as Google, Amazon, Juniper Networks, HP Bangalore, Deloitte, Flipkart, and other industries. At the same time, many students prefer to do their internships and projects with IISc Bangalore, IITs, TIFR, ISRO and IIIT Hyderabad.

* **Role of the faculty in facilitating such projects**

Faculty member acts as a supervisor to monitor the project work. At MTech and PhD levels, external experts are invited for some areas. Each activity is mentored by a faculty coordinator. The coordinator constitutes a committee of faculty members, who reviews the projects and helps in evaluating them.

2.3.14 Does the university have a well-qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes, the Institute has a well-qualified pool of human resources comprising all faculties who possess PhD degrees from reputed institutions. The Institute also invites experts from academia and industry for adjunct and visiting faculty positions.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

Since the Institute offers ICT education, all faculties have access to ICT-enabled e-resources with modern infrastructure facility. Every faculty is given a personal laptop and other computing resources at the time of the joining. Faculty can also purchase any equipment that they require for their research and teaching. All the classrooms are equipped with LCD and document projectors and A/V systems to enable faculty in conducting lectures.

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Yes, course evaluation by students is conducted by the Dean(AP) course-wise before a semester ends. The feedback is compiled and submitted to Director. Finally, the outcome of the feedback analysis is shared with faculty to enable them to improve the teaching-learning process.

2.4 Teacher Quality

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

The Institute puts continuous efforts in hiring qualified faculty and staff through its Search Committee comprising of both internal and external experts. The minimum eligibility criterion for faculty position is PhD from a reputed university. All our permanent faculty have PhDs from reputed university and many of them have post-doctoral experience from abroad. The Institute has a Faculty Search Committee, which receives applications for faculty position throughout the year. However, the search committee periodically reviews received applications, shortlists candidates via Skype, and then conducts face-to-face interview round with the help of an expert panel. With this continuous faculty/staff search process, the Institute is able to maintain effective student-teacher ratio as well as balance between the senior and the junior faculty.

2.4.2 Furnish details of the faculty

All teaching staff members are counted as faculty. There is no department division among the faculty. The overall distributions of faculty as per the sanction posts are furnished in the table below. It is to be noted that PhD and MTech students are engaged as teaching assistants (TA) in the courses where either laboratory or tutorial or both is included in a course. The main mandate of such TAs is to conduct lab and tutorial session as per the guide line given by the course instructor. Hence in the table teaching assistants are also counted as teaching staff.

Highest Qualification	Professors		Associate Professors		Assistant Professors		Teaching Assistants		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
PhD	12	01	10	04	19	04	-	-	129	51
MTech(PhD)	-	-	-	-	-	-	11	13		
BTech(M.Tech)	-	-	-	-	-	-	72	24		

2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Yes, the institute encourages diversity in its faculty, over 85% of the faculty members are from other states/countries. The qualifying degree for faculty is PhD.

% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries
2%	10%	52%	36%

2.4.4 How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Biotechnology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

The Institute follows the following mechanism for attracting the qualified faculty:

- It follows the standard process adopted by IITs and other premier institutions. The Institute has a faculty search committee comprising of internal and external experts, which selects candidates by a process that shortlists candidates through an initial screening process via video conferencing, and then a face-to-face interview with the expert panel.
- It follows the standard eligibility criteria stipulated by UGC norms and guidelines for faculty recruitment. A PhD from a reputed university is the minimum qualification.
- The recruitment advertisements are put on the Institute's website as a rolling advertisement throughout the year. The Institute also publishes recruitment advertisement in leading newspapers and magazines.
- The Institute adopts a strong retention policy by involving faculty in collaborative research programmes, less course load, doctoral students' supervision and by implementing the career progression policy.

  The total number of Faculty members appointed during the last four years is: 15 full-time and around 10 adjunct/visiting faculty.

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

The Institute has created a Chair Professor in Computational Science. The Institute always puts efforts to appoint illustrious faculty as adjunct and visiting position. The Institute also offers short-term visiting faculty position. Currently, the Institute has 13 visiting/adjunct faculty.

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (*e.g.* providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national/international conferences etc.)?

Faculty at DA-IICT are self-motivated. They have devised various innovations in teaching and learning both technically as well as pedagogically. In addition faculty attend various summer schools, workshops, seminars, conferences etc., so as to hone their teaching skills. The Institute provides financial support to faculty members and research scholars towards registration fee and travel expenditure to attend these refresher programmes both in India and abroad. The funds may be used for attending training and research programs for professional development as well. Faculty members also are encouraged to be members of professional bodies and to attend and present papers at conferences on special casual leave with financial incentives. They are also deputed to attend orientation/refresher courses and training programmes/workshops nationally and internationally. Many faculty members have the distinction of being invited as resource persons to various national and international forums. A large number of faculties are also associated with other institutions in various committees of their academic administration. Faculty are encouraged to visit other institutions and industry during the vacation periods, and many members visit other research labs and institutions during the summer vacation. The institute also invites distinguished visitors from other institutions time to time. The aim of inviting distinguished visitors to the institute is to provide opportunity to the faculty to strengthen the collaborative research and enhance their visibility both in academia and industry. The Institute regularly organizes conferences, seminars and workshops for promoting interactions with wider academic and research community.

[Annexure: 2.10 Research support and leave policy]

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

Our faculty members are on the board of various committees such as Academic Council, Board of Studies, Curriculum Development, Faculty Selection and Research Progress committee in other institutions. The faculty members also contribute to the teaching process at other institutions by accepting invitation as visiting faculty and offering courses to their academic programmes. Below is a list of the recognitions awarded to our faculty in last four years.

Sr. No.	Faculty	Recognition	Agency	Year
1	Prof. Sanjay Srivastava	Senior Member Grade	IEEE	2015
2	Prof. Ganesh Devy	Padmashree	Govt. of India	2014
3	Prof. Asim Banerjee	Senior Member Grade	IEEE	2013
4	Prof. Mehul Raval	Senior Member Grade	IEEE	2013
5	Prof. Mehul Raval	Asia Pacific Outstanding Branch Counselor Award	IEEE RIO	2012
6	Prof. Prabhat Ranjan	Bihar Gaurav Samman	Bihar Govt.	2012
7	Prof. Manik Lal Das	Senior Member Grade	IEEE	2012
8	Prof. Vijay Chakka	Senior Member Grade	IEEE	2012
9	Prof. Ranendu Ghosh	Team Excellence Award	ISRO	2012
10	Prof. Sanjay Choudhary	Literary Award	Gujarat Sahitya Academy	2012
11	Prof. Ganesh Devy	Linguapax Award	Linguapax Institute	2011
12	Prof. Tridip Surud	Sahitya Academy Award	Sahitya	2010

Sr. No.	Faculty	Recognition	Agency	Year
			Academy, New Delhi	
13	Prof. Suman Mitra	Senior Member Grade	IEEE	2008
14	Prof. M V Joshi	Dr. Vikram Sarabhai Award	Gujarat Council of Science & Technology	2007

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programme	Number of faculty
Refresher courses	None
HRD programmes	50
Orientation programmes	40
Staff training conducted by the university	75
Staff training conducted by other university	24
Summer/Winter schools, workshops, etc	85

2.4.9 What percentage of the faculty have been invited as resource persons in Workshops/Seminars/Conferences organized by external professional agencies?

The faculty members are actively involved in many professional agencies as resource persons in Workshops/Seminars/Conferences. The faculty members organized and attended various national and international conferences. Many faculty members are on the Editorial Board and serving as reviewers of various national and international journals. The following is of last four years data.

- Members of Programme Committee in various national and international conferences – 22 faculty members extended services to 46 national and international conferences/journals.
- Members of Advisory Committee in various national and international conferences - 20 faculty members were on Advisor Committee of 34 national and international conferences.
- Chair & Co-Chair in various national and international conferences - 36 faculty members extended services of Chair/co-chair for 72 national and international conferences.

- Editor of various journals 18 faculty members were on Editorial Board of 23 journals.
- Reviewer of various journals - 51 faculty members were reviewers of 133 journals.
- Paper presented in international conference- 70 faculty members presented papers in 134 international conferences.
- Workshop/Demos/Posters in international conferences - 8 faculty members presented poster/demo in 8 international conferences.

[Annexure 2.11 Faculty as resource persons]

2.4.10 How often does the university organize academic development programmes (*e.g.*: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching learning process?

The Institute is quite active in organizing workshops for teaching-learning methods and curriculum development programmes. The curriculum development for undergraduate programmes happens in every 5 years and for postgraduate programme the cycle is 3 years. In addition, faculty body discusses the curriculum, teaching-learning methods and examination mechanisms in the faculty meeting which happens as and when required, typically 2 to 3 times in a semester.

The Institute conducts workshops, seminars, and training programmes regularly in several areas. In the last 5 years, the institute had conducted international events like INDICON, ICISS, FIRE, WiSSAP and TENSYMP. The institute has a vibrant IEEE and ACM student branch, which organizes many workshops and training programmes throughout the year.

Many eminent researchers visit the Institute and deliver special lectures to our students. These events enrich the teaching-learning and research collaboration in the curriculum. Any information regarding changes in the examination and assessment norms are being discussed with faculty members and suggestions are being conveyed to the Board of Studies and to the Academic Council.

[Annexure: 2.12 Name of the events]

2.4.11 Does the university have a mechanism to encourage

***Mobility of faculty between institutions for teaching**

***Faculty exchange programmes with national and international bodies**

If yes, how have these schemes helped in enriching the quality of the faculty?

The Institute is mentoring the new Indian Institute of Information Technology, Vadodara (IIIT-V) set up under Public-Private Partnership mode, which started admitting students from the academic year 2013-14. DA-IICT has designed both the undergraduate programmes being offered by IIIT-V.

The Institute encourages faculty exchange programmes with national and international bodies. The institute has MoU with ISEP-France, SAC-ISRO, INS-Valsura, RKSS-VTH for research collaboration and student exchange programmes. Our faculty members have executed cooperative research programmes with international universities such as University of Tokyo, Japan, University of Malaga, Spain, ISEP, and France. The Institute also offers

continuing education programmes in ICT to upgrade the skills and competence of professionals, government officials and defence service personnel.

The Institute also encourages faculty members for teaching association with other institutions. In the recent past, our faculty members have taught courses in IIT Gandhinagar and IIIT Vadodara. Faculty members are encouraged to deliver invited lectures at other institutions, and be resource persons for seminars, conferences, training programmes, and workshops. During the summer and winter vacation, many faculty members visit other universities for cooperative research work.

2.5 Evaluation Process and Reforms

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

Each instructor is responsible for the evaluation process for the course(s) taught by him/her. The instructor has to inform the students of the evaluation process of the course at the beginning of the semester. Dean (AP) and conveners of UG and PG committees oversee the evaluation process that is followed in courses in respective programs.

In the beginning of the first semester, students are required to attend an orientation programme, where academic guidelines and evaluation process are explained in detail to the students as well as to the parents. In addition, student body keeps continuously in touch with Dean (AP), UG and PG committees conveners for clarifying any doubts concerning the evaluation process, credit requirements, results, or grades.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

The Institute follows continuous evaluation methods in which weightage is assigned to various types of assignments, exams, quizzes, projects, etc. within the scheme of the course. The final grade depends on the cumulative performance of a student in any course. The academic calendar allows instructors to conduct two in-semester examinations and an end-semester examination for courses offered in a semester. The examination pattern is decided by the instructor and communicated to students in the beginning of the semester. Typical examination patterns include closed book, open book, objective, subjective, multiple choice, etc. If student misses any exams due to ill health or family urgencies, then the respective course instructor arranges make up exams/labs within two weeks after the missed exams schedule.

2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the University for the Publication of examination results (e.g., website, SMS, email, etc.).

Results are declared within a week, after the last day of the examinations. The announced results course wise, semester performance index and cumulative performance index of students are shown in the e-campus system (institute's registration and evaluation management system). Students are enabled to log on to the institute's e-campus to see their individual results. All our academic activities adhere strictly the academic calendar.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

Students are given the opportunity to inspect the marks awarded for all components of the evaluation process and to see their examination answer-books prior to the declaration of results. The evaluation process of each course is entirely transparent to the students.

2.5.5 Does the university have an integrated examination platform for the following processes?

* **Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.**
* **Examination process – Examination material management, logistics, etc.**
* **Post-examination process – Attendance capture, OMR based exam result, auto processing, generic result processing, certification, etc.**
* **Pre-Examination process**

UG Convenor, in cooperation with the Registrar's office, prepares for examination timetable, student list, invigilation plan, attendance sheet, and examination room assignment to courses. The student registration list course wise is obtained from the e-campus database, by which the attendance sheet is generated and seat allocations are planned. The invigilation plan for faculty and Teaching Assistant is prepared and communicated to concerned people a week before. The exams timetable along with exams guideline is emailed to students, faculty and staff. The timetable is also placed in the Academic folder of the institute's intranet.

* **Examination Material Management**

Examination material (e.g. answer books, supplementary, pencil, graph paper) for conducting the examinations is procured well in advance by academic administration. The question paper is kept by the course instructor who is one of the invigilators of his/her course. The invigilators receive the duly packed question papers from the course instructor, and conducts examinations. The overall coordination of the examinations process happens under the supervision of the UG Convenor and/or a senior UG committee member.

* **Post Examination process**

The instructors are given the answer books and the student attendance sheet of their respective exams. The instructors complete the evaluation of the answer books and upload the final grades of students in e-campus. The hardcopy of the grades, question paper, and attendance sheet are duly signed and submitted to Registrar's office that completes the course grading requirement. After

collecting grades of all courses, typically in a week's time, the Registrar's office announces the semester's result in the e-campus, where students can see their results.

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

The PhD evaluation process is similar to other premier institutions. Once a PhD student completes the stipulated course work and clears the comprehensive examination, the Dean (AP) constitute a Research Progress Committee (RPC) comprising with three faculty member including the PhD supervisor for evaluating the student's progress in every semester. The RPC evaluates the progress in every semester made by the student and provides feedback/suggestion accordingly. Before the thesis submission, a pre-synopsis presentation is evaluated by a separate committee to judge the quality and the quantity of the work that has been carried out by the student. After getting positive feedback from the pre-synopsis committee, the student is permitted to submit his/her thesis. The thesis is evaluated by two examiners, at least one of which is normally from overseas. Once the thesis examiners accept the thesis, the Dean (AP) asks the student to defend his/her thesis. In the PhD thesis defense, at least one external examiner attends the presentation made by the students. We also invite the overseas examiner to attend the presentation through video conference.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

Not applicable. DA-IICT is a unitary university.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

The Institute has a formal mechanism in place for addressing all grievances pertaining to examinations. To address student grievances for examinations, the following mechanism is carried out at various levels at the institute:

- The Institute has an elected Academic Committee of SBG (Student Body Government), which acts as an interface between the student community and the faculty for all academic matters. All the suggestions regarding academic

issues by students are brought to this Committee, which, after discussion and consultation, passes on the suggestions to the UG and/or PG Committee. After the discussions in this committee the matter is passed onto Dean-AP for appropriate actions.

- The Academic Committee of SBG is mentored by the Dean-AP. The academic calendar stating the schedule of all examinations (in-semester and end-semester) is communicated to all students by the Registrar's office well in advance before commencement of the academic session. If any complaints noticed by the Academic Committee of SBG or student(s), then they bring the matter to the notice of UG/PG committee and to Dean-AP. Dean-AP in consultation with UG and PG committees addresses the matter appropriately and forwards the recommendation (if any) to the Registrar's office. The Registrar's office, then, can amend the examinations schedule appropriately and can submit the same for approval of the Academic Council of the Institute.

- For each course, the instructor announces the grading policy in the very first lecture of the course. The grading policy details about the various components of the course and the weightage attached to each component (e.g. in-semester exam, end-semester exam, quizzes, assignments, presentations). If a student has any complaints on quizzes or assignments then he/she talks to the respective instructor and resolves the issues. If the complaint is related to in-semester or end-semester exam then the matter is referred to Dean-AP, who then in consultation with UG/PG convener instructs the course instructor to take needful action (e.g. make-up test, re-exam, re-checking) on the matter.

- For any complaints related to marks or grade, the matter is referred to the course instructor. The instructor shows the answer sheet and clarifies the points wherever the student has complaints. If the matter is eligible for marks/grade improvement then the instructor submits a hardcopy form in the prescribed form for grade improvement with justification for improvement to Dean-AP. Then, Dean-AP checks its correctness and forwards the form to Registrar's office and the modified grade is then reflected in the student's grade sheet accordingly. If the grievances are unresolved, then Dean-AP

consults with the Director and refers the complaints to an expert (internal/external) adjudicator.

With the aforementioned efforts of Dean-AP, UG and PG committee, instructors and student coordinators the institute is able to resolve all grievances pertaining to examination promptly and effectively.

From the academic year 2015-16, the Grievance Redressal Committee (GRC) has been constituted with Dean-AP as Chairman of the committee.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations?
Mention any significant efforts which have improved the process and functioning of the examination division/section.

A strong network comprising of Dean (AP), Convenors UG and PG along with Registrar, Dy. Registrar and Asst. Registrar form a team to roll out the responsibilities of the office of the Controller of Examination. Since the Institute runs programmes in one discipline, no separate Office of the Controller of Examinations is required.

2.6 Student Performance and Learning Outcomes

2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

The Institute has articulated its Graduate Attributes in accordance with the stipulations of the standard accreditation agencies, like National Board of Accreditation, which are captured with the programmes outcomes of the institute, as mentioned below.

- The graduates of our BTech, MTech and PhD programmes acquire core principles of engineering knowledge in ICT with adequate basic science and humanities skills and apply the knowledge 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 problem 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 (applied to MSc (IT) and MSc (ICT-ARD graduates) and for creative design (applies to MDes graduates).
- 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.

[Annexure 2.13: Graduate Attributes]

2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

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 homepage, available in the Lecture subfolder under the Academic folder in the intranet.

2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

Each course outline indicates how the lectures, readings, assignments, labs, and assessment policy contribute to 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 and academic administration, which are also reviewed by the UG and PG committees.

Pass percentage:

Programme		No. of students admitted	No. of students appeared exams	No. of students passed	% of pass	No. of students awarded degree	No. of students dropped out
2012 year	BTech 2008 Batch	217	202	191	95	191	25
	MTech 2010 Batch	50	39	38	97	38	12
	MSc (IT) 2010 Batch	60	58	57	98	57	2
	MSc(ICTARD) 2010 Batch	16	13	13	100	13	3
	MDes 2010 Batch	-	-	-	-	-	-
	PhD	16	3	3	-	3	-
2013 year	BTech 2009 Batch	240	215	204	95	204	33
	MTech 2011 Batch	50	51	48	94	48	1
	MSc (IT) 2011 Batch	90	89	89	100	89	1
	MSc(ICT-ARD) 2011 Batch	10	10	9	90	9	0
	MDes 2011 Batch	11	8	8	-	8	3
	PhD	8	-	-	-	-	-
2014 year	BTech 2010 Batch	244	224	219	98	219	20
	MTech 2012 Batch	50	49	44	90	44	5
	MSc (IT) 2012 Batch	90	86	83	97	83	4
	MSc(ICT-ARD) 2012 Batch	9	8	8	100	8	2
	MDes 2012 Batch	6	6	6	100	6	0
	PhD	6	2	2	-	2	-

* No. of students appeared include previous batch students who failed in some courses.
+ No. of students passed include previous batch students who failed in some courses.

2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

The student feedback on courses, course-wise grades, and semester-wise performance are analyzed by the academic administration. Through this analysis, weaker students are identified and are put on academic probation. The performance of weaker students is monitored through additional measures such as study hours, mentoring etc. Furthermore, the performance of the first year BTech students is regularly monitored to address the initial difficulties they may have due to their graduation from the school level to a University system.

In addition to student feedback on courses, employer's feedback, exit feedback, and alumni feedback are thoroughly reviewed and analyzed. The assessment report is then discussed in the faculty meeting and corrective steps are suggested to all those concerned.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

As the Institute stands for its unique initiation of ICT programmes at undergraduate and postgraduate levels, the laboratories are well equipped with latest technologies as per the industry requirements of our graduates. The Institute has started a new programme in Computational Science, which provides high performance computing labs to both students and faculty. The institute has developed several labs in sensor networks, analog and digital communication, embedded systems, speech communications, and radio frequency engineering. The institute has subscription of plagiarism detection Software Turnitin, to detect mass copy of assignments and report submission.

[Annexure 2.14: List of laboratories]

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Right from its inception, the Institute has placed strong emphasis on innovative research and development in ICT.

The Institute has a full range of research infrastructure facilities, such as well-equipped laboratories, specialized equipments, campus-wide networking, and high-speed Internet access, and subscription to hundreds of print and online journals. It Institute has dedicated research laboratories, two such examples are the Information Retrieval Laboratory (http://irlab.daiict.ac.in/) and the Speech Processing Laboratory (https://sites.google.com/site/speechlabdaiict/). It also has an Incubation Centre to nurture and develop business ideas based on new technology. The Centre has work-spaces for start-up companies and ICT resources such as high-end dedicated servers and wireless connectivity.

The Institute has highly qualified faculty members who have earned their doctoral degrees from reputed Institutions all over the world. A strong research orientation enables them to guide and inspire students. Even students of BTech programme are mentored in research. The Institute has been receiving substantial grants for externally sponsored projects from prominent funding bodies such as DST, DeitY, DAE and Dept. of Space.A noteworthy development is the Institute partnering in collaborative national level sponsored projects such as Indian Digital Heritage (IDH-Hampi) – Digital Capture of Culture and Heritage, Cross-Lingual Information Access Portal for Indian Languages, and Development of Text-to-Speech System in Indian Languages.

At the invitation of the Government of Gujarat, DA-IICT is mentoring the new Indian Institute of Information Technology, Vadodara (IIIT-V) set up under Public-Private Partnership mode, which started admitting students from the academic year 2013-14. DA-IICT has designed both the undergraduate programs being offered by IIIT-V.

The Institute has been able to establish an excellent rapport with many government undertakings, research organizations and companies such as Indian Navy, Space Applications Centre, and Tata Consultancy Services. It offers continuing education programmes in ICT to upgrade the skills and competencies of professionals, government officials and defence service personnel.

3.1 Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

DA-IICT works on the concept of 'no departments'. All faculty members are PhDs and pursue basic research in the areas of their specialisation. Dean (R&D) is tasked with the responsibility of facilitating research and development activities. He helps raise awareness of funding opportunities to support faculty research, and oversees systems and processes related to externally funded projects. The Dean's office implements policies and procedures relating to the following matters:

[Annexure 3.1.1]

1. Carrying out any sponsored project, consultancy project, including manpower requirement/ appointment for these;

2. Submission of project proposals to the funding agencies; and organisation and /or participation in workshops, seminars and conferences.

All sponsored projects are monitored by an internal committee consisting of the Director, Dean (R&D) and PI of the respective project. There is a purchase policy for externally sponsored projects.

- For capital expenditures of Rs. 20,000/- or above, approval of Dean (R&D) is required.
- For capital expenditures of Rs 1 lakh or above, a purchase committee is constituted by Dean (R&D).

Dean (R&D) also oversees conference travel funding for faculty and research scholars. There is an Institute-wide policy to support presentation of research papers by faculty and research scholars at academic conferences in India or abroad.

3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?

DA-IICT is a unitary university with no affiliated colleges.

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?

∗advancing funds for sanctioned projects

In case of any delay in release of sanctioned funds, Institute permits PI to overdraw on manpower head to ensure smooth functioning of the project.

∗providing seed money

New faculty members are eligible for seed funding on submission of a research proposal. The seed funding is a one-time grant to help conduct preliminary research work needed to garner external funding. This funding can be used to purchase equipment and software that are unavailable. Findings emanating out of this grant may lead to a major funded project.

∗simplification of procedures related to sanctions / purchases to be made by the investigators

All project items are purchased using the Institute approved purchase policy. The purchase policy allows the PIs to self-approve purchase of capital items costing upto Rs. 20,000/-. It also allows PIs to make cash purchases upto Rs 10,000/- per month without prior sanction.

∗autonomy to the principal investigator/coordinator for utilizing overhead charges

The overhead charges are used to support the professional development of the faculty. The Institute utilizes overhead charges towards research and development activities and not for any other expenditure.

∗timely release of grants

The project start date is treated as the date of receipt of the first instalment of the grant. In case of any delay in release of subsequent instalments, Institute permits overdrawing against manpower sub-head of respective project fund. This is done to ensure that salaries of project staff are not stopped.

∗timely auditing

The Institute facilitates timely audit. All R&D accounts are audited by a statutory auditor at the end of the financial year. The auditor certifies whether the accounts are maintained as per requirements of the funding agency.

∗submission of utilization certificate to the funding authorities

Dean's office coordinates with the PIs to ensure that the utilization certificates are sent in a timely manner. UC and other financial documents are prepared by accounts office on request of the PI.

Upon project closure and completion of auditing, unutilized funds, if any, are immediately returned to the funding authorities, along with the relevant financial statements.

3.1.4 How is interdisciplinary research promoted?

∗ between/among different departments /schools of the university

The Institute is focused on education and research in the discipline of ICT, an interdisciplinary field formed by the coming together of certain fields in electronics, computer science, communication and information technology. To promote research in ICT, the Institute has chosen to have a single multidisciplinary faculty body, instead of one divided into separate departments. A strong social science, humanities and design faculty group exists at DA-IICT, which works in tandem with the engineering group. Most of the programs and specializations have been consciously designed to promote interdisciplinary work. This includes joint guidance of students by faculty from different specializations. At the MTech level, students from one specialization have freedom in choice of thesis topic from another specialization. The

specializations offered are:

- Algorithmics
- Communication Systems
- Computer Networks
- Machine Intelligence
- Signal Processing
- VLSI and Embedded Systems

In line with the interdisciplinary philosophy of ICT, a new undergraduate minor in computational science has been introduced to train students to use computational modelling, simulation, visualization, etc. to solve problems in physics, bio-sciences, aeronautics, and many other domains.

Institute draws on adjunct faculty to help promote interdisciplinary collaboration and interdisciplinary courses in the curriculum. As an example, an adjunct faculty with expertise in medical field is part of the faculty team offering an undergraduate elective course on medical electronics.

Collaboration with national/international institutes/industries

DA-IICT has active research collaborations with numerous institutes in the country.

Collaboration with national institutes

DA-IICT is a partner institute in several inter-institutional projects sponsored by DST and DeitY.

- DST funded project entitled “Development of Cross-Lingual Information Access (CLIA) System Phase II”. (Consortium of 12 institutions led by IIT Bombay.) The project started in May 2011.

- DST funded project entitled “Indian Digital Heritage (IDH-Hampi) Phase-II (Digital Capture of Culture & Heritage)”. (Consortium of 10 institutes led by NIAS, Bangalore.) The project started in February, 2011.

- DeitY funded project entitled “Development of Prosodically Guided Phonetic Engine for searching speech database in Indian Languages”.

(Consortium of 10 institutes led by IIIT, Hyderabad.) The project started in December, 2011.

- DeitY funded project entitled "Development of Text to Speech System in Indian Languages Phase II". (Consortium of 12 institutes led by IIT Madras.) The project started in February, 2012.

- DeitY funded project entitled "Speech based Access of Agricultural Commodity Prices and Weather Information in 12 Indian Languages/Dialects (ASR Phase-II)". (Consortium of 12 institutes led by IIT Madras.) The project started on September, 2014.

- ISRO funded project entitled "UItra wide band Dielectric Resonator Antenna". The project started in December, 2014.

- BRNS funded project entitled "Techniques for robust face recognition with pose variation". The project started in October 2012.

Collaboration with international institutes

The faculty members have also engaged in government funded bilateral collaborative sponsored projects with several foreign universities. This includes University of Tokyo, one of the top universities in the world.

- DST-JST funded project *Security proofs for dynamic hierarchical key assignment schemes*. Research partner: University of Tokyo (Japan).

- CEFIPRA funded project Ultra-low-power double-gate mosfet Design of Analog, Digital and SRAM memory circuits. Research partner: ISEP, France.
- DST-Spain funded project Internet of Things. Research partner: University of Malaga (Spain).

Institute encourages research visits by faculty to national and international institutes for collaborative research.

No	Faculty	Host	Country	Period
1	Prof Alka Parikh	Eurasian Center for food security	Tajikistan Russia	May – Jul, 2015
2	Prof. V Sunitha	IMSc Chennai	India	May – Jun, 2014; May – Jul, 2013
3	Prof. Jaideep Mulherkar	University of California at Davis	USA	Jun, 2012
4	Prof. Laxminarayana Pillutla	IIT-Bombay, EE Dept.	India	May – Jun, 2012
5	Prof. Sourish Dasgupta	University of Missouri at Kansas City	USA	May – Jun, 2012
6	Prof. Mukesh Tiwari	CMMACS, Bangalore	India	1-16 Dec, 2011
7	Prof. JaideepMulherkar	ISI, New Delhi	India	May – Jul, 2010
8	Prof. TridipSuhrud	IIAS, Shimla	India	May – Jul, 2010
9	Prof. Shiv Visvanathan	University of Maastricht	Netherlands	Jun – Jul, 2010
10	Prof. Hemant Patil	University of Minnesota, Twin Cities	USA	May – Jul, 2009
11	Prof. Madhumita Mazumdar	University of Warwick	UK	May 2008

Prof. Alka Parikh's visit to Russia

3.1.5 Give details of workshops/training programmes/sensitization programmes conducted by the university to promote a research culture on campus.

The Institute regularly organizes conferences, seminars and workshops for promoting interactions with wider academic and research community. Below is a listing of the workshops and training programs that have been held at the Institute during the last four years.

No	Title	Dates	Sponsors
1	Workshop on ICT for Development	25 July 2015	Ministry of Earth Sciences
2	DA-IICT-TCS Workshop Series II	17 July 2015	DA-IICT
3	Workshop on Intellectual Property Rights	11 July 2015	TIFAC
4	Workshop on Bio inspired Computing	22-24 June 2015	ACM
5	BHUVAN – A Geo-spatial Geo-portal Services	8 May 2015	ISRO
6	DA-IICT-TCS Workshop Series I	10 April 2015	DA-IICT
7	Winter School on Speech and Audio Processing (WISSAP)	4-7 January 2015	ISCA
8	CRC Press Editorial Workshop	21 August 2014	CRC Press
9	National Workshop on Cyber Security	16-17 November 2013	IEEE
10	DA-IICT-SAC Brainstorming Workshop	14 May 2013	DA-IICT
11	Using Open Access Resources for Professional Development	16 February 2013	ADINET (Ahmedabad Library Network)
12	NPTEL Awareness Workshop	15 January2013	Classele
13	Workshop on Image Super-Resolution	24-25 August 2012	SAC-ISRO
14	NEI Workshop on Design of CMOS Analog Circuits	11-22 June 2012	DA-IICT
15	Basics of Geomatics Using Open Source Software	28 May to 1 June 2012	DA-IICT
16	Workshop on Graph and Geometric Algorithms	10-12 March 2012	NBHM

Workshop on ICT for Development

Prof. Dik Morling of IET, USA

The Institute welcomes visitors from various organizations to increase faculty awareness regarding collaboration, funding and professional development opportunities.

No	Visitor and Affiliation	Date
1	Dr. Miwaka Doi NICT, Japan	13 May 2015
2	Prof. DikMorling IET, UK	26 February 2015
3	Commander Vijay Singh Deputy Director, Naval Research Board	24 February 2015
4	Mr. Ananth Krishnan CTO, TCS	6 August 2014
4	Dr. Saikat Guha Microsoft Research India	19 December 2013
5	Mr. Parag Amin Drexel University	28 March 2013
6	Dr. KeshavNori Executive Vice-President TCS	28 February 2013
5	Dr. D.N. Reddy Chairman of RAC, DRDO	22 February 2013
6	Dr. Shakti Prasad ShenoyMr.ShashankGoel NXP India Pvt. Ltd.	23 January 2013
7	Prof. Anne Murray Stanford University, USA	24 February 2012

The Institute regularly invites speakers from academic institutions and industry to deliver special lectures on cutting edge areas in engineering and technology. Below is a list of the talks given during the last four years:

Sr.No	Speaker and Title	Dates	Affiliation
1	Prof. Sundararajan	22 and 23 June 2015	NTU, Singapore
2	Prof. Vinay KumarMittal Nonverbal Speech Sounds: Analysis and Applications	12 May 2015	IIIT Chittoor
3	Prof. V. Ansari Network Enabled Feature Search for High-Speed Face Recognition in Video Sequences	15 May 2015	University of Dayton, USA
4	Prof. S.K. Pal Soft Granular Mining: Concepts, applications and big data issues	17 January 2015	ISI, Kolkata

Sr.No	Speaker and Title	Dates	Affiliation
5	Prof. Gaurav Sharma Imaging Arithmetic	8 January 2015	University of Rochester, USA
6	Prof. Srikanth Narayanan Behavioral Signal Processing	3 January 2015	University of Southern California, USA
7	Prof. Sanjeev Khudanpur Automatic Speech Recognition and Keyword Spotting	19 December 2014	Johns Hopkins University, USA
8	Dr. C.P. Ravikumar Challenges and Opportunities in Embedded Systems	24 March 2014	Texas Instruments India
9	Prof. V M Gadre Placeholder representations for functions and why wavelets are so important	5 March 2014	IIT Bombay
10	Prof. Arvind Constructive Computer Architecture: A new approach to R&D of digital systems	17 January 2014	MIT, USA
11	Prof. V.S. Raju Challenges and Opportunities for Indian Engineers	19 November 2013	Former Director, IIT Delhi
12	Prof. V Rajaraman Co-operative Cloud Computing	11 April 2013	IISc Bangalore
13	Prof. Sanjay Bose Routing Strategy for Wireless Networks	29 October 2012	IIT Guwahati
14	Prof. Subhajit Sen The Art and Science of VLSI Chip Design	19 September 2012	DA-IICT
15	Dr. Rakesh Kumar Semiconductor Industry Trends	26 July 2012	President, IEEE Solid Circuits Society
16	Prof. S.D. Agashe Derivation of Laplace Transform	28 February 2012	Emeritus Fellow IIT Bombay
17	Mr. Ross Smith Use of games and play in software engineering		Microsoft, USA
18	Prof. Partha Banerjee Metamaterials: from Fantasy to Reality	12 December 2011	University of Dayton, USA
19	Dr. H S Singh Asiatic Lions, Forest Conservation and ICT	12 October 2011	Govt. of Gujarat
20	Prof. PhaniTetali Game Design – A Case Study	9 September 2011	Industrial Design Centre IIT(B)
21	Dr. Amit Sengupta	27 August	Tata Memorial

Sr.No	Speaker and Title	Dates	Affiliation
	ICT and Electronics for Affordable Health Care	2011	Hospital
22	Dr. A.S. Kiran Kumar Chandrayan Mission	8 August 2011	SAC-ISRO

The student branches of IEEE and ACM provide additional opportunities to students to gain relevant knowledge and learn technical skills.

3.1.5 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

The Institute invites faculty from other institutions to visit as adjunct professors.

No	Adjunct Facullty/Affiliation	Period of Visit	Courses taught
1	Dr. Kaushik Saha ST Microelectronics	Summer 2009-10	Processor Architecture, jointly with IIT-Gandhinagar
2	Dr. SubhalaxmiKher Arkansas State University, USA	Summer 2009-10	EL114: Digital Logic Design
3	Dr. Amit Sengupta Tata Memorial Center	Multiple visits	Medical Electronics
4	Prof. D M Dhamdhere IIT Bombay	3 weeks during Jan-Feb 2012	IT308: Operating Systems
5	Prof. A N Chandorkar IIT Bombay	Autumn 2006-07	EL452: Digital/Analog VLSI system design
6	Prof. A V Mahajan IIT Bombay	Winter 2006-07	SC117: Communication Physics

3.1.6 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

Presently, 15% of the total annual budget is allocated to promoting research.

An amount of approx. Rs. 134 lakhs was spent on research initiation for the past three years.

3.1.8 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

DA-IICT is a unitary university with no affiliated colleges.

3.1.9 Does the university encourage research by awarding Post Doctoral

Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.

The PhD research scholars and MTech students are offered teaching or research assistantships, a good number of PG students are supported through research fellowships in sponsored projects being carried out by faculty.

Sr.No.	Name of Employees	Year of registration
1	Maulik Madhavi	2012
2	Tanvina Patel	2012
3	Nitin Ramrakhiyani	2012
4	Parth Mehta	2012
5	Nilesh Vaishnav	2012
6	Hardik Sailor	2012
7	Nirmesh Shah	2012
8	Swati Talesara	2012
9	Kewal Malde	2012
10	Bhavik Vachhani	2012
11	Vaibhav Joshi	2012
12	Parth Gupta	2012
13	Pankaj Dhalvaniya	2012
14	Aarsee Aeron	2012
15	Harsh Trivedi	2012
16	Aanal Patel	2012
17	Hemil Shah	2012
18	Aditi Shah	2012
19	Miten Shah	2012
20	Ashish Phophalia	2013
21	Rohan Nagrani	2013
22	Ankur Undhad	2013
23	Shubham Sharma	2013
24	Laksmipriya V K	2013
25	Anusha Pathak	2013
26	S. Nivedita	2013
27	Purvi Koringa	2013

28	Bhumika Chauhan	2013
29	Avni Rajpal	2014
30	Pramod Bachhav	2014
31	Ankit Nagpal	2014
32	MaulikRathod	2015
33	Jainisha Shankhavara	2015

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

A total of 5 faculty members have utilized the sabbatical leave for research during the last 5 years.

Sr.No.	Faculty	Host	Country	Dates
1	Prof. Rahul Dubey	Personal Pursuit	USA	Aug – Dec 2015
2	Prof. Vijay Chakka	Chalmers University of Technology	Sweden	Oct – Nov, 2013
3	Prof. Suman Mitra	Warsaw University of Technology	Poland	Mar – Apr, 2010
4	Prof. Sanjay Chaudhary	Wright State University, Ohio	USA	Jun 30 – Oct 15, 2010
5	Prof. M.V. Joshi	LSIIT Laboratory, Strasbourg	France	May – Nov 2007

3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

Institute organized the following national and international conferences during the last four years.

Sr. No	Title	Venue	Dates
1	FIRE 2015	DA-IICT	4-6 December, 2015
2	TENSYMP 2015	GIFT City	13-15 May, 2015
3	WiSSAP 2015	DA-IICT	4-7 January, 2015
4	National Workshop on Cyber Security	DA-IICT	16-17 November, 2013
5	Workshop on Graph and Geometric Algorithms	DA-IICT	10-12 March, 2012

National Workshop on Cyber Security

The following invited speakers will deliver keynote addresses at FIRE 2015

Sr. no	Speaker	Affiliation
1	Dr. Srinivasan Ramani	Former Research Director, HP Labs India
2	Dr. MiwakoDoi	National Institute of Information and Communications Technology, Japan
3	Prof. Vijay Ansari	Ohio Research Scholars Endowed Chair, University of Dayton, USA
4	Mohan Kumar	Phillips, India
5	Santosh Madathil	Wipro
6	SibyAbhraham	Wipro
7	RavinderDahiya	Sensors Council
7	KavithaLaxmi	SAP Labs
8	Sashank Jain	SAP Labs
9	Vinod Desai	ARM India

The following invited speakers delivered keynote addresses at WISSAP 2015.

Sr. No	Speaker	Affiliation
1	Prof. Shri Narayanan	University of Southern California, USA
2	Prof. ShihabShamma	University of Maryland at College Park, USA
3	Prof. HynekHermansky	Johns Hopkins University, USA
4	JaapKamps	University of Amsterdam, Netherlands
5	Kareem Darwish	Qatar Computing Research Institute
6	Paulo Quaresma	University de Evora, Portugal
7	Pushpak Bhattacharyya	Director, IIT Patna

The following invited speakers delivered keynote addresses at National Workshop on Cyber Security.

Sr. No	Speaker	Affiliation
1	AvinashKadam	Adviser to ISACA's India Task Force
2	Amit Kumar	CEO, BioAxis DNA Research Center
3	Manan Thakker	Cyber Lawyer
4	Manish Naik	Information Security Consultant

5	Muktesh Chander	Jt Commissioner of Police
6	NadkumarSaravade	Independent Security Consultant
7	Nina Godbole	Independent Consultant
8	Rajesh Deo	Network Intelligence India Pvt. Ltd.
9	Vicky Shah	Independent Security Consultant

The following invited speakers delivered keynote addresses at Workshop on Graph and Geometric Algorithms.

Sr. No	Speaker	Affiliation
1	Prof. Srikrishnan Divakaran	DA-IICT
2	Prof. Daya Gaur	IIT Ropar
3	Prof. AbhiramRanade	IIT Bombay
4	Prof. SachinPatkar	IIT Bombay
5	Prof. NiranjanBalachnadran	IIT Bombay
6	Prof. Ashok Amin	DA-IICT
7	Prof. SathishGovindarajan	IISc Bangalore
8	Prof. Subir Kumar Ghosh	TIFR Bombay
9	Prof. Sudebkumar Pal	IIT Karagpur
10	Prof. Subodh Kumar	IIT Delhi
11	Prof. SharatChandran	IIT Bombay
12	Prof. AmitabhaMukerjee	IIT Kanpur

3.2 Resource Mobilization for Research

3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?

Institute provides financial support to research scholars for paper presentation at national and international conferences. A budgetary provision is made towards the same. The Institute-wide policy to support this is in place.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

DA-IICT organized a Patent Filing and IPR workshop on 11th July 2015. This one day workshop was aimed at creating awareness amongst the students and faculty members on patent filing procedure. The workshop was sponsored by TIFAC. The Institute has plans for similar initiation throughout the year. Also, the Institute has included patents as one of the metrics in the faculty career progression.

[Annexure 3.2.2]

Some of the patents awarded till date are:

- **Prof. Anjan Ghosh** – Remote cervical dilation monitoring system and method," US Patent No. 8,100,840B2, dated 24 January 2012, University of Oklahoma.
- **Prof. Abhinay Pandya –** Medical Ontologies for Computer Assisted Clinical Decision Support," US Patent 2007/0094188 A1, December 09, 2009.
- **Prof. Suman Mitra** – A method for block based digital image watermarking, US Patent No.6707,928, March 16, 2004 .
- **Prof. Suman Mitra** – Method of compressing an image, US Patent No. 6738,520, May 18, 2004.

3.2.3 Provide the following details of ongoing research projects of faculty:

A. University Awarded Projects

[Annexure 3.2.3 B1]

	Year wise	Name of the project	Name of the funding agency	Total grant received
Minor Projects	2013	Enabling Technologies for Personalized Healthcare	Seed Project	5,04,000/-

B. Other agencies-national and international (specify)

Category	Year wise	Name of the project	Name of the funding agency	Total grant received (Rs.)
Minor Projects	2015	Techno Feasibility Study on Automation of hydroponics and green house cultivation	Gujarat Horticulture Mission	3,72,000/-
	2015	Knowledge Compilation in modal and Multimodal Logic	National Board for Higher Mathematics	6,84,200/-
	2012	Developing of Infant Cry Analyzer using source and system features	DST	5,96,000/-
	2011	Value Addition in Grassroots Technologies	National Innovation Foundation	9,59,271/-
	2014	Center Early Adopter – NSF / TCPP CDER	National Science Foundation	USD 2500
Major Projects [Annexure 3.2.3 B2)	2014	Ultra wide band Dielectric Resonators Antenna	SAC(ISRO) - RESPOND	11,65,000/-
	2014	Speech based Access of Agriculture Commodity Prices and Weather Information in 12 Indian Languages/ Dialects (ASR) Consortium-Phase-II	DeitY	44,70,000/-

Category	Year wise	Name of the project	Name of the funding agency	Total grant received (Rs.)
	2013	Techniques for robust face recognition with pose variation	BRNS/DAE	21,92,000/-
	2011	Development of Text to Speech System in Indian Languages Phase-II	DeitY	76,90,000/-
	2011	Development of Cross Lingual Information (CLIA) System Phase-II	DeitY	70,84,000/-
	2011	Indian Digital Heritage (IDH-Hampi) Phase-II (Digital Capture of Culture & Heritage)	DST	37,60,000/-
	2009	Expansion of Technology Incubation and Development of Entrepreneurs (TIDE) in the areas of Electronics and ICT	DeitY	1,50,00,000/-

An (approx) total of 440 lakhs has been received towards ongoing sponsored projects.

3.2.4 Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

In the current year the Institute has established a chair professorship in computational sciences with funding from Reliance Communications, through an MOU.

[Annexure 3.2.4]

In addition, Industry grants were received during the last four years.

Sr.No	Year	Sponsor	Title and Amount
1	2013	USID Foundation	Design Challenge Rs. 50,000/-
2	2012	ezDI Ahmedabad Research Center	Semantic Web Based Parser Rs. 6.15 lakhs
3	2011	IEEE Foundation	Water Quality Monitoring USD 5000/-

3.2.5 How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

The Institute has been receiving substantial grants from many government agencies including DST, DIT, DAE, DRDO, and Department of Space. The Institute also has research funding from TCS for supporting selected PhD scholars.

The VLSI group, security group, and humanities and social sciences group have had extensive international collaboration in research. The VLSI group has received funding from IFCPAR for collaboration with ISEP, France. The security group has received funding from DST for collaboration with University of Tokyo, Japan and University of Malaga, Spain. The Humanities and Social Sciences faculty members have participated in an ESRC funded project at University of Warwick, UK. The signal and image processing groups have received funding from DST and DeitY for participating in several national level research projects such as the Indian Digital Heritage (IDH) project.

In recognition of his contributions to social development, Prof. Vishvajit Pandya was invited to serve as Honorary Director of Andaman and Nicobar Tribal Research Institute by Govt. of India.

The Incubation Centre which was started in 2007 has received a grant amounting to 150 lakhs from DeitY for promoting start-ups. The centre has incubated six start-up companies till date.

[Annexure 3.2.5]

- Alma Connect Solutions Private Limited
- Appbin Labs Private Limited
- Areysun Online Private Limited

- SB Edu Analytics Consultancy Private Limited
- Playpower Labs India Pvt Ltd
- Kaamkaaj Online Private Limited

Incubation Centre

List details of

a. Research projects completed and grants received during the last four years (funded by National/International agencies).

A total of Rs.**326.6** lakhs was received towards sponsored research projects completed in the last four years.

[Annexure 3.2.6A]

Year completed	Project title	Sponsoring Authority	Total Cost (in lacs)
2015	Design, Development & Hardware implementation of BPSK,QPSK & other module schemes as part of software defined radio(SDR)/ Cognitive Radio for in Satcom terminals	ISRO/DOS	81.69
2015	Service Oriented architecture for spatial data integration and spatial reasoning	DST	35.04
2015	Evaluation of spatiotemporal dynamics of land surface evapotranspiration and monsoon rainfall coupling over Indian region for climate change studies	DST	18.95
2014	Wireless Telemedicine Using Body Area Sensor Networks and Heterogeneous Access Networks	SERC-DST	12.60
2014	Securing Biometric data using data hiding techniques	BRNS/DAE	13.03
2013	Sensor Network Test-Bed for Tokamak Environment	BRFST	29.06
2013	Security Proofs and Multidisciplinary Evaluation for Dynamic Key Assignment Schemes	DST (Indo-Japan)	29.36
2013	Security and Privacy Infrastructure for internet of Things-Scenarios and Applications	DST (Indo-Spain)	21.44
2013	Distortion and Accuracy Improvement in Sample and Hold Circuits for Analog-Digital Converters	DST	18.04
2013	Robust Ultra-Low-Power Double Gate MOSFET Design of Analog, Digital and SRAM Memory Circuits	IFCPAR	8.92
2013	Finger/ Wrist mounted Universal Remote Control for CP Patient	National Trust	12.65
2013	Earth Model for Wireless Sensor Nodes for Detection of Water on Moon/ Water Sensing Systems based on Tuned Diode Laser for Planetary Mission	PRL	58.42

b. Inter-institutional collaborative projects and grants received

i) All India collaboration

A total of Rs.280 lakhs has been received towards collaborative projects with national institutes.

[Annexure 3.2.6B(I)]

Year started	Title	Name of collaborative Agency/ Institute	Sponsoring Authority	Total Cost (In Lakh)
2014	Speech based Access of Agricultural Commodity Prices and Weather Information in 12 Indian Languages/ Dialects (ASR Consortium-Phase-II)	IIT-Madras	DeitY	44.70
2012	Development of Text to speech system in Indian Languages Phase-II	IIT-Madras	DeitY	76.90
2011	Development of Prosodically Guided Phonetic Engine for searching speech database in Indian Languages	IIT-Hyderabad	DeitY	50.60
2011	Development of Cross-Lingual Information Access (CLIA) System Phase-II	IIT-Bombay	DeitY	70.84
2011	Indian Digital Heritage (IDH-Hampi) Phase-II (Digital Capture of Culture & Heritage)	NIAS-Bagalore	DST	37.6

ii) International

[Annexure 3.2.6 B (II)]

Year started	Title	Name of collaborative Agency/ Institute	Sponsoring Authority	Total Cost (In Lakh)
2014	High Performance Computing for Computational Science	Centre for Parallel and Distributed Computing Curriculum Development and Education al Resources (CDER)	NSF/TCPP	USD$2500

3.3 Research Facilities

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

A full range of required infrastructure has been established to facilitate research, including well-equipped laboratories, specialized equipments, campus-wide networking, and high-speed Internet access, and subscription to hundreds of print and online journals. The DA-IICT campus is eco-friendly and fully networked with optical fibre cable connectivity between various buildings and having 1GBps internet bandwidth.

New faculty members can initiate their research with the help of the seed funding from the Institute. The Institute also provides financial support to faculty and PhD students for conference paper presentation at conferences held in India and outside.

The ICT committee oversees the planning, budgeting and up-gradation of the laboratory and network infrastructure. As simplification of the procedure related to procurement of equipment/software for research work, the ICT convenor has authority to sanction purchases upto Rs. 1 lakh.

On the Intranet website lab.daiict.ac.in, faculty and students can find information about the lab facilities and list of hardware and software resources that are available. The laboratory building houses state-of-the-art teaching and research laboratories in electronics, communications, computers and networks. More than 1000 computers are installed in the laboratories. Students use resources of the laboratories (open until midnight) to solve problems, perform experiments, and work on projects guided by faculty.

Some details of labs are as follows. The **Network Lab** allows students to operate and configure networking equipment like routers, mail/http/name servers, and to use and create wireless networks. The **RF lab** consists of specialized RF

equipment including three types of spectrum analyzers: Agilent make in the range of 3 KHz to 3 GHz, Hameg make around 1 GHz and LG make within frequency range of 9 KHz to 2.75 GHz. Signal generators from Agilent that are able to operate over the range of 250 KHz – 3 GHz and Network Analyzers are also part of this lab. **The VLSI Laboratory** has complete access to the tools required for design and implementation in VLSI including access to Xilinx EDA and FPGAs, EVE ZeBu Emulator, Mentor Graphics tools (multi-user licenses) and Cadence tools. **The Grid Laboratory** consists of a grid of 20 dedicated servers built using Globus toolkit.

The Institute regularly upgrades the infrastructure facilities to facilitate better teaching and learning. A computational science lab comprising of a high performance computing cluster was set up recently to meet the needs of the newly introduced undergraduate programme in computational science. This lab provides the students the computing facilities required to build computational models and simulate them on advanced computing architectures. The lab was set up with a grant from the parent organization, Reliance Communications.

Computational Science Lab

3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

The Resource Centre (RC) is the home for library and information services at DA-IICT. The RC collection includes print journal subscriptions of 168 journals. It also includes a core collection of digital resources to support Institute's academic and research activities.

- ACM Digital Library
- Acoustical Society of America (ASA) Digital Library
- AIP and APS Online Journals
- ASABE Technical Library
- IEL Online Library (IEEEXplore)
- JSTOR Archive
- LNCS Online Collection
- ITU Recommendations
- Publications from USENIX
- ScienceDirect (Computer Science Collection)
- Springer Online Journals

The RC has a preview room which is equipped with multi-media projector, DVD player, audio-amplifier with high-quality sound system to view in-group the education materials in support of teaching and learning. An approximate amount of Rs.50.0 lakhs is spent each year towards subscription of e-resources.

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

Being an ICT institute, research work is carried out in ICT or allied streams. Therefore the need for USIC does not arise.

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

The Institute provides seating space with computer and Internet facilities to all PhD and MTech research scholars. All e-resources are accessible on the Intranet. A fully equipped bungalow is made available to visiting professors on sabbatical visits to DA-IICT.

All our programs are residential. Staying inside the campus is compulsory for all the undergraduate students. We guarantee accommodation to all girl students. Excess capacity is then allocated to post graduate students.

There are two Halls of Residence, one for men and other for women. The men's hall has eight wings with a total capacity of 900 residents on twin sharing basis. The women's hall has two wings with a total capacity of 200 residents. Internet facility has been provided in the hostel rooms.

3.3.5 Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?

DA-IICT has a unitary campus. All research facilities are available on campus. Digital resources for research such as journal and conference proceedings are available on the Intranet.

3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

The Institute has a vibrant research environment. There are focused research groups in VLSI and embedded systems, networks and security, speech and signal processing, pattern recognition and image processing, information retrieval, RF

and microwave engineering, computational biology, algorithmics, etc. A list of some of the research groups is given below.

http://irlab.daiict.ac.in/

https://sites.google.com/site/speechlabdaiict/

http://security.daiict.ac.in

http://www.guptalab.org/

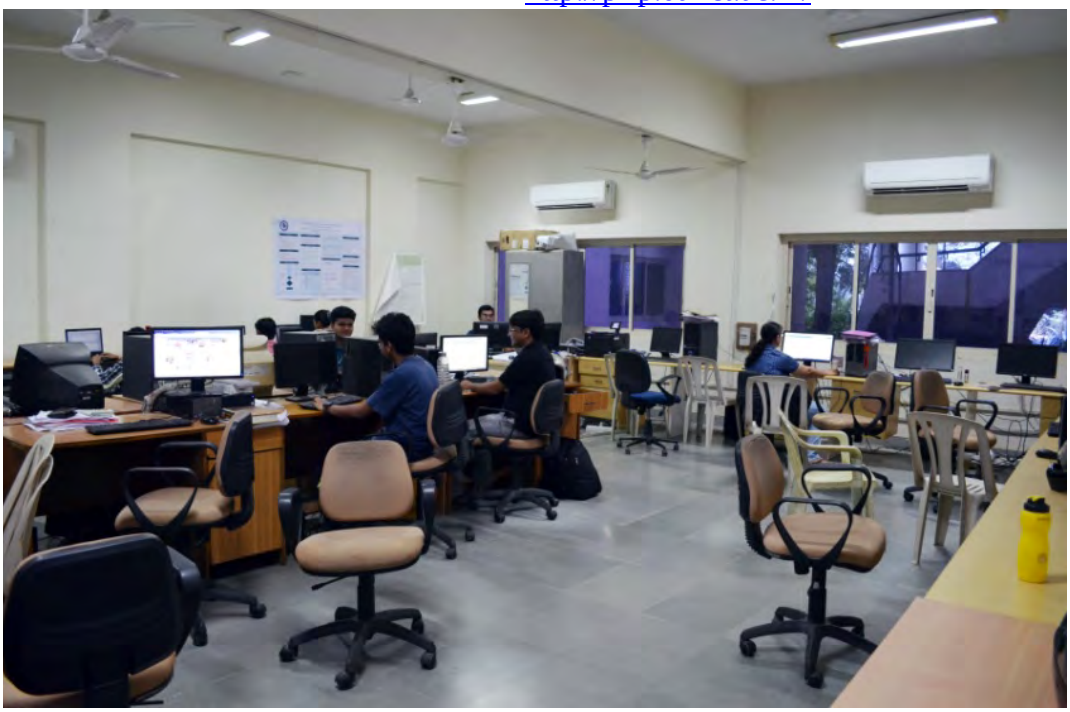
http://ictard.daiict.ac.in/

http://magnet.daiict.ac.in/

http://vlsi.daiict.ac.in/

http://wireless.daiict.ac.in/

http://prip.daiict.ac.in/



Speech Lab

3.4 Research Publications and Awards

3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

The Institute has a Technical Report Series which includes preprints of papers, student theses and project reports. The TR series is maintained by the Resource Centre. The entire collection of technical reports is accessible in electronic form through the RC website. Also through a MoU with INFLIBNET PG theses are available on Shodhganga.

[Annexure 3.4.1]

3.4.2 Give details of publications by the faculty:

- **Number of papers published in peer reviewed journals**

  (national / international)

  - **Monographs**
  - **Chapters in Books**
  - **Books edited**
  - **Books with ISBN with details of publishers**
  - **Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)**
  - Citation Index – range / average
  - SNIP
  - SJR
  - Impact Factor – range / average
  - h-index

  [Annexures]

Publication Type	2011	2012	2013	2014	2015
Number of papers published in peer reviewed journals	69	95	71	76	50
- National Journals and Conferences	15	17	18	9	7
- International Journals and Conferences	54	78	53	67	43
Books with ISBN with details of publishers	4	2	0	2	4
Chapters in Book	4	8	6	7	8
Books edited	2	0	2	0	1
Number listed in International Database (Scopus)	5	14	10	9	23
h-index	**14**				

The h-index is based on Scopus data as on 27-05-2015

3.4.3 Give details of

- **faculty serving on the editorial boards of national and international journals**

Year	National	International	Total
2011	1	9	**10**
2012	0	5	**5**
2013	0	9	**9**
2014	1	8	**9**
2015	0	5	**5**
		Total	**38**

No of faculty serving on the editorial boards:

[Annexure 3.4.2A]

- Faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies

- No of faculty serving on steering/programme committees of international conferences:

[Annexure 3.4.3B]

Year	No. of faculty

2012	20
2013	13
2014	12
2015	14
Total	**92**

3.4.4 Provide details of

- Research awards received by the faculty and students

Sr. No.	PhD students	Recognition	Agency	Year
1	Shah Milind Siddharthbhai	INSPIRE fellowship	DST, Govt. of India, New Delhi.	2011
2	Khaja Ahmad Shaik	TCS Research Fellowship.	TCS	2011
3	Ashish Phophalia	The Best Paper Award in "National Conference on Future Trends in Information and Communication Technology and Applications (NCICT-2011)"	IEEE	2011
4	Shubham Jain	Was selected for fully sponsored Research Internship at Swedish Institute of Computer Science (SICS), Stockholm, Sweden during Summer 2012. He was also selected for "Network Science School in Electrical Engineering and Computer Science" organized by IISc, Bangalore from 2-6 January 2012 and "TCS Excellence in Computer Science Week (TECS Week 2012)"	TRDDC	2012
5	Shrishail S. Gajbhar	10,000 INR as prize for best paper award on "Image Denoising using Redundant Finer Directional Wavelet Transform" at the Fourth National Conference on Computer Vision, Pattern Recognition, Image Processing and Graphics (NCVPRIPG), 2013	Indian Institute of Technology, Jodhpur (IIT-J).	2014
6	Nirmesh J. Shah	800 USD as travel grant from IEEE Signal Processing Society (SPS) to attend and present paper in IEEE International Conference on Acoustics, Speech and Signal Processing (ICASSP), 2014	Florence, Italy	2014
7	Vinod Mall	Received the "President Police Medal for Distinguished Service"	Government of India	2014

Sr. No.	PhD students	Recognition	Agency	Year
8	Sanket S. Patel	"Design & Analysis of Low Noise Amplifier at Ku-Band", this paper stood First in the All India Student Paper Contest (Doctoral category)	IEEE M V Chauhan Award for the Doctoral Research in India by IEEE India Council; and awarded at MVCPC 2014, Pune, India,	2014
9	Tavina B. Patel	Travel Grant from Microsoft Research, India to present her work at INTERSPEECH 2014 and ISCLP 2014, at Singapore.	Microsoft Research India	2014
10	Parth Mehta	Travel Grant from DAAD to attend Autumn School for Information Retrieval and Information Foraging (ASIRF) 2015	DAAD	2015
11	Anshu Chittora	Best paper award during ICBAPS 2015, Malaysia	ICBAPS 2015	2015

- National and international recognition received by the faculty from reputed professional bodies and agencies

Sr. No.	Faculty	Recognition	Agency	Year
1	Prof. Sanjay Srivastava	Senior Member Grade	IEEE	2015
2	Prof. Ganesh Devy	Padmashree	Govt. of India	2014
3	Prof. Asim Banerjee	Senior Member Grade	IEEE	2013
4	Prof. Mehul Raval	Senior Member Grade	IEEE	2013
5	Prof. Mehul Raval	Asia Pacific Outstanding Branch Counselor Award	IEEE RIO	2012
6	Prof. Prabhat Ranjan	Bihar Gaurav Samman	Bihar Govt.	2012
7	Prof. Manik Lal Das	Senior Member Grade	IEEE	2012
8	Prof. Vijay Chakka	Senior Member Grade	IEEE	2012
9	Prof. Ranendu Ghosh	Team Excellence Award	ISRO	2012
10	Prof. Sanjay Chaudhary	Literary Award	Gujarat Sahitya Academy	2012
11	Prof. Ganesh Devy	Linguapax Award	Linguapax Institute	2011
12	Prof. Tridip Surud	Sahitya Academy Award	Sahitya Academy, New Delhi	2010
13	Prof. Suman Mitra	Senior Member Grade	IEEE	2008
14	Prof. M V Joshi	Dr. Vikram Sarabhai Award	Gujarat Council of Science & Technology	2007

Prof. Ganesh Devy
receiving **Padma Shri**
on **26 January 2014**
In recognition of his work with denotified and nomadic tribes education and his work on dying-out languages

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

YES. Institute contributes to Shodhganga, through an MoU.

[Annexure 3.4.5]

A total of 9 research scholars have received the PhD degree. A total of 10 research scholars have submitted their PhD theses for examination.

A total of 173 research scholars have received the MTech (ICT) degree.

Programme:	**M Tech (ICT)**
Year	**No. of Degree awarded**
2012	43
2013	38
2014	48
2015	44
TOTAL	173

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

There is zero tolerance to plagiarism in research work. DA-IICT has an institutional subscription to Turnitin plagiarism detection software. All project reports (BTech, etc.) and theses (MTech, etc) are checked using Turnitin during submission. If the Turnitin score is greater than the prescribed level, the student is asked to revise the writing and to re-submit to the system. All MTech and PhD students are required to take a course on technical writing where they learn writing and referencing skills that help them avoid accidental plagiarism.

3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes. Most of the programmes and specialisations have been consciously designed to promote interdisciplinary work. At the MTech level, students from one specialisation have freedom in choice of thesis topic from another specialisation.

3.4.8 Has the university instituted any research awards? If yes, list the awards.

No. The Institute views attainment of external awards and honors as evidence of academic distinction of the faculty. The Institute has plans to award best thesis and best project awards to PG and UG students.

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

The scholarly recognitions earned by faculty are taken into consideration during the faculty appraisal that forms the basis for performance linked incentive. Faculty who receive such awards are felicitated on Teacher's Day by the Institute.

3.5 Consultancy

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

A faculty member can utilize maximum 1 day per week, or 48 days in a calendar year, on consultancy. Normally, 30% of the consultancy fee is retained by Institute as overhead charges.

The consultancies received during the last four years are listed below.

[Annexure 3.5.1]

Sr. No	Organization	Title	Faculty	Year
1	IIT-Gandhinagar	Library system and processes	T. S. Kumar	2010
2	I-Nurture Education Solutions Private Limited	Animation Courseware	Binita Desai	2011
3	Adani Institute of Infrastructure Management	Renewable energy applications	Girja Sharan	2011
4	Uplift India Association	Model and practices for health micro insurance	Alka Parikh	2011
5	Marwadi Education Foundation	Electronics resource room for hands on experimentation	Rahul Dubey	2011
6	GIZ , India	Rapid Evaluation Study on Feasibility of Mutual Insurance Schemes in Rural Institutions (2011)	Alka Parikh	2011
8	GIZ NABARD, Rural Financial Institution Programme	Brief Assessment : Natural Disaster Management, Role & Importance of Integrated Solutions in Risk Coping Against Future Calamities	Alka Parikh	2012
9	Ganpat University	FPGA - Design	Rahul Dubey	2012
10	Adani Institute of Infrastructure Management	Renewable energy applications	Girja Sharan	2013
11	USID Foundation	Design Challenge-2012	Asim Banerjee	2013

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

Dean (R&D)'s office proactively coordinates all university/industry interactions. The Institute has a placement cell which facilitates interactions with industry. Institute also has a CEP cell which focuses on conducting training programmes for industry personnel. Presently, the Institute has MoUs with TCS and e-Infochips.

3.5.3 What is the mode of publicizing the expertise of the University for Consultancy Services? Which are the departments from whom consultancy has been sought?

Institute website is used to publicize the available expertise for consultancy services. The areas of expertise of faculty members are listed on website. Consultancy has been sought from faculty working in the areas of rural development, embedded design, and animation.

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

Faculty members are approached by industry or research organizations for consulting work. A consultancy proposal is prepared by a faculty member who would like to be the consultant.

3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

The faculty have provided consulting services in the following broad areas: Renewable energy applications, hardware design, rural development, curriculum and content development.

Sr.No	Organization	Year	Total Amount	Consultancy Income
1	IIT-Gandhinagar	2010	2,40,000/-	72,000/-
2	I-Nurture Education Solutions Private Limited	2011	1,38,000/-	41,400/-
3	Adani Institute of Infrastructure Management	2011	75,000/-	22,500/-
4	Uplift India Association	2011	2,81,500/-	84,450/-
5	Marwadi Education Foundation	2011	1,00,000/-	30,000/-
6	GIZ , India	2011	1,50,000/-	45,000/-
8	GIZ NABARD, Rural Financial Institution Programme	2012	1,69,000/-	50,700/-
9	Ganpat University	2012	25,000/-	7,500/-
10	Adani Institute of Infrastructure Management	2013	90,000/-	27,000/-
11	USID Foundation	2013	50,000/-	15,000/-
			Total	**3,95,550/-**

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.

The Institute has a club devoted to social service, Sambhav. The club has always depended on students' donations for its functioning; it never took money even from the Institute because the underlying philosophy is "learning to give".

The programmes undertaken change from year to year depending on the students' interests, but usually, the following activities are conducted every year:

- Arranging Independence Day celebration for the children from Deaf and Dumb School and Blind School. These children are given snacks and chocolates and every year a trip arranged for them. Last year, they were brought to DA-IICT campus for evening supper which was sponsored by the Institute.
- Some students take up the responsibility of teaching the students from municipal schools in the neighbouring areas
- The students who leave the campus are encouraged to donate their old books. These books are sold at very concessional rate to the incoming students. The proceeds are used for Sambhav's activities. It inculcates the spirit of giving and co-operation among the senior students and helps the junior students to acquire the text books at very low rates.
- The Sambhav team collects old newspapers from the students who subscribe for them. These are sold to the scrap dealer and the money generated is used for Sambhav's activities.
- Just before the academic year ends, Sambhav undertakes collection of old clothes. These clothes are sorted, washed and ironed. Then the Sambhav team visits the slum neighbourhoods, and decides which clothes would fit to the inmates of the houses that they visit. Clothes are then donated to them.
- Blood donation camp is organized by Sambhav regularly.

- On 26th January, Sambhav team, with many other DA-IICT students, visited the old age home and spent time with the inmates.
- Recently, a new activity has been introduced that has become very popular. It is called Cyclothon. The old cycles that were left behind by the graduated students together with the new ones that are not used much by the current students were gathered and are put out for hire. Students could hire them just for Rs. 5 for an hour. The booking is done on the website developed by the students themselves. Everyday, the cycles are hired out at least for 10-15 hours. Students have started going out in group bicycling in the morning and evening. The activity is catching up and donations will be sought for purchasing some more cycles. The money collected from hiring will be used for maintaining the cycles.

3.6.2 How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

As mentioned above, the Sambhav Club visits the old age home, orphanage, blind school and deaf and dumb school twice a year. In addition, students of a nearby municipal school were taught by the DA-IICT students. For a brief period, the students also took up teaching the children of the construction workers in the nearby lane who were migrant workers and whose children were not going to school. Clothes were distributed to nearby slum dwellers. For some years, the students adopted a slum in Maninagar and hired a tuition teacher with their money to teach the school going children.

Efforts have been made through student projects and other activities to reach out to the not-so-educated sections. For example, a BTP project attempted to get a mobile application developed for the canteen staff to learn English alphabets.

Within the course structure also, there are some arrangements to reach out to students, engage them fruitfully to lead to their holistic development. One example is the language course, PC 105. It is primarily taught to address the language (English) deficit needs of the students. However, this deficit is

frequently connected with the class and the socio-economic conditions of the students. Therefore, it is less an academic issue and is more a sociological problem. Hence, the instructor makes sure, to the extent that becomes possible for him/her, to particularly address the students who face obvious disadvantages with respect to language, communication and the attendant disabilities. The instructor does it through some innovations in the pedagogic style: the class is typically organized around various activities. These activities frequently involve combined efforts in the form of well coordinated group and pair work. A plethora of text based games and activities, involving a variety of cognitive challenges, feature as part of the instruction. The classroom is viewed as a zone of interaction and active language flow allows a lot of lateral learning to take place. And our experience shows that generally there is some noticeable improvement in students' performance, especially of the needy ones, over the semester.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

The Institute has obtained relevant approvals for starting the NSS chapter. However, all extension activities have been executed under various student clubs. One such club which has been spearheading activities with societal cause has been ‘Sambhav’. There are a series of initiatives undertaken by ‘Sambhav’ as enumerated in section 5.1.2 of SSR.

The Institute has applied to the local NCC Commandant for starting NCC-Air Force wing in the Institute and the same is under process.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

This is done through various social science and humanities courses. For example, in the class of Systems, Policies and Analysis, it is mandatory for the students to conduct surveys on PDS, government health services, accessibility of inputs for farmers, marketing opportunities for farmers, credit facilities available for the poor families etc. When students go to the field to interview the families, they invariably end up telling them about the government schemes, rules regarding PDS, etc. It has always been an enriching experience for all involved.

In the summer/winter break, many of us carry out surveys for our research work. Students visit to all the major slums of Ahmedabad city to understand the water situation. A paper based on this survey was presented in a conference to explain the extent of water insecurity that people face. The research was also published as a chapter in a book.

During the rural internship, described in question 3.6.6, students often carry out surveys to help NGOs in setting the baseline conditions. The Institute has helped many voluntary organizations in designing their programs with its expertise so that they could reach the underprivileged more effectively. For example, four students did their BTP project for AkshayPatra, to chart out optimal path for the vans that reach out to almost 1 lakh students in various schools. Similarly, the government's e-gram centres were helped by the students in sprucing up their facilities – first the needs assessment for the rural population was done and later software programs were developed to be included in the e-gram network. Our students have helped deaf and dumb school by gathering videos and educational games for their students and conducting training for the instructors, developed a software for a small bank in Saurashtra for its human resource management because it had no access to such programs, carried out surveys regarding environment effects of Mundra port for Center for Environment Education, and such. The examples are too many to site here because many different courses –

technical as well as social science – include such exercises that reach out to the outside community.

3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

All such activities are managed through the various student clubs. Each generate compiles a report for all the activities during the academic year. The club also prepares a budget projection for the next year.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

The B. Tech. curriculum mandates that all students to undertake a four-week Rural Internship at the end of their Third Semester. The objective of the Internship is to expose the Information and Communication Technology students to the social and economic realities of the rural lives and livelihoods; sensitize them to the vulnerabilities of rural people; and help them to appreciate the constraints and opportunities for development. Rural Internship thus entails placing students in villages across India to work in a nongovernmental organization engaged in socio-economic development.

Most organizations with which the student chose to affiliate provided students with specific projects. The projects undertaken have been in broad areas of education, poverty alleviation, health, sanitation, rural information and communication systems, ecology and environment, biodiversity, rural governance, agriculture, and citizen rights, etc.

In the past, our experience has been very encouraging, and the organizations to which students were attached found the partnership fruitful. The internship has positively added value to their education while contributing meaningfully to the civil society organizations' efforts towards rural re-construction.

An evidence of success is the consistently good feedback received from the NGO's about the students. Another evidence of the success of the programme is the testimonials that the students have written about their experiences in the villages. Some of the students have posted blogs about the experiences and others have sent written testimonials. For many students this has been eye opening and one of the most memorable experiences in their undergraduate study. See appendix for details.

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

Youth Run

Youth run was an initiative by a group of students who wanted to promote good health, camaraderie and social awareness. The Youth run vision was to run for a social cause. The run was held every year for three years in the month of February. DA-IICT Students, many from the Gandhinagar community and local school children would participate in a 4km or 8km run in the wee hours of the morning. Around 1000 persons running together in cold during the early morning early made for a wonderful sight. The run usually ended with some light snacks and a talk and interaction session with an imminent person on a theme related to social awareness. Profits of Youth run were given to an NGO.

Synapse

Synapse has become one of the most successful cultural festivals in Gujarat. For the participants from various colleges, it is a time of showcasing their talents and for the student committee and organizers of DA-IICT, it is a test of their management skills. In the end, it is an enriching experience for the student community of the region. Apart from the big budget events Synapse is a time where one notices many small successes. One such success story in Synapse has been the growth of the debate club at the Institute. This year we had participation

of teams from all over India. The debate event got sponsorship from Govt. of Gujarat and department of science and technology to the tune of 2.5 Lakh.

Similarly, the sports festival, Concourse, has been getting the student community involved.

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

Prof. Vishvajit Pandya serves as Honorary Director of Andaman and Nicobar Tribal Research Institute. Some of the other contributions to social and community development are:

- Design and installation of community solar cooker unit at SEWA office, Radhanpur.
- Arid green greenhouse cropping trials, Kothara, Kutch.
- Dew harvesting technology, Kothara, Kutch.

3.7 Collaboration

3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

DA-IICT has signed an MOU with the Indian Navy under which the Navy can nominate qualified naval officers for MTech and PhD Programs at DA-IICT and carry out joint research, development and training projects. Presently, three young naval officers have joined the programme under this arrangement.

DA-IICT has signed MoU with the Space Applications Centre (SAC) of Indian Space Research Organisation (ISRO) to admit their scientists into the PhD programme. The candidates are selected after a rigorous admission screening carried out at SAC, followed by interview by a Selection Committee at DA-IICT. Presently, there are six officers going through the doctoral studies.

3.7.2 Mention specific examples of how these linkages promote

- Curriculum development

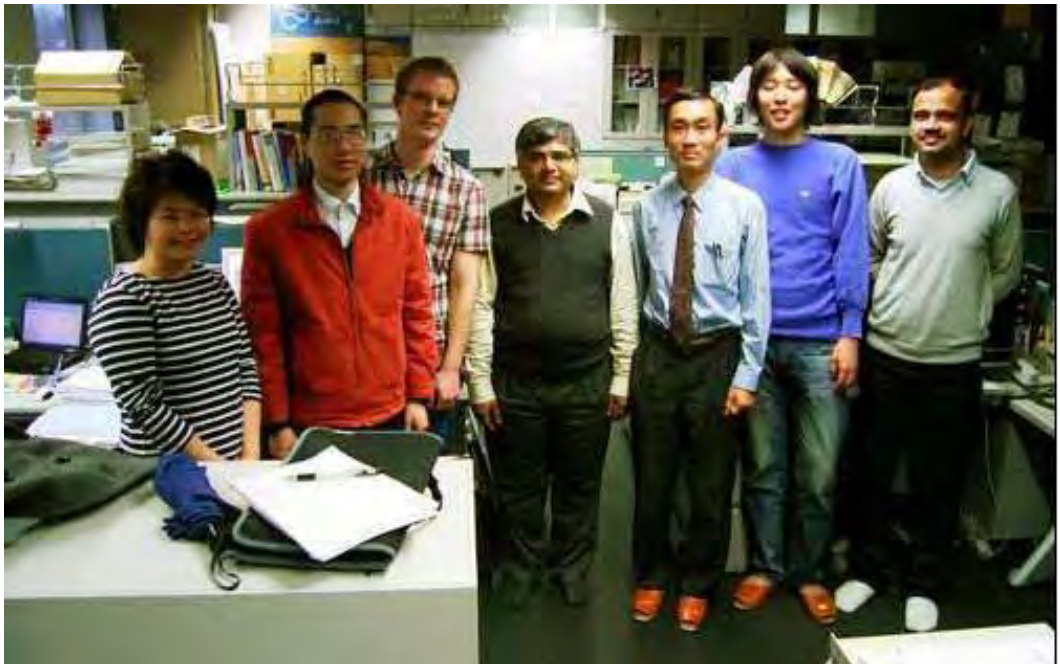
  The Board of Studies has representatives from TCS and Space Application Centre, ISRO. Shri Tapan Mishra, Director of SAC-ISRO, is a member of the Academic Council.
- Internship
- On-the-job training

  A representative of TCS is serving on the IQAC.
- Faculty exchange and development
- Research

As part of government-sponsored collaboration, faculty and students have visited project partners in France, Spain and Japan. Researchers from the foreign partner institutions also visited DA-IICT.

Visits by faculty and students to project partners:

Sr.No	Name	Institute visited	Period	Sponsor
1	Prof. Chetan Parikh	ISEP, France	2 weeks during 2009-10	Indo-French
2	Mr. Murali Medisetty	University of Tokyo	June 15 to July 15, 2010	DST-JST
3	Prof. Anish Mathuria	University of Tokyo	February 20-27, 2010	DST-JST
4	Mr. Naveen Kumar	University of Tokyo	Jan 27 to March 11, 2010	DST-JST
5	Prof. Chetan Parikh	ISEP, France	15th – 29th May, 2011	Indo-French
6	Ms. Sarita Agrawal	University of Malaga	15th Jan – 14th Feb 2011	Indo-Spain
7	Prof. D. Nagchoudhuri	ISEP, France	18 May – 2 June, 2012	Indo-French
8	Prof. Manik Lal Das	University of Malaga	17-24 March 2012	Indo-Spain



Visit by DA-IICT researchers to University of Tokyo

Visits from foreign partner institutes:

Sr.No	Name	Affiliation	Period	Sponsor
1	Prof. Kanta Matsuura	University of Tokyo	March 13-16, 2010	DST-JST
2	Prof. Amara Amara	ISEP, France	12th February – 1st March 2011	Indo-French
3	Dr. Takahiro Matsuda	University of Tokyo	12thFebruary to 1st March, 2011	DST-JST
4	Prof. Kanta Matsuura	University of Tokyo	19th – 22nd February, 2011	DST-JST
5	Dr. Rodrigo Roman	University of Malaga	1st – 16th September, 2010	Indo-Spain
6	Ms. Sarita Agrawal	University of Malaga	15th Jan – 14th Feb 2011	Indo-Spain
7	Prof. Amara Amara	ISEP, France	27th December 2011 to 8th January 2012	Indo-French
8	Dr. Pablo Najera	University of Malaga, Spain	March-April 2013	Indo-Spain

- Publication

The sponsored projects with national and international collaborating partners have resulted in a large number of research publications.

- Consultancy
- Extension
- Student placement

DA-IICT was among the top 20% engineering institutes to win the National Employability Award in 2013. Tata Consultancy Services has selected the Institute for the 'TCS-100 Best' high-ranking engineering institute student award scheme.

- **Any other (please specify)**

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

The Institute has signed Memorandums of Understanding with national and international Institutions to promote and enhance academic and research interactions as well as collaborations.

[Annexure 3.7.3]

- **The University of Dayton, USA:** For exchange of faculty, students, and joint research.
- **The Government of Gujarat:** To mentor the Indian Institute of Information Technology, Vadodara set up on PPP model by the Central and State Governments and Industry.
- **Indian Navy:** To admit eligible candidates sponsored by the Navy for MTech and other advanced courses including PhD, joint research and development and training.
- **Indian Institute of Technology, Gandhinagar:** To collaborate on teaching and research and exchange scientific and academic personnel.
- **Ramakrishna SaradaSevashram, Bastar:**To sponsor eligible candidates for doctoral studies at DA-IICT, develop and support joint research programs and conduct specialized courses.
- **Tata Consultancy Services:** To sponsor eligible candidates for doctoral studies at DA-IICT through TCS Research Scholar programme.
- **eiTRA-einfochipsInstitue of Training Research and Academics Limited, Ahmedabad:** To train and upgrade the skills of eiTRA employees, conduct lectures for academic programs offered by Ganpat University, provide consultancy and guidance for technological research and project execution,

facilitate DA-IICT students to carry out their internship and project work at eiTRA-einfochips and jointly offer continuing education programs.

- **InstitutSuperieurD'Electronique De Paris, France:**For exchange of faculty, students and joint research.

MoU signing with ISEP in October 2014

- **International Crops Research Institute for the Semi-Arid Tropics, Hyderabad:** To participate in teaching, training and research; explore external funding opportunities for research, exchange and host students and scholars for research and degree programs by each other and exchange scientific materials and publications.

3.7.4 Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

Qualcomm has donated 15 dragonboards containing their dual core latest Krait processor along with the complete development systems. It will be useful in DSA and Embedded systems courses. The price of each board is $499.

The Institute has been selected to be a CUDA teaching centre by NVIDIA. [Annexure 3.7.4]

Any other information regarding Research, Consultancy and Extension, which the university would like to include.

Criterion IV - Infrastructure and Learning Resources:

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available at DA-IICT to maintain the quality of academic and other programmes on the campus. It also presents information on how every constituent of the university: students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns. The focus of this criterion is captured in the following Key Aspects:

4.1 Physical Facilities

DA-IICT, Gandhinagar, is a university under State Act of Gujarat and was established in 2001 as a pioneering university that introduced the engineering discipline Information and Communication Technology at the undergraduate level in India. It is recognised by the University Grants Commission (UGC) under section 2f of the UGC Act, 1956. Adequate infrastructure facilities are of utmost importance for the effective and efficient conduct of the educational programmes for any University. The growth of the infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities.

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The Academic Calendar of the university is prepared keeping in mind the effective utilisation of the physical infrastructure and the semester time tables are prepared and courses are assigned to different class rooms depending on the registrations for the various courses. For example: All core courses of BTech. (ICT) are conducted in the lecture theatres. In addition to the core courses, the Institute offers a variety of electives, which students can choose freely. Therefore, other class rooms of varying seating capacity are assigned depending on the number of students that have registered for a specific elective.

[Annexure 4.1.1.1]

All lecture theatres and the larger class rooms are multimedia enabled and are equipped with a computer and projection facilities along with a document camera. Collar and podium microphones are available to ensure that the lecture is clearly audible in all parts of the room. Shared folders on the intranet are used by the faculty to keep material that are pertinent for a course, and the students have a 24/7 access to these folders from anywhere within the campus. Access to the Resource Centre is available to the students, faculty and staff, beyond regular class hours, upto midnight during a regular semester and extended beyond midnight during examinations. Students also have access to the labs, both instructional and research labs, beyond the office hours. The laboratories in the Lab Building are assigned keeping in mind their maximum utilisation. The labs in the ground floor are primarily used as instructional labs that use computers. The labs in the first floor are used for more specific needs like Electronics Lab, Networks Lab, etc. The research labs on the second floor cater to the students who work in the various research groups that are active at DA-IICT. Optimum utilisation of the labs is ensured by ensuring that the same lab is used for courses that have similar infrastructural requirements in the different semesters. Also a general purpose laboratory is available to the students round the clock.

Lecture Theatre

A cyclical evaluation of infrastructure is made on the basis of annual surveys for infrastructure in two categories – long and short term. Budgets are proposed and

approvals are sought on an overall priority basis from the Director. This would include maintenance and procurement of new items.

[Annexure 4.1.1.2]

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

DA-IICT uses the intranet to store, share and disseminate information related to the various courses and also the rules and regulations for the students of the various programs. Shared network folders are used to keep the lectures and relevant material for a course and the faculty, Teaching Assistants (TAs) and students can access this from anywhere within the campus. DA-IICT also subscribes to a host of e-resources like journals, online books and other reference materials. High speed Internet and Intranet connectivity allows faculty, staff and students to easily access these material from anywhere within the campus.

Laboratories are available for all courses that have a lab component. All labs are equipped with appropriate hardware and software for each course based on the requirements specified by the faculty members who would be teaching the course in the next semester. This is typically done at the end of each semester. For each financial year the ICT committee addresses the issue of up-gradation for the labs and a part of the budget is annually allocated for the purpose. New equipment is ordered for any additions and alterations that are made in the lab component of the courses. The ICT team along with the system administrator provides support with open source material that might be required for various courses based on the instructor's requirements.

Lab hours are extended beyond academic hours to students for additional hands-on practice and to strengthen the learning and teaching process. Proper utilisation of the lab resources are ensured while preparing the lab timetable for the semester. In addition the students can access the lab and use it beyond office hours for courses that have a formal lab component as well as for those courses that do not have a formal lab component. This allows the students to design and develop computer/other hardware and software based experiments that enrich the

teaching-learning experience of the students. It also enables them to become self-learners, that is an important requirement for all engineers in general and ICT engineers in particular, due to the rapid pace with which the technology is changing in this area.

As a step towards decentralizing the decision making process for purchase of ICT related equipment, the ICT Convenor is empowered to approve purchases upto 1 lakh. Different Institute authorities are empowered to approve purchases with different limits. The table below lists the limits of approval for different authorities at DA-IICT.

Approving limits for different Institute Authorities

Sr.No	Role	Approving Limit (Rs)	Remarks
1	Registrar	1,00,000/-	General purpose
2	Dean (R & D)	1,00,000/-	Research related
3	Convenor, ICT Committee	1,00,000/-	ICT

All lab equipments are evaluated and assessed for relevance annually to keep the labs current and industry relevant. A couple of recent initiatives include the setting up of the Computational Science Programme Laboratory and the Language Laboratory.

The Computational science programme is set up to impart knowledge to the students and to help them build computational models to understand, analyze and address fundamental problems in science in areas of societal importance. The programme is focused on two main lines – theoretical learning and practical implementation. The programme commences with basic courses on computer science, programming, mathematics and physics that later imparts advanced mathematical methods that are necessary in building computational models to acquire a broad understanding of scientific modelling and simulation. An emphasis in the computational science programme is to train students on how to implement/simulate computational models on state-of-the-art computer architectures and acquire the necessary skills in the area of High Performance Computing.

[Annexure 4.1.2.1]

The lab is a dedicated well-equipped facility with a capacity for 65 students. The laboratory is visualized to host desktops and high end workstations through which students can access a computing cluster. The cluster will consist of several heterogeneous nodes with future scalability options. The lab is a GPU education centre set up by nVIDIA corporation, USA. As part of the CUDA teaching centre status nVIDIA has provided four high end GPU cards (e.g. Tesla k40) which has been installed on the latest high end servers that will enable students to learn GPU programming and implement codes in a CUDA environment.

The Language lab is recommended for students of both UG and PG programs that need additional practice in English communication. The licensed software available in this lab is used by the students during the assigned time slots in the day. Dedicated Teaching Assistants (TAs) are appointed to ensure the smooth functioning of the Language lab.

[Annexure 4.1.2.2]

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Right from its inception, the Institute has placed strong emphasis on innovative research and development in ICT. The Institute has a full range of research infrastructure and facilities, such as well-equipped laboratories, specialized equipments, campus-wide networking, and high-speed Internet access, and subscription to hundreds of print and online journals. The DA-IICT campus is eco-friendly and fully networked with optical fibre cable connectivity between various buildings and having 1GBps internet bandwidth. The second floor of the Lab building has the research labs for the research areas that are of interest to the various research groups at DA-IICT. In addition, the Institute has dedicated research laboratories that are used for executing sponsored projects as well as allowing interested students to carry out research that is required as a part of their curriculum in their respective programs. Some of the examples of such labs include:

- The Information Retrieval Lab (http://irlab.daiict.ac.in/)
- The Speech Processing Lab(https://sites.google.com/site/speechlabdaiict/)
- Knowledge discovery and management

DA-IICT also has an Incubation Centre to nurture and develop business ideas based on new technology. The Centre has work-spaces for start-up companies and ICT resources such as high-end dedicated server and wireless connectivity.

The Institute encourages faculty and student participation at scholarly conferences and competitions through internal grants. In addition, the excellent ICT enabled infrastructure enables the Institute to regularly organize conferences, seminars and workshops for promoting interactions with wider academic and research community. The Institute also organises seminars by eminent scholars from all over. These are opportunities for interaction, information dissemination, and idea exchange. Such interactions help develop collaborative relationships both at the individual and institutional level with these experts. The Institute also organises annual events with its collaborators where there is an opportunity to showcase the research projects that the Institute has been engaged in. The Institute also engages with the industry by encouraging faculty participation in extension programs with the industry.

[Annexure 4.1.3.1]

The Institute provides seed grant for the new faculty members to get them started on the research in their areas of interest. The Institute encourages its faculty to apply for research funding from Industry and Governmental agencies. The Institute also provides research support in the form of matching grants to funding received from some specific sponsoring agencies.

The Institute has a policy to allow faculty members to proceed on Sabbatical leave to work in leading industries, research organisations and academic institutions around the world.

[Annexure 4.1.3.3]

4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

All faculty members have independent air conditioned offices located in the four Faculty Blocks of the campus. Each faculty block has air-conditioners; ICT enabled meeting room with projection facilities and has both wireless and wired internet connectivity.

[Annexure 4.1.4.1]

There are independent rest rooms for men and women in each building on campus (i.e. Faculty blocks, Lecture theatres, Lab Building, Class room building, etc.). All the buildings are provided with independent and shared office spaces and meeting rooms for staff and faculty. Separate rest rooms for men and women are provided in all buildings that are utilised by staff, students and faculty.

4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

All the buildings including main lecture theatres and toilets can be accessed on a wheel-chair. The institute is committed to provide support services (like providing accommodation at ground floor of Hall of Residence), should such a need arise. Reserved parking is available for such persons in the respective parking lots on the campus. Washrooms and Toilets are earmarked and reserved on each floor for use by such persons.

Additional books are issued from the Resource Centre, to such students and the duration of issue is also longer. The meeting rooms on the ground floor of the faculty block are used for setting up meetings with faculty and staff members, with prior appointment. Special arrangements are made to conduct examinations for such students in exam halls that located in the Ground Floor.

4.1.6 How does the university cater to the requirements of residential students? Give details of

*** Capacity of the hostels and occupancy (to be given separately for men and women)**

The Green Campus near RC

Capacity of the hostels and occupancy

DA-IICT has two Halls of Residence (HoR), one for Men and the other for Women. The Men's hall has 8 (A to H) wings and each wing has about 60 rooms. The total capacity of the Mens' HoR is about 900 students on twin sharing basis. The women's HoR has 2 (J and K) wings, with a total capacity of accommodating 332 students on twin sharing basis. The size of the hostel rooms are 18 x 10 feet and are all available on a twin sharing basis. The details about the capacity of the two HoRs are given in the following table.

[Annexure 4.1.6.1]

Capacity of the Halls of Residence

HoR-Men					
Wing	**Floor**	**Rooms**	**Capacity**	**Washroom**	**Latrines**
A	Ground	18	36	5	5
	First	18	36	5	5
	Second	18	36	5	5
B	Ground	18	36	5	5
	First	18	36	5	5
	Second	18	36	5	5
C	Ground	18	36	5	5
	First	19	38	5	5
	Second	19	38	5	5
D	Ground	18	36	5	5
	First	19	38	5	5
	Second	19	38	5	5
E	Ground	18	36	5	5

HoR-Men					
Wing	**Floor**	**Rooms**	**Capacity**	**Washroom**	**Latrines**
	First	18	36	5	5
	Second	18	36	5	5
F	Ground	18	36	5	5
	First	19	38	5	5
	Second	19	38	5	5
G	Ground	20	40	5	5
	First	20	40	5	5
	Second	20	40	5	5
H	Ground	20	40	5	5
	First	20	40	5	5
	Second	20	40	5	5
HoR - Women					
Wing	**Floor**	**Rooms**	**Capacity**	**Washroom**	**Latrines**
J	Ground	29	58	5	5
	First	29	58	5	5
	Second	29	58	5	5
K	Ground	26	52	5	5
	First	26	52	5	5
	Second	27	54	5	5
	TOTAL	**616**	**1232**		

HOR for Women

Both the Halls of Residence have a guest room for the parents of the residents. The female security staff member is available in the Women's HoR on 3 shifts to ensure safety and discipline round the clock. They also assist in collecting mail for the residents and registering their complaints that are passed on to the proper maintenance personnel.

*** Recreational facilities in hostel/s like gymnasium, yoga centre, etc.**

A TV Room with a 40" TV and DTH connection each is available in both the halls of residence.

A medical room is available for students who need to be isolated for medical reasons. A convenience store, Local/STD/ISD facility and student warehouse are available at the men's HoR. Residence at the Halls is compulsory for all BTech students. All female post-graduate students, who choose to stay on campus, can be provided accommodation in the women's hall of residence. Male post-graduate students are provided rooms subject to availability.

DA-IICT has a Reverse Osmosis (RO) plant to provide clean drinking water to the residents on campus. Ragging, gambling in any form, consumption of alcoholic drinks and smoking are strictly prohibited. Any violation of the rules of the halls of residence entails harsh punitive actions including suspension/expulsion from the institute.

The Hostel Management Committee (HMC) comprises of selected or elected student members of respective floors/wings, the hostel supervisors and the Wardens of the Halls of Residence. The HMC manage the day-to-day operations of the HoR. HMC members or individual students inform the Hostel Supervisor through emails or personally of problems that pertain to water, electricity, furniture etc., who in turn coordinates with the other departments like maintenance (Estate Engineer), housekeeping and security and assistance from the administration department to resolve all problems. The maintenance team includes electricians, plumbers, carpenters who to attend to and resolve all complaints.

*** Broadband connectivity/wi-fi facility in hostels.**

Net connectivity is available to all hostel residents through LAN connections. Net related problems are solved by the Help Desk team.

4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

The Institute has a Medical Centre for all the students, faculty and staff of DA-IICT. Two visiting doctors visit the centre every day at fixed hours. i.e. between - 12.30 to 13.30 hours and 16.45 to 17.45 hours on all working days. The students, faculty & staff members can consult them during this time without any charge. The same doctors may be consulted by all members of the DA-IICT community at their clinics outside these hours.

[Annexure 4.1.7.1]

Panel of medical specialists is also available. DA-IICT has a tie-up with Apollo Hospitals for the treatment of students. DA-IICT does not have ambulance but whenever needed, 108 is called for emergency to take the students to the hospital. In addition a vehicle with a driver is available all through the year and 24 hours a day in case of emergency. Arrangements have been made with state-of-the-art hospitals for any medical attention/treatment. Students and all permanent employees are covered under medical insurance. The Institute provides compulsory health insurance for all the students. All students are covered under

Group Mediclaim Insurance Policy (coverage of Rs. 15,000 per annum) and Personal Accident Insurance Policy (coverage of Rs. 50,000 per annum) on completion of certain formalities. The details of the insurance policies are available at the Registrar's Office.

[Annexure 4.1.7.2]

DA-IICT has a Stress Management Centre since July 2012. It also has the services of a professional counsellor since July 2014. The counsellor visits the Institute twice a week. A student is free to contact her (by prior appointment at the given e-mail id or via phone) or just go and talk to her when she is visiting. The counsellor provides the student a comfortable and confidential environment and helps him/her to focus on and understand more clearly the issues that concern him/her. This includes tackling personal, family and peer problems as well as managing academics more responsibly. She offers support and respects the values, choices and lifestyle of the student. The process involves no medication, only pure interaction and confidentiality is maintained in all the cases. She also plans many interactive sessions with the students for which they are informed well in advance.

4.1.8 **What special facilities are available on campus to promote students' interest in sports and cultural events/activities?**

Students at DA-IICT are encouraged to actively participate in sports and extra-curricular activities. The Sports Centre has a full time sports officer and full time sports assistant. The ground floor in the Sports Complex has the office for the sports officer and sports assistant, as well as a store for sports goods. Additional qualified coaches are hired for various games and sports prior to sports competition**.** 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.

Badminton Court

Basket Ball Court

- Well-equipped Gymnasium& Yoga hall on the first floor of the sports complex.
- Four Table Tennis Tables
- A 15,000 sq meters cricket ground that can also be used as the football ground, with a walking track.
- Two Volleyball Courts
- 2 rubberized Basket Ball courts
- Karate

Resources for other indoor games like Carom, Chess, etc. are provided at Students Activity Centre (SAC). Though DA-IICT does not have tennis courts, interested student can play Lawn tennis at a sports complex that is less than a kilometer away from DA-IICT campus.

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 IITD, IITK, LNMIT, BITS Goa. The Sports Committee also invites colleges and clubs across Gujarat like Sabarmati Recreation Club, SAI, Mamta club, IIT GN, SGVP, SVIT-Anand to improve the standard of sports in DA-IICT and also to improve relations with the sports community in 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 organised from time to time.

The annual Inter-college Sports Festival Concours is held every year in the month of November at DA-IICT.

Students Group at OAT

DA-IICT students are encouraged to take part in annual theme-based Youth Run (8kms and 5 kms). NGO's, schools, other institutes and faculty members joined hands together to participate in the initiative. Students are also encouraged to go on excursion and trekking trips and are accompanied by faculty members and sports officer/assistant. Also, Sports Fest, Concours, of the institute encourages sports culture in the Institute. DA-IICT students representing the Institute are also funded to participate in other college's sports fests. The annual sports budget is approximately INR 4 to 5 lakh.

Student Clubs at DA-IICT campus are the medium to channel the bubbling creativity and enormous potential of students. DA-IICT has many students based clubs which are completely managed by the students under the mentorship of a faculty member. All club activities are for the students, by the students and of the students. Some of these clubs are Music club, Dance club, Debate Club, Cubing Club, Communication and Networks Club, Electronics Hobby Centre, Theatre

Group, Film Club, Quizzing Club (Headrush), Kheliya Club (Folk Dance), Movie Making Club, Press Club, Programming Club (Aryan), Web Development Club, Radio DA-IICT, Excursion Glub, Google Developers Group, Sambhav Group, YES+ (Youth Empowerment and Skills), Microsoft Student Technical Club, Association for Computing Machinery (ACM), etc. Sambhav is a social service group that is involved in education and rehabilitation of displaced and de-notified tribal people in and around Ahmedabad. DA-IICT also has a recognized band. Participation in these clubs is encouraged.

[Annexure 4.1.8.1.I]

Cultural Committee has around 25-30 events throughout the year on different occasions as such Janmashtami, Teacher's day, Deepawali and Dusshera etc. Also, clubs like movie making club, technical committee and the committees such as Annual Festival Committee, Cultural Committee and Sports Committee, not only provide an opportunity to the students to showcase their talents in diverse areas from coding, dancing, singing to exhibiting their finesse on the sports field as sportsmen or the actors rendering fantastic performances to enthrall the audience. All these provide the students to exhibit their flair in non-academic areas and go a long way in contributing to the developing them with as engineers with a well-rounded personality.

Forward Forum organises lectures and other activities by eminent national and international personalities on campus.

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.

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. Besides conducting its weekly debates and Intra-college Debate competitions, the club has also organised a Youth Parliament and an Inter-college Parliamentary Debate.

Dance Coders

Apart from these non-academic and social activity clubs, few clubs encourage participation from the technically inclined groups of the student community. Electronics Hobby Club (EHC), DA-IICT Linux Users Group (DLUG) and IEEE (Institute ofElectrical and Electronics Engineers) Student Branch belong to this category. EHC is a place for playing with electronic circuits and instruments out-of-the-classroom. DLUG has been committed to actively promote the use of Linux and other open source software for strengthening the objective of the worldwide open source movement.

The IEEE student branch at DA-IICT functions throughout the year and conducts seminars, workshops as well as summer school. It also conducts i-fest every year and gives a chance to the students from DA-IICT as well as various other colleges to showcase their talents in technical fields. The Institute provides all logistical support for these activities.

The newly introduced Cubing Club devises different methods of solving the 3x3 Rubik's cube and the notations of the cube. Various types of puzzles including the Pyraminx, Mirror cube and the regular 3x3, 4x4, 5x5, etc are also discussed.

Various other student clubs were active during the year and organized their own events for student groups ranging from a few dozens, to a few hundreds. Notable among these Clubs were The Aryans and The Programming Club. DA-IICT has a recognized music band, which is named as 'The Faculty'.

The Open Source club encourages students to understand Open Source like never before (Open Source is a kind of software application which can be used by anyone for free). All the clubs get a fixed budget every year from the Institute to carry out their activities.

4.2 Library as a Learning Resource

The library holdings are in the form of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes. [Annexure 4.2.1]

The Library is named as 'Resource Centre' at DA-IICT. The Resource Centre (RC), one of the major service facilities on the campus, serves as a hub for teaching, learning, scholarship and research activities of the Institute through its most modern state of the art library and information services. With its fast growing print and digital collection, the Resource Centre is committed to contribute to the Institute's mission of becoming a world-class Institute in the areas of Information and Communication Technology and related subjects. Resource Centre is housed in an independent, spacious building that can accommodate more than 300 users at a time. The collection of the RC is rich and diverse, especially in terms of the breadth and depth of coverage. Collection encompasses subjects in communication technology, computer science, electronics, information technology, humanities and social sciences and related areas. This collection includes, books, conference proceedings, reference books, CD-ROMs, floppies, VCDs, DVDs, Video Cassettes etc. Currently, Resource Centre has over 30000 books, over 3750 CDs/DVDs, subscribes to more than 156 journals/magazines in print and subscribes to more than 9500 e-books and over 4600 e-journals. The Resource Centre operations and services are fully computerized using SLIM++ software. Catalogue of the holdings is available 24X7 for online access through the web.

4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Resource Centre Advisory Committee consists of a Professor as Convener, three faculty representatives as members and Librarian as Member Secretary. The Committee meets with Student Body Government and RC staff regularly. The Committee is responsible in formulating operational policies and procedures, new initiatives, services, and resources and their implementation. The following are

the significant initiatives that the Committee took which made the RC student/user friendly.

[Annexure 4.2.1.1]

- Launched Digital Repository of Scholarly Resources (DSRS). The mission of DSRS is to collect, organise, preserve, provide access to, and promote dissemination of scholarly work of the DA-IICT Community. The metadata-database of the faculty publications, research papers, journal articles and other professional presentations serves as a platform to the faculty, researchers, and students to share their research work with wider community. Currently it hosts more than 2000 resources.

- RC Blog @ DA-IICT promotes interaction with users and keeps them informed about the RC resources and services. This has become popular among the user community and helping the RC as yet another tool to reach out the users.

- The RC remains open till 2.00 a.m. in the morning two weeks prior to the examinations on all the seven days in a week.

RC Reading Room

4.2.2 Provide details of the following:

* **Total area of the library (in Sq. Mts.)** - 1571 Sq. Mts.

* **Total seating capacity –** 260 seats

* **Working hours (on working days, on holidays, before examination, during examination, during vacation)**

  Monday - Friday: 9:00 am to 12:00 midnight

  Saturdays, Sundays, Institute Holidays & Semester Breaks: 9:00 am to 6:00 pm

  During Exam period: 9:00 am to 02:00 am (Irrespective of Holidays)

* **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

- The Resource Centre is spread across two floors in two wings.

  [Annexure 4.2.2.1]

  Ground Floor

  Wing A: Circulation Desk, Stack Area: Lending Books, Research Cubicles, Photocopy Service, Collection Development & Technical Services and Staff

  Wing B : Digital Media Resources (Computer Lab), Institute Repository, Preview Room

  First Floor

  Reference Collection, Print-Periodicals, Bound Volumes, Newspapers and spacious Self-study Reading Hall (in Wing B)

* Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection is clearly provided.

4.2.3 Give details of the library holdings:

a) **Print (books, back volumes and theses)**

Sr. No.	Printed Material	Number	Remarks
1	Books	30059	
2	Back Volumes	2338	Journals
3	Theses & Dissertations	487	PG Programmes

b) **Average number of books added during the last three years** – 1049

c) **Non-Print (Microfiche, AV)** - 3750

d) **Electronic (e-books, e-journals)**

e-books: 9796

e-journals: 4674

e) **Special collections (e.g. text books, reference books, standards, patents)**

Course Reserve (CR) Collection: Consists of textbooks, journal articles, conference papers, faculty files, lecture notes and other reading materials recommended by the respective faculty members for different courses for each Semester. Most materials change from semester to semester, based on the course requirements. These materials are kept at the Circulation Desk and are meant for reference only within in the Resource Centre against Smart Card.

[Annexure 4.2.3.1]

Short Loan (SL) Collection: Copies of text and reference books recommended by faculty for different courses which are likely to be in heavy demand during the semester are identified and designated as Short Loan (SL) Books. Like the Course Reserve Collection, most materials in the Short Loan Collection change from semester to semester.

Reference Books Collection: Books such as encyclopaedias, dictionaries, directories, handbooks, geographical sources, manuals and other related reading materials are located in the stack area on the first floor with separate labels indicating the reference collection.

CD-ROM/DVD/Video Collection: Currently, RC has over 3750 CDs received along with books and journals and few DVDs and videocassettes. This collection is organized separately and is made available on request for use within RC. Separate viewing facility is available in the RC. The details of such material can be searched using the RC online catalogue.

[Annexure 4.2.3.4]

f) **Book Bank**

A fixed percentage of books purchased is reserved for the Book Bank. The Book Bank facility is available for students from the economically challenged backgrounds who may not be able to afford to the buy these books on their own. In addition second-hand text books and reference books donated by the students as well as faculty members also augment this collection and are of immense help for students who are not able to purchase the books on their own.

[Annexure 4.2.3.5]

g) **Question Banks**

The copies of previous years question papers are maintained at the Registrar's office.

4.2.4 What tools does the library deploy to provide access to the collection?

- **OPAC**
- **Electronic Resource Management package for e-journals**
- **Federated searching tools to search articles in multiple databases**
- **Library Website**
- **In-house**/remote access to e-publications

The Resource Centre (RC) provides a **web-based access to the catalogue** of books, journals and other reading materials available in its collection. A user-friendly web interface provides various options including author, title, keyword, etc., to search the library holdings. Members can also check the status of each book and overdue, etc.

[Annexure 4.2 4.1]

Dedicated **RC website** provides quick and easy access to its collections and to the varied range of library services offered. Library users use the web site to access the online catalogue, subscribed databases, e-journals, e-books, and other electronic resources. Also it acts as a gateway to the collections of other academic or special libraries which our library has cooperative exchange relationships.

The **RC Blog** is created and maintained by the Resource Centre of DA-IICT. This Blog has been created to connect with DA-IICT community and communicate with the recent happenings in the RC.

Digital repository of Resource Centre that collects, organizes, preserves, provides access to, and promotes dissemination of the scholarly output of DA-IICT Community. This serves as a platform to faculty, researchers, students and staff members of the Institute to share their research work with wider community. DRSR accepts journal articles, conference papers, book chapters, working or technical papers, reports, theses, dissertations and reports, presentations submitted as part of academic requirements, and other forms of scholarly output. Currently it hosts close to 2143 resources.

Wherever possible, RC endeavours to make available a full-text of the publication or research related output covered in the repository, without violating copyrights of the owner, as relevant to each work.

4.2.5 To what extent is ICT deployed in the library? Give details with regard to

- **Library automation**

  The Resource Centre operations and services are fully computerized using SLIM++ software. Catalogue of the holdings is available 24X7 for online access through the web.

- **Total number of computers for general access**

  The RC has 40 computers that can be used from the resource centre to access the catalogue and other material of the RC. In addition the RC website and the services it provides can be accessed from anywhere in the campus through the LAN.

- **Total numbers of printers for general access**

  01 network Laser Printer.

- **Internet band width speed**

  1 GBps

- **Institutional Repository**

  The RC maintains the institutional repository of scholarly output of the DA-IICT Community like the BTech. Project Reports, MTech. Dissertation reports, PhD Thesis, Annual Reports, etc.

  [Annexure 4.2.5.1]

- **Content management system for e-learning**

  The RC has a content management system in place to facilitate e-learning. CD/DVDs can be loaded on the dedicated server in the RC and can be accessed from anywhere in the campus through the LAN.

- **Participation in resource sharing networks/consortia (like INFLIBNET)**
  - UGC InfoNet Digital Library Consortium (INFLIBNET)
  - Indian National Digital Library in Engineering Science and Technology Consortium (INDEST)
  - Developing Library Network (DELNET)
  - Ahmedabad Library Network (ADINET)
  - British Council Library, Ahmedabd.
  - Indian Institute of Management (IIM), Ahmedabad Library.

4.2.6 Provide details (per month) with regard to

- Average number of walk-ins – 6576

  [Annexure 4.2.6.1]

- Average number of books issued/returned – 2502
- Ratio of library books to students enrolled – 23
- Average number of books added during the last four years – 88
- Average number of login to OPAC
- Average number of login to e-resources
- Average number of e-resources downloaded/printed – 3444
- Number of IT (Information Technology) literacy trainings organized – 01

4.2.7 Give details of specialized services provided by the library with regard to

- Manuscripts
- Reference
- Reprography/Scanning
- Inter-library Loan Service
- Information Deployment and Notification
- OPACS
- Internet Access
- Downloads
- Printouts
- Reading list/ Bibliography compilation
- In-house/remote access to e-resources
- User Orientation
- Assistance in searching Databases
- INFLIBNET/IUC facilities

RC has a collection of books, journals and other reading materials in the area of ICT, humanities and social sciences and allied subjects taught in the Institute. This collection includes text-books, conference proceedings, general and reference books, CD-ROMs, floppies, VCDs, DVDs, Video Cassettes etc. RC follows Dewey Decimal Classification System for classification of books and organizing the collection on the shelf. Some of the major class numbers used for

this purpose are given in a separate table. Copies of the charts giving main class numbers are displayed in the stack area and other parts of the RC.

Books

Books, monographs, conference proceedings etc are a part of this collection. This collection is located on the ground floor stack area next to the Circulation Desk and on the first floor in the reference section.

[Annexure 4.2.7.1]

Reference Books

Reference books such as encyclopaedias, dictionaries, directories, handbooks, geographical sources, manuals and other related reading materials are located in the stack area on the first floor with separate labels indicating the reference collection.

[Annexure 4.2.7.2]

Digital Media Resources Unit

Digital Resources such as CD-ROMs, DVDs, Video cassettes etc housed in the adjacent building. This part of the building has number of computer systems with multimedia facility and Internet connectivity to access the digital resources. Facility for individual and group viewing of educational video programmes is being made available. Separate preview room with all the required facility is being setup.

Reference and Information Service

The primary purpose of Reference Service is to assist students, faculty, researchers and staff in locating the required information, or information sources available in the RC or elsewhere. Staffs at different locations in the RC are available to help readers to:

- Discover the rich collection of RC.
- Identify and use electronic and print reference tools.
- Formulate information search strategies.
- Locate information in RC and elsewhere.
- Answer specific information questions.

This service is provided in person or through email.

[Annexure 4.2.7.3]

Inter Library Loan (ILL) /Document Delivery Service (DDS)

Resource Centre arranges to get photocopies or borrow documents of papers from journals, conference proceedings, books that are not held in its collection from different sources on Inter Library Loan from other local libraries for academic and research purpose. Both DDS and ILL services are provided for academic and research purpose to the faculty members, staff and research scholars.

Photocopy Service

Photocopying facility is available at cost in the RC. This service is limited to library materials and particularly for copying research papers published in journals, conference proceedings for academic and research work without violating the Copy Right Act. The facility is located in a separate room opposite to Circulation Desk on the ground floor.

Orientation and Information Literacy Programs

RC offers the orientation programme to the students and others at the beginning of every academic year. Through this programme, an effort is made to familiarize every new member with the resources, services, and facilities offered by RC and its policies to use the same. RC looks forward to designing and offering training programs to assist users to develop the ability to locate, identify, use, and interpret information effectively. RC would like to promote the role of the library as a resource for lifelong learning, through this programme.

New Additions of Books/ Recent Issues of Journals

The 'Recent Additions' of books and journals are kept on display for reference and consultation for a week and communicated to all users with detailed list. These weekly lists provide the information on the latest additions to our collection.

Lest You Miss!

It is a monthly alert service, delivered by the Resource Centre on the Intranet for the DA-IICT community. This service provides a list of most recent articles of general interest appeared in the journals and magazines received in the RC. The purpose of introducing this service is to draw the attention of RC users, particularly our student community to the developments taking place in the areas of science and technology and allied subjects and create the curiosity to keep themselves updated through regular reading of such articles.

ICT-WEB Alert

It is a monthly electronic service for the DA-IICT community? Web sites in this Alert are collected from different sources and newsletters and are verified by RC staff. The purpose of introducing this service is to create awareness of new sources of information on the Internet, particularly those which are of interest and relevant for the DA-IICT community.

List of Bibliographies

To promote the use of collection and create awareness, the RC brings out from time to time, bibliographies on different themes coinciding with the important events. Resources covered in these bibliographies will not be limited to what is available in the Resource Centre.

Call for Journal Papers Alert

This page provides the listing of, and links to the call for papers to be published in special issues of various journals, transactions, magazines brought out by ACM, IEEE and IET (formerly IEE, UK), to start with. In due course we would also like to expand this list to cover other journals.

Conference Alert

RC provides the listing of, and links to forthcoming national and international conferences, seminars, symposia and workshops in ICT and related areas held in India.

Research Information

To promote and support the Institute's research undertakings, the RC continued to put its concerted efforts in tracking and providing updated information relating to call for research proposals and research funding sources. The faculty and researchers have found this service useful in identifying potential projects for funding.

Access to Special Lectures

During reporting period, the RC continued its efforts to collect, organize and provide access to the information relating to all special lectures held in the Institute. These included a collection of Power Point presentations and video recordings of 2 lectures delivered by prominent persons. The list with links to presentations and video recordings of all possible events is now made available through RC website.

Preview Room Facility

The RC has a preview room which is equipped with multi-media projector, DVD player, audio-amplifier with high-quality sound system to view in-group the education materials in support of teaching and learning. Faculty from Humanities and ICT-ARD extensively used the facility and arranged lectures here taking advantage of the facilities. Special Interest Groups too used Preview Room for their monthly experience-sharing meetings. Occasionally Placement Cell of DA-IICT arranged group-presentations for visiting companies at the Preview Room. Preview Room is also used for Academic Orientation programmes for newly admitted students. More than 82 group viewings were arranged during the year.

4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Annual budget of Resource Centre is around Rs. 1.5 crore and the amount allocated for purchasing of books/e-books is Rs. 45,000,00/- and for print and e-journals is Rs. 80,00,000/-.

[Annexure 4.2.8.1]

4.2.9 What initiatives has the university taken to make the library a 'happening place' on campus?

The cool, quiet and serene environment of the Resource Centre makes it the ideal location for students who intend to catch up on their academics at DA-IICT. The internet connectivity at the Resource Centre provides the students the opportunity to access the web resources provided for by the RC. Students and faculty members can use their laptops to work in peace in the dedicated rooms on the ground and first floor of the Resource centre. Access to a large volume of reference material that is not normally available for issue to the students is another attraction that draws the students to the RC. The Audio/Visual room in the B-wing of the RC provides the right environment for students to browse and watch the digital content that is available at the RC. The reading room that has the leading daily newspapers and magazines are also a star attraction for the student community. All the above contribute to making the RC the sought after destination for all students who intend to do some serious studying.

[Annexure 4.2.9.1]

4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

RC conducts user survey every year; results are discussed and passed to teams who prepare action plans. RC meets various Student Communities to get feedback on the services RC provide and discuss the room of improvement. Paper feedback and Complaints forms are available at RC circulation counter desks along with feedback box to drop. Users can either email a complaint to RC or contact RC Circulation counter. Complaints where possible are acknowledged immediately and followed up within three days of receipt. RC too collects feedback from its own blog. And in informal way staff works in circulation counter and other points where they come into contact with users, both directly or indirectly, take feedback and pass it through to the higher authority.

[Annexure 4.2.10.1]

Feedback is sought in any possible way & in various forms. User feedback both formal & informal is an extremely valuable way of obtaining an on-going measure of users' perceptions of various services and facilities.

[Annexure 4.2.10.1]

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

Library follows an open access system where users can walk in to library and directly access resources. The Library operations are fully computerized and connected to the campus network and the users can access all the online and digital resources. The infrastructure facilities include preview room of 65 seats for group viewing of audio visual materials, cubicles for faculty and researchers, 48 PCs with internet connectivity, wi-fi connectivity, network access to CDs and DVDs, digital resource access, TV viewing and listening to radio with wireless headphones, printers and photocopiers.

During the last four years, a good number of infrastructure facilities have been added to the Library. Notable among them are (a) air-conditioning of the periodicals hall and digital resources centre with over 250 user seats; (b) a new IBM Server 7945 ICS for hosting SLIM LAS and NPTEL Video courses with 3 TB HDD; (c) 25 new Desktops; (d) one LCD projector; (e) up gradation of two old servers for IR and ILMS by adding 4 GB RAM and 600 GB HDD each (Total 6 GB RAM and 700 GB HDD) ; (f) one CD Mirroring Server; (e) up gradation of six PCs allotted to staff and 16 users PCs with latest hardware; (g) a new PoE Switch for WiFi access points and three additional WiFi access points for uninterrupted internet connectivity; (h) One BlurayDisc player; (i) two advanced auto detect barcode scanners, two manual barcode scanners and one barcode printer; (j) one external l HDD with 1 TB Capacity for backup; (k) a separate digital repository for hosting scholarly content generated within the institute using D-Space; and (l) eight security cameras are installed towards greater security of library materials and monitoring user activities. The other supportive infrastructure facilities added were 43 study cubicles, 91 chairs in the reading

room, 41 computer chairs, 34 computer tables, 7 audio-visual tables, 6 cupboards for storing audio-visuals, 5 filing cabinets and 14 display racks.

Class Room in CEP Building

4.3 IT Infrastructure

The Institute adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. DA-IICT deploys and employs ICTs for a range of activities.

4.3.1 Does the university have a comprehensive IT policy with regard to:

- **IT Service Management**

  These are under ICT Committee. All IT services are managed by FMS (Facility Management Service) team of six people belonging to a third-party vendor under supervision of System engineer & ICT Convener.

  [Annexure 4.3.1.1]

- **Information Security**

  DA-IICT follows the standard procedures and protocols to ensure information security. All information shared on LAN through central servers is secured with proper rights and permission. Also Information on staff and faculty computers cannot be accessed from LAB and Hostel building. There are different Active Directory Domain login for staff & students. All academic folders like announcement & lecture folders can be accessed by all students but faculty folder of individual faculty member cannot be accessed by students.

- **Network Security**

  Most of the Computers are Linux based in various Labs and therefore inherently proven to virus & hackers. However for internet and email security DA-IICT uses unified threat Management (Cyberoam 1500IA Firewall) with well-defined web & application filter with Antivirus and Anti-spam scanning at Gateway level.

- **Risk Management**

  DA-IICT uses the Nagios open source software, a powerful monitoring system, that enables IT team to identify and resolve IT infrastructure problems before they affect critical process. All important information and data is periodically backed up on server as well on tape using licensed Backup software. Some important backups are scheduled on daily bases. There is redundant fibre connectivity between various building of campus to provide fault tolerance & backup connectivity in case of primary links fails. All servers are powered by UPS to avoid the downtime in case of mains failure. We are also using fire alarm system in server room.

- **Software Asset Management**

  Software Asset Management, is done by IT team & system engineer. The System Engineer keeps information of which commercial software is installed on which computer. DA-IICT also uses License Management server to keep track record of most of its academic software licenses.

- **Open Source Resources**

  Most of our PCs in Labs are uses Linux open source software's. On the server side our email server and on premises web-hosting servers are also run on Linux. DA-IICT uses the following open source software for different purpose.

  Moodle: Online learning management for course content hosting & submission of assignments.

  FOG: Disk cloning & PC imaging.

  Tomcat & Apache: For web-hosting

  Database: Mysql

Other development tools for various programming language:

Green Computing

DA-IICT has adopted various schemes for green computing. All DA-IICT servers have monitor blanking to conserve power. Also, Lab systems are configured with hibernate feature to save power when not in use. Some of the printers that are for common use also go into sleep mode when in active.

DA-IICT reuses PC cabinets, UPS and SMPS, Mother-boards & HDD by repairing them. Server consolidation & virtualization are being used to reduce power usage. The cooling of data centre is done by two air conditioners which run alternately to provide efficiency, redundancy and fault tolerance.

4.3.2 Give details of the university's computing facilities i.e., hardware and software.

DA-IICT has sufficient computing resources; both hardware and software to meet the instructional needs of the various courses offered in the different programs of DA-IICT and the research needs of the different research groups at DA-IICT. Table 4.3.2.1 lists the number of computers of different configurations that are being used at DA-IICT

[Annexure 4.3.2.1]

Table 4.3.2.1 Number of systems with individual configurations

Sr. No	Desktop PC Configuration	Nos.
1	Intel core i5-3470(3.20Ghz/6mb cache/4 cores/ 77w), 500GB SATA HDD/ 4GB-8GB DDR3 1333 MHZ ram/KEYBOARD/MOUSE USB.	360
2	Intel P-4, 1GBRAM, 40/80GB HDD /Floppy drive	350
3	Intel core to duo 1GB/2GB RAM, 160/250GB SATA HDD	200

Sr. No	Laptop Configuration	Nos.
1	Intel Core 2 CPU T7200 2.00GHz ,1GB/2GB RAM, 80GB/500GB HDD DVD WRITABLE/CD-RW DRIV	35
2	Intel i3 ,4 GB RAM,500 GB HDD, DVD Writer, Power Adaptor, Carry bag	10
3	MacBook Pro 15″ 2.3GHz quad-core Intel Core i7 8GB RAM, 256GB flash storage, Intel HD Graphics 4000, NVIDIA GeForce GT 650M with 1GB of GDDR5 memory	1

- Computer-student ratio : 1 : 1
- Dedicated computing facilities: DA-IICT uses virtualization to provided compute nodes to faculty for research as & when required.
- LAN facility: Campus wide LAN with 1GBps fibre backbone connectivity from core to distribution switch.
- Proprietary software: Microsoft campus agreements with Microsoft Desktop Education License, Windows Server Standard license with CALs, Microsoft Dream spark license for Student & Lab access. Adobe suite, Adobe Creative cloud, Mat lab, Xilinx, National instrument, Arc GIS, Qualnet, SPSS, Symantec Endpoint Protection, Symantec Backup EXEC, Mindmanager, Apple MAC OS license, Pcounter(license for print server), Oracle Academy Membership, DB2, turnit-in, Globe arena English Lab plus., Qualnet, Rational rose, IBM web sphere, VMware, Slim, OMR software.
- Number of nodes/ computers with internet facility: 950

Any other:

Server/Storage/Printer Configuration:

The ICT enabled campus of DA-IICT requires servers, storage space, networked printers, network switches, wireless networks and firewall software to provide high quality, secure and reliable computing facilities for the research and teaching - learning needs of the DA-IICT community. The following table gives the number of server, storage devices and printers of different configurations that are being used at DA-IICT.

Number of Servers/storage devices /Printers of different configurations

Sr. No.	Server /Storage/Printer Configuration	Nos.
1	HP Proliant DL380e Gen8 Server : Intel® Xeon® E5-2420v2(2.2GHz/6-core/15MB, Turbo2), 12 DIMM Slots, 32 GB Ram, 8 SFF (2.5inch) Hot Plug SAS/SATA, 2*300GB 6G SAS 10K rpm SFF (2.5-inch) HDD ,4*900GB 6G SAS 10K rpm SFF HDD, HP Dynamic Smart Array B320i/512MB FBWC/ SAS lic Key Controller,Raid-0,1,5 support, DVD RW, , 2 x Ethernet 1Gb 4-port 366i Adapter,	1
2	SUPER GENIUS 10845G-M (1158) Server :Intel XeonE5-2640, Intel chipset C602, RAM 16*2 ECC1600,HDD 1TB 7200rpm,VGA G200, NIC Intel i350 Gigabit, with higher end Graphic card	4
3	IBM Blade Center-S (1898) : 2 Blade (HS2EA3 BLADE 7875B1A)/2*48GB RAM/ 4*300GB SAS HDD/6*600gb SAS with VMware License	1
4	IBM E-server X3650 : Intel Xeon 4C e5530 2.4Ghz, 8GB/16GB/40GB RAM, RPSU, 4*300GB SAS HDD/ 3*500GB sata, Raid Controller	3
5	HP Dl380-G5 server : Intel Xeone5310 1.6Ghz Quod Core two CPU 19GB/28Gb RAM 3*146 GB SAS, 5*500GB SAS, Raid5	2
6	Mac Pro G5 Apple Workstation : Intel Xeon 2.66GHz Quad core, 6GB RAM, 740GB HDD with onboard Graphic card	2
7	Apple (MD771LL/A) Mac Pro 12-Core Intel Xeon 2.4GHz, 12GB RAM, 1TB 7200-rpm HDD,ATI Radeon HD 5770 with 1GB GDDR5 memory	1
8	IBM X3500 M4 : Intel Xeon E5-2620 2GHZ/16GBRAM/4*600GB SAS HDDD	1
9	IBM Tape Storage 3573 : IBM Tape Storage Model 3573, with 2slot, 11*800GB tap Capacity, Web based Management	1
10	Intel Xeon 2GHz and above, 6GB RAM, 160GB HDD, Raid-5	2
11	Heavy duty Laser-jet Printer with Network & Duplex printing	15

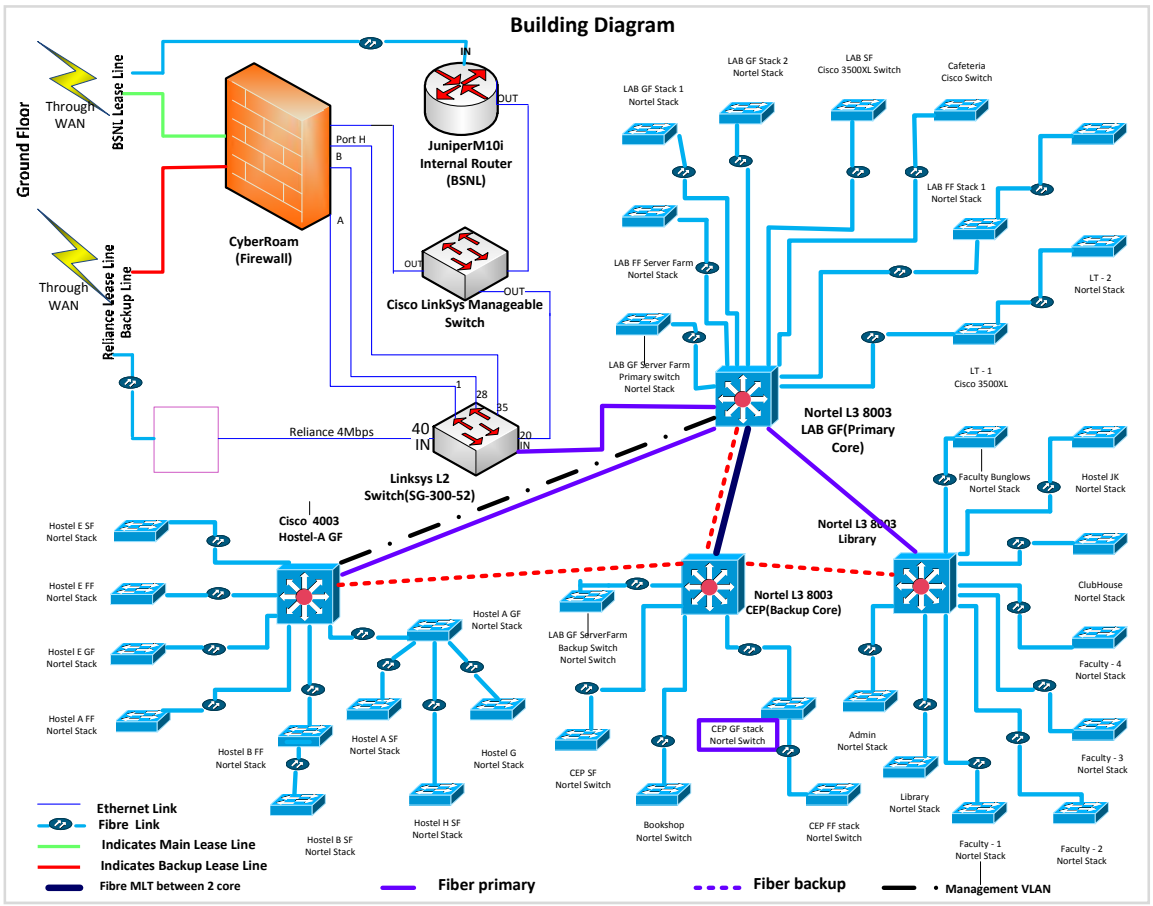
Table below gives the number of network switches, wireless networks and Firewall software of different configurations that are being used at DA-IICT.

Network Switches/ Wireless network/ Firewall Configuration

Sr. No.	Network Switch/ Wireless/Firewall Configuration	Nos.
1	Nortel Passport 8003 L3 Manageable switch with 16*1G fiber ports	3
2	Catalyst 4006 L3 Manageable switch with 8*1G fiber Ports	1
3	HP 2530 24-port Gigabit L2 Manageable switch with 1*10G Port	1
4	Cisco SG300 52 port Gigabit L2 Manageable switch	14
5	Cisco SG300 28-port Gigabit L2 Manageable switch	5
6	Cisco SG300 26-port Gigabit L2 Manageable switch	3
7	Linksys 48-port Gigabit L2 Manageable switch	6
8	Linksys 24-port Gigabit L2 Manageable switch	4
9	Nortel 48 Port 10/100Mbps with 2*1GBps Fiber slot L2 Manageable switch	30
10	Nortel 24 Port 10/100Mbps with 1*1GBps Fiber slot L2 Manageable switch	50
11	Zone controller for centralize Management of Wireless network, Make :Ruckus, Model : ZD1100, with 25 access point License	1
12	Rukus wireless access points 802.11g Wi-Fi access point (AP) 8-element smart antenna, one GE port, POE support	17
13	Higher end Ruckus wireless access points Dual-band (5GHz/2.4GHz) support, one GE port, PoE support, 450 Mbps of user throughput per radio, Capable of supporting over 100 clients, extended range	3
14	Cyberoam 1500IA Layer 8 (User - Identity) Firewall : Gateway Anti-Virus & Anti-Spyware, Web Application Firewall, SSL VPN, High Availability, Administration & System Management, Bandwidth Management, Intrusion Prevention System, Web Filtering, Application Filtering, Load balancing & fault tolerance, On-Appliance Cyberoam i-View Reporting, User Authentication, Bandwidth Management. Certification : -ICSA Firewall - Corporate - Checkmark UTM Level 5 Certification - VPNC - Basic and AES interoperability - IPv6 Ready Gold Logo	1

Server Rooms

DA-IICT Network Diagram:



4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

For each financial year the ICT committee addresses the issue of up-gradation for the labs and a part of the budget is annually allocated for the purpose. New equipment is ordered for any additions and alterations that are made in the lab component of the courses. The ICT team along with the system administrator

provides support with open source material that might be required for various courses based on the instructor's requirements.

In addition DA-IICT undertakes upgradation & replacement of IT equipment as and when required usually after 5 to 7 years. Printers & Monitors are replaced after it has been repaired 3 to 4 times. Project related procurement is made by the Principal Investigator based on the budgetary allocation of the project and is facilitated by office of Dean (R & D).

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

- Courses at DA-IICT uses Moodle for Assignment submission, lectures Upload, discussion forum, Lab Manual, Lab exam & Grading. The open source Moodle server is setup for this purpose. DA-IICT has an echo free multimedia studio facility that can be used to create online and e-content for different courses. Plagiarism is checked in the assignments, thesis reports and other course related submissions by using the Turnitin software. Online access to NPTEL free video lectures & media CDs & DVDs of various lectures hosted on intranet server. Online access to research papers published on IEEE Xplore is also provided to facilitate ease of access to research papers in areas relevant to the various research groups at DA-IICT. The 1GBps High Speed Internet/Intranet fibre backbone connectivity allows the users to have a reasonably good user experience while accessing online material on the intranet and internet.

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new/future challenges?

The ICT enabled and eco-friendly campus of DA-IICT provides adequate computing resources for the research and teaching-learning needs of the DA-IICT community. The Cyberoam Firewall is used for providing Internet security. Gigabit LAN provides fast intranet connectivity and thus facilitates the use of network folders for storing course material by the course instructors of most

courses being offered at DA-IICT. In addition open source Moodle server is used to handle course management. Slim++ software is used in the Resource Centre (Library) to handle issue and return of different items that are kept in the RC.

DA-IICT has different Wi-Fi hotspots on campus to enable hassle free internet access for the different users from different locations in the campus. To provide this facility, Wi-Fi access service is deployed at various locations to provide intranet & internet access on mobile devices. Plans are afoot to make the entire campus Wi-Fi enabled in the near future and this will allow BYOD (Bring Your Own Device)at workplace.HPC (High performance computing) Cluster has been setup for Computational science Laboratories. Blade servers are used for server consolidations & virtualization using VMware to reduce the number of servers and power usage.

DA-IICT uses the Cyberoam firewall to protect itself from threats from the internet. The USPMES system is used for course and thesis related submissions. Turnitin reports are used to check for plagiarism in the submissions made by students of different programs. Optical Mark Recognition (OMR) systems are used to evaluate the OMR answer sheets that are filled by students in multiple choice questions based examination. Processing using the OMR system allows for quick evaluation and quicker declaration of results for that course.

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

Every faculty member at DA-IICT is provided with a Laptop or Desktop PC with intranet, internet & Wi-Fi access. All faculty members have individual Air-conditioned offices with a landline connection with intercom facility. The internet connectivity speed is 1GBps with Wi-Fi facility enabled at different important locations in the campus.

Every faculty member has an email account on the DA-IICT mail server with a 500MB email storage capacity. Network shared folders like the Lecture folder, Faculty folder are available to all faculty to provide ease of sharing material with students, staff and other faculty members of DA-IICT. In addition, web space is

provided to each and every faculty for web hosting. VPN and SSH access from outside DA-IICT campus through Internet is also provided. In addition, Central login facility is given to all faculties for accessing the network resources, license software and other services like file sharing & printing.

Adequate computing resources in terms of Hardware and licensed software have been provided to enable effective teaching and quality research by all faculty members of DA-IICT. Having testing and measurement instruments, Networking devices, various kits, desktops with internet/intranet access, licensed OS, printing facility, license software and consumables to perform/setup experiments for laboratory session. Projection facility in Lecture theatres, Class rooms and labs facilitate the use of multimedia content to enhance the teaching-learning experience of the students. Dedicated space for research groups with Wi-Fi access is also provided.

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

DA-IICT makes extensive use of ICT-enabled classrooms to enhance the quality of teaching and learning. All the classrooms and most of the Labs are ICT enabled. The table given below presents the details of the ICT enabled classrooms and seminar rooms at DA-IICT.

Details of ICT enabled classrooms & seminar rooms

Room description (Number)	Usage	Shared/ Exclusive	Capacity	Facilities available
Classrooms (15)	Classroom / Tutorial	Exclusive	1300	PC, Internet, Projector, Document Camera, Audio System
Seminar rooms (2)	Workshop & Training	Exclusive	50	PC, Internet, Projector
Conference rooms (1)	Seminars & Faculty Meetings	Exclusive	65	PC, Internet, Projector, Audio System, Wi-Fi
Lecture Theatres (3)	Classroom Seminar/ Workshop	Exclusive	800	PC, Internet, Projector, Document camera Audio System,

Learning space at Laboratory is utilized to perform experiments on a day to day basis with ICT enabled laboratory rooms, also used to conduct workshops, to conduct seminars, and placement activity.

Details of Laboratory Space

Lab Room no.	Signage / Usage	Approx. size (feet)	Seating capacity	Remarks
001	001- Desktop Computer Based Lab / To perform software based course practical	48'x28'	65	Teaching lab
002	002 - Desktop Computer Based Lab / To perform software based course practical	48'x28'	92	Teaching lab
003	003 - Language Lab / Language lab to enhance overall communication by use of software and Desktops Computer with headphone/mike	15'x22'	21	Teaching lab

Lab Room no.	Signage / Usage	Approx. size (feet)	Seating capacity	Remarks
004	004- Desktop Computer Based Lab / To perform software based course practical	31'x43'	66	Teaching lab
005	005 - Desktop Computer Based Lab / To perform software based course practical	31'x43'	66	Teaching lab
007	007 - Desktop Computer Based Lab / To perform software based course practical	48'x28'	66	Teaching lab
008	008 - Desktop Computer Based Lab / To perform software based course practical	48'x28'	66	Teaching lab
011	011- Desktop Computer Based Lab for General Lab usage	48'x29'	64	Teaching lab
101	101 - Electronics Lab / To perform software/ hardware based course practical. Lab contains various Testing and Measuring instruments & kits as well as Desktops	48'x28'	64	Teaching lab
102	102 - Electronics Lab / Network lab To perform software/ hardware based course practical. Lab contains Testing and Measuring instruments & kits as well as desktops & networking devices	48'x28'	64	Teaching lab
104	104 - Electronics Lab / To perform software/ hardware based course practical. Lab contains various Testing and Measuring instruments & kits as well as desktops	59' x 31.8'	60	Teaching lab

Lab Room no.	Signage / Usage	Approx. size (feet)	Seating capacity	Remarks
105	105 - Project Lab / provided to students those who wants to use their own laptop	28.5' x 39.1'	40	Teaching lab – cum – project lab
107	107 - Electronics Lab / To perform software/ hardware based course practical. Lab has Desktops, various Testing and Measuring instruments & kits.	48' x 28'	60	Teaching lab
108	108 - Digital Signal Processing Lab / To perform To perform software/ hardware based course practical with use of various DSP kits, workspace allotted to sponsored project with desktops, also having a workspace for M Tech students	48' x 28'	56	Teaching lab – cum – PG students workspace
110	110 - RF Lab / To perform software/ hardware based course practical with use of various Testing and Measuring instruments , workspace allotted to PhD students with desktop, provision for using student's own laptop	48' x 28'	60	Teaching lab –cum – PG /Phd student workspace
201	201 - PG Lab / workspace allotted to M Tech 1st and 2nd years students with desktop as well as with their own laptop	48' x 28.5'	70	M Tech student workspace
202	202 - Research Lab / Workspace allotted to PhD students with desktop as well as sponsored project / research labs, provision for using student's own laptop	48' x 28'	27	Research lab – cum PhD student workspace
203	203 - VLSI Lab / workspace allotted to M Tech students of the VLSI group where students can use their own laptop.	15'x22'	10	VLSI – cum –VLSI student workspace

Lab Room no.	Signage / Usage	Approx. size (feet)	Seating capacity	Remarks
204	204 - MSc. (ICT in Agriculture and Rural Development) lab with Desktops as well as the provision made for students those who want to use their own laptop also / Project lab - where provision has been made for students to use their own laptops also.	40'x31'	50	Teaching lab – cum – laptop user workspace
205	205 - VLSI Lab / VLSI course lab as well as workspace allotted to with desktop M Tech students belong to VLSI group	31.8' x 43.8'	60	Teaching lab – cum – VLSI student workspace
206	206 - Research Lab / Workspace allotted to M Tech students belongs to Magnet group as well as course lab for elective subject, provision for using student's own laptop	24'x14.5'	10	Research lab – cum – M Tech student workspace
207	207 - Proposed lab for Computational Science.	48'x28'	64	Proposed teaching lab
208	208 - Research Lab / Workspace allotted with desktop to PhD students as well as sponsored project / research labs, provision for using student's own laptop	48'x28'	25	Research lab – cum PhD student workspace
211	211 - Project Lab / Elective lab for robotics, wireless sensor network, Topics in Medical electronics, project lab, provision for using student's own laptop as well as having desktops and instruments / kits related to lab activity	48'x29'	64	Teaching lab – cum – project lab
213	213 - Research Lab / workspace allotted to M Tech students with desktop belongs to Distributed Computing / Virtualization / Cloud Computing, provision for using student's own laptop	20' x 13.9'	07	Research lab – cum – M Tech student workspace

4.3.8 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the university for such initiatives?

Since its inception, DA-IICT has been using the shared network folders to store and disseminate course related material like lectures, lab exercises, exam solutions and other documents like the Semester lab, lecture and examination timetable. The open source Moodle server is setup with online learning management system which enables course content hosting & submission of assignments. The Turnitin software for checking plagiarism in thesis of PG students and also other submissions made by the students as a part of their course. There is a Facility to create online/e-content using echo free multimedia studio.

4.3.9 How are the computers and their accessories maintained?

All computers and their accessories maintained by IT Helpdesk (Team of six people) through third-party FMS (facility management service) under supervision of System engineer & ICT convener. Periodic maintenance schedules are created and corrective and preventive maintenance of the systems are undertaken. Periodic Preventive maintenance ensures that the Mean time Between failure (MTBF) increases for the system under consideration. An annual maintenance contract is signed with the service provider.

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

Yes, the Institute has availed of Internet connectivity through National Knowledge Network. A contract has been signed with NKN for providing internet connectivity of 1GBps at a cost of Rs 50 lakhs. The 1GBps Internet connectivity allows fast and smooth access to online resources. Students are also informed about webcasts of upcoming Lectures/Events by providing online links.

[Annexure 4.3.10.1]

4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Students and Faculty are encouraged to use such resources without any limitation.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

Minimum budget of Rs 25.00 lakh is provided every year for maintenance of computers, printers, network & other accessories. For up-gradation and deployment of new technology institute provides extra budget as and when required.

Infrastructure			Contract Period			
Sr.No.	**Party Name**	**Service Contract**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
1.	Silver touch Pvt. Ltd.	IT Facility Management Contract	1,529,751.00	1,558,321	2014-	1,525,590
2.	Labdhi Infotech	Refilling and Replacement of drum & Toner Cartridge of Printer	175,000.00	200,000	200,000	250,000
3.	Silver touch Pvt. Ltd.	Email server AMC.	N.A	N.A	23,000	23,000
4.	Emerson Network Power /Skytech Power Solutions	AMC 10 & 3 KVA UPS	48,340.00	36,000	36,000	36,000
5.	Silver touch Pvt. Ltd.	3 years Comprehensive Maintenance for CCTV	N.A	N.A	1,20,000	N.A
6.	Vivek Enterprises	Operation & Non-comprehensive maintenance of HVAC, Electrical, Water supply, Air cooling, Fire Extenguisher, RO & STP plant		9,78,000	1,044,000	1,294,000
7.	Blue Star Ltd.	AMC (Comprehensive) for Air Conditioning Pkg, Ductable, Split & Window units	922,000	1,033,000	972,000	904,000
8.	Espee Refrigeration	AMC (Comprehensive) for Carrier & Onida 1.5TR Window AC, All water coolers	34000	34000	42,000	42,000

Sr. No	Software Renewal Name	Party Name	Contract Period		
			2011-12	2012-13	2013-14
1.	Adobe Creative Cloud for Teams	TM systems/Silvertouch Pvt. Ltd.	N.A	N.A	528,353.00
2.	Cadence software Bundlue (for 3 years)	Cadence Design systems Ltd.	N.A	$22,000.00	N.A
3.	Microsoft Dreamspark premium	Technofirm Pvt. Ltd.	N.A	N.A	34,000.00
4.	Microsoft Desktop Education All Lng License/Software Assurance Pack	Technofirm Pvt. Ltd./Rubik Infotech.	136,750.00	146,600.00	263,650.00
5.	Microsoft Windows Server Standard All Lng License/Software Assurance Pack	Technofirm Pvt. Ltd./Rubik Infotech.			
6.	Elitecore Technology for Cyberoam Software Subscription	Silvertouch Pvt. Ltd.	N.A	N.A	548,598.00
7.	Igroup Infotech for Turnitin Software	Igroup Infotech India Pvt. Ltd.	188,659.00	N.A	N.A

Maintained in-house

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

- Creation of Massive Open Online Course (MOOC) in areas of ICT for course materials such as filmed lectures, readings, problem sets & also for interactive user forums to support community interactions between students, professors, and Teaching Assistants (TAs).
- Future plans to provide Intranet resources access & other subscribed online resources access like IEEE Xplore for research papers & journals from remote location to faculty & PG students using SSL VPN (Secure Sockets Layer virtual private network). (NpTel)

4.4 Maintenance of Campus Facilities

The Institute has sufficient resources allocated for regular upkeep of the infrastructure. There are effective mechanisms for the upkeep of the infrastructure facilities and promote the optimum use of the same.

4.4.1 Does the university have an estate office/designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

DA-IICT has a full-fledged team of individuals responsible for all kinds of maintenance such as civil, mechanical, electrical, house-keeping etc, for all the buildings, classrooms, laboratories, resource centre, sports facilities etc. Buildings are painted in a cyclical manner. Toilets and bathing areas have been renovated in 2014. The entire campus has is surrounded by 8 feet high stone wall. The walls have 3 feet of barbed wire on the top of the wall; the wall is further reinforced with thorn shrubs and creepers for security reasons.

[Annexure 4.4.1.1]

4.4.2 How are the infrastructure facilities, services and equipments maintained?

Give details.

Maintenance is a routine and on-going activity which is planned on an annual basis. Maintenance requirements are assessed and suitable budgetary provisions are made. The execution of maintenance related works are carried out through

1) In-house team and

2) Outsourcing

In-house team carries out routine maintenance of Electrical, Plumbing, Carpentry, Minor Civil related works. Jobs involving greater volume/technical or specialized skills are outsourced. These works are relating to Air-Blowers, RO, STP plant and equipments, Electrical motors, painting, fire-extinguishers, stabilizers, water-tank cleaning, HT/LT electrical equipments, DG Set, horticultural equipments, vehicle maintenance, pest-control, laboratory equipments.

[Annexure 4.4.2.1]

In addition, Annual Maintenance Contracts are entered into with regards to Air-Conditioners, Water-Coolers, Water-level censors, UPS, Stabilisers, PVC Water Tanks, Hostel Furniture, House-keeping, Horticulture, Office Equipments (photocopiers, shredders, fax) equipments.

Any other information regarding Infrastructure and Learning Resources which the university would like to include.

Food Court

Criterion V: Student Support and Progression

What is unique about DA-IICT? It has a small and very select faculty and student body. This allows for great accessibility and interaction, which we prize. We take a deep interest in our students and we take pride in their achievements, both while they are here and in the years and decades to come.

DA-IICT is dedicated to its traditions of building a brighter, more successful future for its students. 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. We promote and facilitate this growth through various extra-curricular activities. We oversee and coordinate the campus residence life, cafeteria services, student health, Student Body Government (SBG), sports and cultural activities, student clubs, the student e-magazine, counselling and many other areas of student life.

The students find a number of ways to socialize and make life-long friends, and create a community where friendship fosters across racial, ethnic, gender and religious backgrounds. The extent to which the students take advantage of the academic, extra-curricular and social opportunities available here depends, in large measure, on their own initiative and interest.

This criterion emphasizes on student life at DA-IICT, student activities, mentoring, support, progression and placement.

5.1 Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

DA-IICT has a Stress Management Centre since July 2012. It also has the services of a professional counsellor since 17th July 2014. The counsellor visits the Institute twice a week. A student is free to contact her (by prior appointment at the given e-mail id or via phone) or just go and talk to her when she is visiting. The counsellor provides the student a comfortable and confidential environment and helps him/her to focus on and understand more clearly the issues that concern him/her. This includes tackling personal, family and peer problems as well as managing academics more responsibly. She offers support and respects the values, choices and lifestyle of the student. The process involves no medication, only pure interaction and confidentiality is maintained in all the cases. She also plans many interactive sessions with the students for which they are informed well in advance.

At the beginning of the academic session, freshers come to the Institute from various backgrounds across the country. In order to make the new students comfortable in the campus, the orientation programme helps them in familiarizing with classrooms, laboratories, administration, co-curricular activities, and the academic guidelines. In the orientation schedule, senior students conduct sessions for freshers on different activities held in the campus where students can participate and contribute. In addition, the Institute has anti-raging cell and gender cell, mentored by faculty, which can address proactively any issue raised by any student.

[Annexure 5.1.1]

UG Convener, PG Convener, Wardens, Associate Wardens and the Dean (students) have office hours during which students can come and discuss their issues.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

An Academic Committee (as part of the Student Body Government) is an elected body of students of DA-IICT that helps the students in academics. Academically weak students are identified every semester. Senior BTech students, who are academically bright, act as mentors and provide help to such students. They also help students in group-studies and provide a platform for students to clear their doubts.

Remedial classes are offered in the Study Hours session, typically in every semester for the students who are put on academic probation. In addition, a good number of remedial courses are offered in the summer semester in which a student can clear any backlog course and opt for course improvement as per the academic guidelines.

Each BTech course (with lab/tutorial) has a number of Teaching Assistants (TAs). They, as well as faculty members help the students in clarifying their doubts during lab/tutorial sessions.UG Committee members act as faculty mentors for first year students.

5.1.3 Does the university have any personal enhancement and development schemes such as career counseling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

DA-IICT has a Student Placement Cell that organizes placement activities for passing-out students. The Placement Cell at DA-IICT works hand in hand with representatives from the industry to identify and understand its needs. Accordingly, it organizes intensive workshops to equip students with the skill-set to come up with innovative solutions to real world problems. As part of this activity, they also run programs to prepare students to face interviews including grooming, group discussions etc.

DA-IICT graduates have the best combination of strong technical background with excellent soft skills. Humanities and Social Sciences courses are included

into the BTech curriculum to broaden their understanding of the world around and develop their analytical skills.

Because of such services, DA-IICT was among the top 20% engineering colleges winning National Employability Award 2013 instituted by Aspiring Minds.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Every year, during admission time DA-IICT invites banks to set up the counters during counselling for providing loans. If required, documentation is completed; banks accord sanctions immediately, thereby streamlining and speeding up of the sanction process. The Institute provides fee estimates and bonafide student certificates, etc. for the purpose of applying for the education loans from banks.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

DA-IICT regularly updates its website. The contents include the details on the institute location, its legal status, various academic programs offered, details on continuing education programme run by the institute, hostel facilities, various student clubs, details on resource centre, list of faculty etc. It provides all the necessary information related to admission to various courses. It also provides details of academic session and calendar, number of seats, admission criteria, reservations, courses and credits, registration procedure of courses, adding or dropping of courses, academic load, teaching and evaluation, etc.

In addition to this, time-table and courses offered by the Institute in particular semester are available on the intranet. Also for each student an online account is maintained on SRS (Student Registration System) that allows him/her to view/edit his/her profile and registration of courses.

5.1.6 Specify the type and number of university scholarships/freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M. Phil/Ph.D./Diploma/others (please specify).

BTech: DA-IICT awards scholarships to deserving students of the B Tech programs. Scholarships of the value equal to tuition fee for the duration of the programme (eight semesters only) are awarded for each category. Selection of scholarship awardees will be based on the performance in the admission test, viz. JEE Mains Exam (Joint Engineering Entrance Mains Examination) conducted by CBSE. There are two categories of scholarships:

[Annexure 5.1.6]

(a) Merit Scholarship

Merit Scholarships are awarded to the top five students, who take admission in the programme, with an All India Rank in JEE Main (conducted by CBSE) better than 5000

(b) Merit-cum-Means Scholarship

Merit-cum-Means Scholarships are offered to the five students with the highest all India rank in JEE Main (conducted by CBSE) who take admission in the programme, subject to a means test. In order to be eligible for this category of scholarship, the annual income of the student's parent(s)/guardian(s) should not exceed Rs. 250,000/- per annum. Awardees would be required to submit suitable documents in proof of the above every year.

From 2014-15, the Institute also awards R-Comm scholarships to deserving students of the BTech programme. There are 10 Scholarships for B Tech Programme. The Scholarship category is Merit-cum-Means. Scholarships of value equal to tuition fee for the duration of the programme (eight semesters only) are awarded. Awardees would be selected on yearly basis. Selection of scholarship awardees will be based on the performance in the admission test (Currently JEE Mains Exam conducted by CBSE). In order to be eligible for

this category of scholarship, the annual income of the student's parent(s)/guardian(s) should not exceed Rs. 300,000/- per annum. Awardees are required to submit suitable documents in proof of the above.

MSc (ICT in Agriculture and Rural Development)-PG Programme Scholarship: There would only Merit cum Means Scholarship available. Scholarships of value equal to tuition fee for the duration of the programme (four semesters only) would be awarded. The number of scholarships are 5 (five) starting from the semester 2014-15.Selection of scholarship awardees will be based on the performance in the admission test (currently DA-IICT conducts a written exam). Scholarships are awarded to the top five students, who take admission in the programme. Institute may impose a minimum score criteria to select top five students. In case there are less than 5 students above the minimum criteria set, then scholarship are awarded to all those who are eligible.

MTech Financial Assistance: All those admitted as full-time MTech students are eligible for financial support in the form of Teaching Assistantship (TA). The assistantship is Rs. 8,500/- per month. A student on assistantship is required to do 10-15 hours of academic work, e.g., assisting a faculty in conducting labs/tutorials.

PhD Financial Assistance: The following is a summary of financial assistance provided by the institute to the non-sponsored category students.

(a) DA-IICT Fellowship: All those admitted as full-time PhD students will be eligible for financial support in the form of Teaching Assistantship (TA) / Research Assistantships (RAs). The assistantship is Rs.15,000/- per month at the beginning and may get revised up to a maximum of Rs.25,000/- per month based on the research performance of the student. The students having qualifying Degree as B Tech / BE or equivalent will be entitled to less stipend. The assistantship may be incremented to Rs.18,000/- after clearing the comprehensive examination. For deserving candidates, the starting amount of assistantship may be higher. The responsibilities associated with the teaching / research assistantship includes conducting laboratory courses and tutorials for

undergraduate students, assisting in teaching, research projects, and academic administration and performing research proposals.

(b) TCS Research Fellowship: The Tata Consultancy Services (TCS) has recognized DA-IICT as one of the Institutions to administer the TCS Research Scholar Programme. This prestigious programme provides attractive doctoral fellowships to full-time students pursuing PhD programs in selected areas. The scheme is open for fresh admissions in the PhD programme. Students who are already admitted are not eligible. It is for a maximum of four years or submission of thesis, whichever is earlier. The fellowship is for Rs. 23,000/- per month for the first two years and Rs.25,000/- per month for the next two years. Other Incentives include a contingency of Rs.1,00,000/- is available in first year for use during the tenure of studies. A student enrolled as TCS Research Scholar is also eligible to receive support for paper presentation in one International refereed conference, held outside India, and two National/International refereed conferences, held in India, during her/his tenure. Institute will invite applications from students who are offered PhD admission, and recommend suitable candidates to TCS. TCS reserves the right of final selection.

(c) CSIR & DST-INSPIRE Fellowship: Candidates who are eligible and admitted to the PhD programme can avail CSIR & DST-INSPIRE fellowships.

5.1.7 What percentage of students receives financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

About 15% of UG students receive financial assistance from Government of Gujarat (Chief Minister Scholarship Scheme).The Scheme provides financial support to bright and needy students whose parents' yearly income is up to Rs.4.5 lakh. The Government has designated DA-IICT as one of the institutions to guide the students in preparation and submission of applications for the scholarships

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

DA-IICT has an International Student Cell with a faculty member as the convener. The other members include Dean (Academic Programs), UG Convener and Executive Registrar. This cell works towards attracting foreign students as well as catering to their needs. The institute has a well-defined transparent policy for foreign nationals' admission to the UG and PhD programs. The NRI and foreign nationals can avail 10% of the total intake of the UG programme seats, subject to fulfilling the admission criteria announced for NR/FN. The PhD programme applicant needs to fulfil the regular admission criteria of the programme.

[Annexure 5.1.8]

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

DA-IICT makes arrangements with various banks for providing educational loans to students and allows them to set up their counters in campus during counselling time. It also provides a full fee schedule and bonafide certificate to facilitate this process.

5.1.10 What types of support services are available for

- **Overseas students**

Support services to overseas students are under the purview of the International Students Cell (ISC), as required by the University Grants Commission and other governmental authorities. The ISC is constituted as follows:

- International Students Adviser (ISA) – Convener
- Dean (Academic Programs) – Member
- Executive Registrar – Member
- Convener (Admissions Committee) – Member.

ISC provides information and counselling about various programs of study offered at DA-IICT, their structure, eligibility criteria, administrative procedures,

accommodation, health insurance and all related matters concerning international students, as per DA-IICT regulations. It handles all international student admission and eligibility procedures as well as course registration processes. It also provides required certificates and other supports to overseas students to enable them to get VISA for the purpose of study at DA-IICT.

ISC acts as a link between international students and Government of India bodies like the Indian Council for Cultural Research (ICCR) for a variety of purposes, including information on scholarships, student exchange, collaborations, inter-institutional exchange etc.

ISC administers MoUs entered into by DA-IICT with foreign universities and international bodies of higher education. Issues regarding grade transfer would be monitored by the ISC on the basis of norms set up by the Institute. The norms also correspond and reciprocate the terms set up in the MoUs signed with different institutions.

The Institute has established an exchange programme with ISEP, France, by which our students can participate in their courses and vice-versa. In addition, many of our courses use text books which are authored by national and international experts and published by renowned publishing houses. Therefore, the Institute has created required setup to engage students in global exchange programs.

- **Physically challenged / differently-abled students**

  The Institute is compassionate towards of the candidates belonging to disadvantaged sections of society - economically disadvantaged, physically challenged, differently-abled, slow learners, etc. To help these students the Institute provides full tuition fee waivers to economically weaker students depending on their family income and merit. DA-IICT has reservation of seats as per institute policy for physically challenged candidates. All the buildings including main lecture theatres and toilets are designed to provide easy access to the physically challenged. In addition, these students are provided library books, over and above the regular quota.

- **SC/ST, OBC and economically weaker sections**

  DA-IICT proactively supports the students under this category to apply for and avail benefits under various welfare schemes of central and state governments. Recently, due to active support of the Registrar's office, DA-IICT got a sanction of 49 scholarships under Chief Minister Scholarship Scheme. DA-IICT has reservation of seats as per its policy for SC/ST and OBC candidates. No separate caste based support services are available. However, provision is available for every student admitted fresh to get assigned to a faculty mentor. Apart from this study hours are conducted by the senior undergraduate and postgraduate students throughout the semester (in addition to regular teaching sessions) for academically weak students in which the SC/ST students can also participate.

- **Students participating in various competitions/conferences in India and abroad**

  A PhD student is provided travel grant to present his/her paper in national / international conferences. In addition, travel re-imbursement is made to deserving students to participate in conferences and competition.

- **Health centre, health insurance etc.**

  The Institute provides compulsory health insurance for all the students. Medical facility, including Stress Management Centre is also available for all the students. Two visiting doctors (general physicians) visit the centre every day. The students can consult them without any charge. Doctor is available at Medical Centre between - 12.30 to 13.30 hours and 16.45 to 17.45 hours on all working days. Panel of medical specialists is also available. DA-IICT has a tie-up with Apollo Hospitals and HiTech Hospital for the treatment of students. A vehicle is made available 24×7 for any emergency to take the students to hospital.

  All students covered under Group Mediclaim Insurance Policy (coverage of Rs. 15,000 per annum) and Personal Accident Insurance Policy (coverage of Rs. 50,000 per annum) on completion of certain formalities.

- **Skill development (spoken English, computer literacy, etc.)**

DA-IICT has one course on Communication Skills - as part of core courses to help students develop their communication skills. The Institute has a very active Student Branch of IEEE. The IEEE student branch of the institute conducts many activities pertaining to students' skills development, short-term courses and workshop for external participants.

IEEE Student Branch

Some Technical Clubs like Electronics Hobby Club (EHC), DA-IICT Linux Users Group (DLUG), Programming Club and Open Source Club help the student in computer literacy. EHC is a place for playing with electronic circuits, computers and instruments out-of-the-classroom. DLUG has been committed to actively promote the use of Linux and other open source software for strengthening the objective of the worldwide open source movement. The Programming Club helps students in improving their programming skills. The Open Source club encourages students to understand Open Source like never before (Open Source is a kind of software application which can be used by anyone for free). All these clubs get a fixed budget every year from the Institute to carry out their activities. Apart from the above, the institute has an Entrepreneur Development Cell which encourages young graduates (within and outside) for start-ups that helps them in developing their core competencies in entrepreneurial activities.

Radio DA-IICT

- **Performance enhancement for slow learners**

  DA-IICT identifies slow learners at the start of each semester; they receive help from student tutors, selected from good-performing senior students. The institute provides mentoring and counselling to weaker students. Special classes are conducted for slow learners and weak students beyond the class/lab hours. Furthermore, summer semester provides opportunity to weaker students to makeup the backlog courses and allows them to improve course performance. All these measures help students substantially.

- **Exposure of students to other institutions of higher learning/corporate and business houses, etc.**

  The Institute conducts workshops, seminars, and training programmes regularly in several areas. The institute had conducted some international events such as INDICON, ICISS, FIRE, WiSSAP, TENSYMP. The institute has very active IEEE and ACM students' branch, which organize many workshops and training programmes throughout the year. Many eminent researchers visited the institute and delivered invited lectures to our students. These events complement the teaching-learning and research collaboration in the curriculum.

  Eminent researchers and business leaders are invited to give a talk to our students and faculty. In addition, students take up internship positions in well-

known companies and reputed academic institutes to work on new technologies. On several occasions external faculty had been invited to discuss about our curricula. The Institute invites academic experts as Adjunct Faculty who teach courses, conduct training and workshops which help in developing the curriculum. Faculty members also carry out peer review of their course outline and take input from national and international faculty in their individual levels. The Academic Council of the Institute consists of experts from IITs and industry. Any matter relating to the curriculum is discussed in the council and suitable amendments suggested by the Academic Council.

Students do their internships and projects in industries such as Google, Amazon, Juniper Networks, HP Bangalore, Deloitte, Flipkart, and other industries. At the same time, many students prefer to do their internships and projects with IISc Bangalore, IITs, TIFR, ISRO and IIIT Hyderabad.

- **Publication of student magazines**

The Press Club at DA-IICT is responsible for bringing out all the publications on campus. The Press Club under the guidance of a faculty mentor is constituted every year by the Student Body Government. One of the students is elected as the Editor of the Magazine and five student members of the Press Club serve as Section Heads of various sections of the magazine.

The Press Club brings out an e-magazine called Entelechy since 2006. Four editions are released every semester apart from the Summer edition which is released in the month of June. It is an open magazine. The magazine covers articles by the students and the alumni on various sections ranging from global news, to DA-IICT news, to movie, book and music reviews, to poetry and technical articles. There are 15 different sections in Entelechy covering various genres of writing. Campus Clamour, Self Science Scion, Sports, Techyon, Books, Films, Music, Food, Freeze Frame, GNA, Vuelo, Random Noise, Point Counterpoint, Warps and Wefts, Summer Chillers are some of these sections. All these editions are available online at http://entelechy.daiict.ac.in.

Since January 2015, the Press Club has been publishing the "Weekly Newsletter", which as the name suggests, is a weekly publication that updates the students about the events that has taken place on campus in the past week. It includes a section called "Know your Professors" which carries a light-hearted conversation with a professor of DA-IICT. It is released every Wednesday and a committee of four students belonging to the Press Club are responsible for bringing these editions. This committee changes every week.

"Portraits", which was also introduced in January 2015, is an initiative which aims to bring those people into the public eye who are not in the limelight, but play a very significant role in the overall functioning of this colossal institution—these are people who work in the hostels, in the faculty blocks, in the classroom buildings, labs, those who sweep the grounds of the institute, serve tea, work in the cafeteria, drive in-house personnel and guests around, the gardeners, and the security team. It is released every Monday and includes an informal and brief interview of a particular person. One member takes the responsibility of doing it for a specific week.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

The curriculum at DA-IICT is a blend of technology, basic science, social sciences, language and mathematics. The rigour at which these courses are dealt with is quite holistic and aims towards moulding our graduates with capabilities which can fit them in any challenging career pathway. Being the premier ICT institute in the country, the Institute is very proactive in incorporating the new techniques of e-learning resources in the academic practices. Our Resource Centre has a rich collection of e-resources – National Programme on Technology Enhanced Learning (NPTEL) lectures materials, e-journals of all leading publishers, special lecture series on various ICT domains archived in DVD/CD, and communication language materials. Most of the laboratory courses use extensively open source tools and e-resources of other forms in the respective courses, based on the concerned course instructor's course policy. The course

content and lecture materials of all courses are posted on respective faculty's folder on institute's intranet. Many of our students use e-books and enrol in online courses, e.g., MOOC, Coursera. Besides, students are also encouraged to participate in national/international level online contest such as programming ACM ICPC, Microsoft Imagine Cup, IBM TGMC, Google summer of code, etc, by which they get useful exposure and visualize on how one can make the effective use of e-resources from classroom learning to real-world practice. All these facilities and activities help the students appearing for various competitive examinations.

5.1.12 Mention the policies of the University for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

- **Additional academic support and academic flexibility in examinations:** Students are encouraged to participate in sports and extra-curricular activities. They are given due consideration for the loss in academics due to participation and representation of Institute at other Institutes/Universities. Students who participate in such activities are exempted from the attendance for that period.

  IEEE student branch at DA-IICT functions throughout the year and conducts seminars, workshops as well as summer school. It also conducts i-fest every year and gives a chance to the students from DA-IICT as well as various other colleges to showcase their talents in technical fields. The Institute provides all logistical support for these activities.

  Clubs: Student Clubs at DA-IICT campus are the medium to channel the bubbling creativity and enormous potential of students. DA-IICT has many students based clubs which are completely managed by the students under the mentorship of a faculty member. All club activities are for the students, by the students and of the students. Some of these clubs are Music club, Dance club, Debate Club, Cubing Club, Communication and Networks Club, Electronics Hobby Centre, Theatre Group, Film Club, Quizzing Club (Headrush), Kheliya Club (Folk Dance), Movie Making Club, Press Club, Programming Club (Aryan), Web Development Club, Radio DA-IICT, Excursion Glub, Google Developers Group, Sambhav Group, YES+ (Youth Empowerment and Skills),

Microsoft Student Technical Club, Association for Computing Machinery (ACM), etc. Sambhav is a social service group that is involved in education and rehabilitation socially and economically deprived sections of the society. Participation in these clubs is encouraged.

Robotics (Line Follower) Competition

Kheliya Group

Cultural Committee has around 25-30 events throughout the year on different occasions as such Janmashtami, Teacher's day, Ganesh Chaturthi, Navratri, Deepawali, Eid, etc. Also, clubs like movie making club, technical committee and the committees such as Annual Festival Committee, Cultural Committee and Sports Committee, not only provide shelter to the coders, dancers, singers, sportsmen or the actors but also give equal opportunity to the designers to brush up the environment of the college with various design elements.

Matki Phod (Janamashtmi) Celebration

Ganesh Chaturthi Celebration

Navratri Celebration

Some of the clubs that exist currently in DA-IICT include the Film Club, DA-IICT Theatre Group (DTG), Prayaas, Sambhav, The Press Club, Forward Forum, Quiz Club, Martial Arts Club, Dance Club, Debate Club.

Martial Arts Club

While Film Club provides regular entertainment to DA-IICTians in the form of screening of popular cinema, the DA-IICT Theatre Group (DTG) has been

motivated by the Budhan Theatre Group of Ahmedabad and is focused on producing prosceniums and street plays. ***Prayaas*** has been set up with the vision of 'personal transformation through outreach activities'. It is involved in community service in the form of caring about people with disabilities and other problems.

DA-IICT Theatre Group

Drama Night

Sambhav is a non-profit student's group at DA-IICT which strives for bringing smiles on the faces of underprivileged people. Apart from regular teaching projects at Blind School, Orphanage for HIV positive kids, Government Primary Schools, it organises mass events on Independence Day, Republic Day, Gandhi Jayanti, Blood Donation Camps, etc. One event worth mentioning is the Independence Day Celebration with the children from Deaf and Dumb School, Blind School and Orphanage. These children are served the food and chocolates and every year some outing is arranged for them. After that, they are brought to DA-IICT campus for evening supper.

Blood Donation Camp

Sambhav Group with under-privileged children

The Press Club brings out an e-magazine called Entelechy, with sections ranging from global news, to DA-IICT news, to movie, book and music reviews, to poetry, technical articles and debates.

Forward Forum organises lectures and other activities by eminent national and international personalities on campus.

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.

Dance Club - the ***Dance Coders***, 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. Besides conducting its weekly debates and Intra-college Debate competitions, the club has also organised a Youth Parliament and an Inter-college Parliamentary Debate.

Dance Night

Apart from these non-academic and social activity clubs, few groups sound serious academic. Electronics Hobby Club (EHC), DA-IICT Linux Users Group (DLUG) and IEEE (Institute of Electrical and Electronics Engineers) Student Branch belong to this category. EHC is a place for playing with electronic circuits and instruments out-of-the-classroom. DLUG has been committed to actively promote the use of Linux and other open source software for strengthening the objective of the worldwide open source movement.

The newly introduced Cubing Club devises different methods of solving the 3x3 Rubik's cube and the notations of the cube. Various types of puzzles including the Pyraminx, Mirror cube and the regular 3x3, 4x4, 5x5, etc are also discussed.

Cubing Club

Various other student clubs were active during the year and organized their own events for student groups ranging from a few dozens, to a few hundreds. Notable among these Clubs were The Aryans and The Programming Club. DA-IICT has a recognized Band, which is named as 'The Faculty'.

The Open Source club encourages students to understand Open Source like never before (Open Source is a kind of software application which can be used by anyone for free). All the clubs get a fixed budget every year from the Institute to carry out their activities.

Also, Sports Fest, Concours, of the institute encourages sports culture in the college. College sportsmen are also funded to participate in other college's sports fests.

Sports Facilities: DA-IICT has many sports facilities which are given below:

- Football and Cricket Ground
- Two Volleyball/ Basketball Courts
- Three Badminton Courts
- Four Table Tennis Tables
- Well-equipped Gymnasium

Cricket Ground

Gymnasium

Basketball Court

Resources for other indoor games like Carom, Chess, etc. are provided at Students Activity Centre (SAC).

Student Activity Centre (SAC)

Annual Inter-college Sports Festival called Concours is held every year in the month of November at DA-IICT.

Concour 2014s Opening Ceremony - inaugurated by former Cricketer Shri Salim Durrani

Concours 2014

The Institute teams of Football, Basketball, Volleyball and Cricket participate in various local and national level tournaments. The Sports Committee also invites colleges and clubs across Gujarat like Sabarmati Recreation Club, SAI, Mamta club, IIT GN, SGVP, SVIT-Anand to improve the standard of sports in DA-IICT and also to improve relations with the sports community in Gujarat.

DA-IICT students are encouraged to take part in annual theme-based Youth Run (8kms and 5 kms). NGOs, schools, other institutes and faculty members joined hands together to participate in the initiative.

Youth Run

One full time Sports Officer and one full-time Sports Assistant are hired for the student's engagement in sports activity. In addition, specialized coaches to hone the skills of students are hired on part-time basis, to provide that extra edge in training them in sports of their liking and interest.

Friendship Peak Himalayas

- **Special dietary requirements, sports uniform and materials**

Students representing DA-IICT are provided with complete sports kits, track suits, food & travelling allowance. They also get appreciation certificate from DA-IICT. Prior to the sports competitions, the Institute teams are advised to take sports diet which is full of protein & carbohydrates. An annual budget of Rs. 4.0 lakhs approximately is allocated by the Institute for conduct of various sports activities.

- **Any other (please specify)**

5.1.13 **Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?**

DA-IICT has a dedicated Student Placement Cell comprising of Placement Officer, 4 Faculty Members and 13 elected student representatives. This cell is responsible for organizing in-campus placement providing full time job opportunities and internships to all the eligible students. It has a well-defined placement policy.

[Annexure 5.1.13]

Before the placement fair begins, every year, counselling or grooming sessions are held for the students so that they can perform better. As a part of the preparation, this cell conducts 3 Pre-Placement Tests (Aptitude and Technical), 3 to 4 mock interviews, group discussions, extempore, etc. The cell helps the students to prepare their CV and counsel them. The Training and Placement Officer is available to address the doubts of students and provide the best solution through various counselling sessions:

- Group Discussions
- Technical and Aptitude test based on companies' pattern
- Mock Personal Interviews
- Special sessions by the faculty
- Sessions on personality development

Year after year, it is seen that these counselling sessions help students to decide which organization is best suited to him/her and help them develop a professional outlook.

DA-IICT has been awarded for Excellence in AMCAT (Aspiring Minds Computer Adaptive Test), India's largest employability test, for being among the top 10% campuses in the country as per performance in AMCAT by final year students in 2012. DA-IICT students have figured in the top 10%.

The DA-IICT Centre for Entrepreneurship and Incubation (DCEI) helps to encourage students with an entrepreneurial bent of mind to come up with innovative ideas and channelize their efforts to give births to new ventures based on ICT products.

Debate by CEE Ahmedabad

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

2011-12		
Sr. No.	**Company Name**	**Total Offers**
1	Airtel	5
2	Airvana	1
3	Alma Connect	2
4	Bitmapper	2
5	Capillary	9
6	Cybage	2
7	Deloitte	20
8	Directi (software Developer)	1
9	Directi (Sys Admin)	4
10	Ecolibrium Energy Pvt. Ltd.	3
11	Educational Initiative	1
12	Evosys	3
13	Flight Network	2
14	Grit Innovation	3
15	Hachi	1
16	HP R&D	7
17	Impetus	2
18	Indigo Architects	2
19	Infosys	4
20	Kuliza	1
21	Maxim	6
22	Microsoft	1
23	MindTree	33
24	MindTree(MTech)	10
25	Mu-Sigma	12
26	NSI Infinium	3
27	Nvidia	1
28	Open Silicon(BTech)	4
29	Open Silicon(MTech)	1
30	Ops Hub	2
31	Persistent	1
32	Qualcomm (BTech)	4
33	Saba Softwares	13
34	Samsung (BTech)	8
35	Samsung (MTech)	1
36	Sapient Nitro	17

37	Sewa	2
38	SNL India	2
39	Tatvic	2
40	TCS (CTO)	2
41	TCS(EIS+General)	23
42	Verse Innovation	3
43	Zeus Learning	1
44	ZS Associates	10
Total		**237**

Placement Summary	
Total Number of Students Placed	214
Total Number of Students Not Placed	36
Total Number of Interested Students	257
Total Eligible Students (CPI < 5)	283
Total Number of Eligible & Interested Students	250
Note: The above information is of BTech, MTech. and MSc (IT)	

Sr. No.	Company Name	Total Offers
1	Airtel	3
2	Alma Connect	1
3	Amazon	2
4	Aris Global	3
5	Bitmapper	3
6	Capillary	5
7	Deloitte	24
8	DirectI	4
9	Dolcera	1
10	EI	3
11	E-Infochips	4
12	Elite Core	1
13	Equilibrium Energy	4
14	Evosys	2
15	Fiberlink	2
16	Flipkart	2
17	GIL	2
18	Grit Innovation	4
19	Hachi	1
20	Impetus	2
21	Infibeam	3
22	Infosys	21
23	Kuliza	4
24	Maxim Integrated	4
25	Meditab	6
26	Metisme	1
27	Morgan Stanley	4

28	Mu Sigma	8
29	Open Silicon	7
30	OpsHub	3
31	Oracle PGBU	2
32	Oracle Primavera	1
33	Oracle RGBU	1
34	Parul Group of Institutes	3
35	Play Games 24x7	2
36	Qualcomm	7
37	Saba Softwares	8
38	Samsung	4
39	Sapient Nitro	19
40	TCS	38
41	The Gate Academy	4
42	Verse	1
43	Voxta Comm	1
44	ZS Associates	12
	Total	**237**

Placement Summary	
Total Number of Students Placed	205
Total Number of Students Not Placed (But Eligible)	70
Total Number of Interested Students	344
Total Eligible Students	304
Total Number of Eligible & Interested Students	301

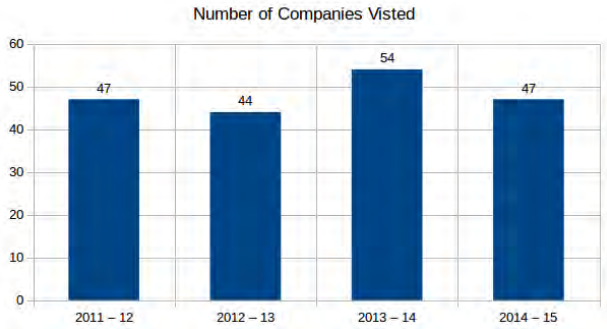
2013-14		
Sr. No.	**Company Name**	**Total Offers**
1	Amazon	5
2	Capillary Technologies	5
3	Cybage	5
4	Deloitte	28
5	DirectI	2
6	E-infochips	2
7	Evosys	7
8	Flipkart	1
9	Futures First	2
10	Google	1
11	GSFC	3
12	HP	4
13	Impetus	4
14	Infosys	34
15	Ishi Systems	1
16	Kuliza	2
17	MorganStanley	3
18	Mu-Sigma	8

19	OFSS	4
20	OpsHub	3
21	Oracle	2
22	Oracle PGBU	3
23	Qualcomm	6
24	Saba Softwares	5
25	Samsung	5
26	Sapient	5
27	Sprinklr	13
28	Success Factors	1
29	TCS	35
30	WIPRO	4
31	Yahoo	3
32	ZS Associates	4
Total		**210**

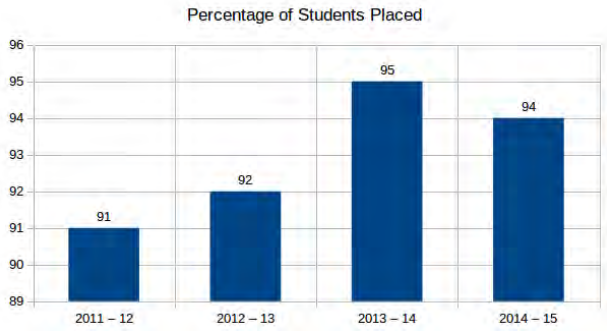
Placement Summary	
Total Number of Students Placed	187
Total Number of Students Not Placed (But Eligible & Interested)	98
Total Number of Interested Students	353
Total Eligible Students	280
Total Number of Eligible & Interested Students	279

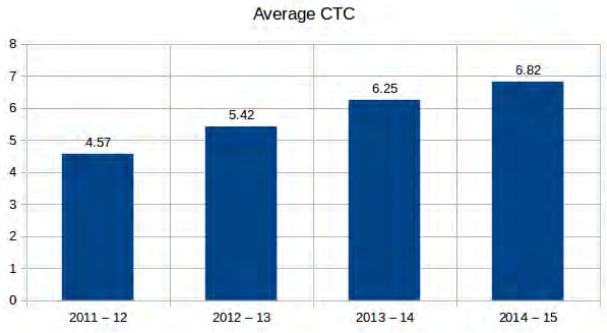
2014-15		
Sr. No.	**Company Name**	**Total Offers**
1	AKRSP (I)	1
2	Amazon	4
3	American Foundation	1
4	Aspiring Minds	1
5	Bitmapper	4
6	Cignex	3
7	Deloitte	23
8	Direct I	3
9	E-Infochips	14
10	Evosys	5
11	Flipkart	6
12	Future First Infoservices	2
13	Grit Innovations	6
14	Hike	1
15	Infibeam	2
16	Infocusp	6
17	Infosys	26
18	Interview Street	1
19	Ishi Systems	1
20	Juniper Networks	3
21	Kuliza	4
22	LinkedIn	1

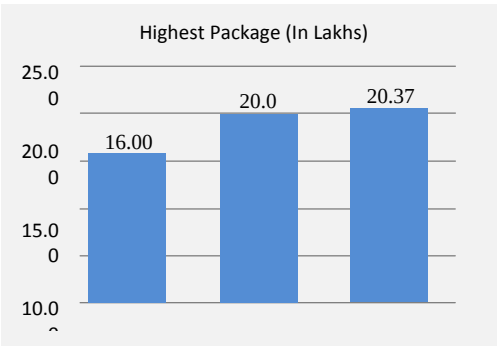
23	MAQ Softwares	7
24	Morgan Stanley	5
25	MuSigma	19
26	Nagarro	7
27	Nascent	2
28	OFSS	10
29	Open Silicon	3
30	Ops Hub Technologies	2
31	Oracle PGBU	5
32	Oracle Systems	4
33	Oracle UGBU	5
34	Saba Softwares	8
35	Sapient	4
36	Sprinklr Solutions	11
37	Success Factors	2
38	TCS	31
39	Thorogood Associates	1
40	Verse Innovations	8
41	Vijay Shekhar Academy	2
Total		**254**
Placement Summary		
Total Number of Students Placed		234
Total Number of Students Not Placed (But Eligible & Interested)		75
Total Number of Interested Students		357
Total Number of Eligible Students		310
Total Number of Eligible & Interested Students		305


Number of Companies Visted
60
50
40
30
20
10
0
47
44
54
47
2011 – 12
2012 – 13
2013 – 14
2014 – 15


Number of Total Offers
185
180
175
170
165
160
155
150
145
140
154
158
158
180
2011 – 12
2012 – 13
2013 – 14
2014 – 15


Percentage of Students Placed
96
95
94
93
92
91
90
89
91
92
95
94
2011 – 12
2012 – 13
2013 – 14
2014 – 15


Average CTC
8
7
6
5
4
3
2
1
0
4.57
5.42
6.25
6.82
2011 – 12
2012 – 13
2013 – 14
2014 – 15


Highest Package (In Lakhs)
25.00
20.00
15.00
10.00
16.00
20.0
20.37

2012-13:

The placement season of 2012-13 has been a huge success, with the highest package touching Rs 20 lakh per annum (offered by DirectI) and the average package being Rs 5.54 lakh per annum. A good number of students have been recruited by DirectI, Qualcomm, Flipkart, Amazon, Morgan Stanley, Deloitte, ZS and many more. We were also visited by Facebook and Google, where our students proved their potential by being shortlisted to the final rounds. More than 54 companies have participated in the campus placement season for 2012- 2013 batch. This placement season has seen recruiters from spectrum of industries offering profiles like software engineers, business analysts and graduate engineer trainees. It is an encouraging fact that placements at DA-IICT have been unaffected by the general economic uncertainty. Our students were also offered pre-placement offers from more than one company based on the performance during their summer internship.

Other companies that visited campus this year included Microsoft, Deloitte US, Sapient Nitro, ZS Associates, Samsung, Maxim, Evosys, Saba Softwares. Many students are also offered project internships in these organisations. In premier research institutions such as Bell Labs, ISRO and IBM and in companies like Capillary, Amazon and Oracle. This year's placement process has also benefited junior batches with many of them securing summer internships.

2013-14:

DA-IICT has been one of the preferred Institutes by recruiters. A good number of students have been recruited by Direct-I, Flipkart, Qualcomm, Amazon, Morgan Stanley, Deloitte and ZS. The 2013 placement season saw recruiters from a spectrum of industries offering job profiles like software engineers, business analysts and graduate engineer trainees. More than 54 companies participated in campus placement for the batch of 2013-14.

Other companies visited campus included Sapient Nitro, Saba Softwares, Evosys, HP, Ishi Systems, Fiberlink, Kuliza, TCS, Infosys, Wipro. Many students were also offered project internships in premier research Institutions such as Bell Labs,

ISRO and IBM and in companies like Capillary, Amazon and Oracle. The placement process also benefited junior batches with many of them securing summer internships.

Recruiters at DA-IICT:

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

DA-IICT has an Alumni Association. Its role is to establish the channels of communication between alumnus and alumnus, alumnus and student, alumnus and faculty, and alumnus and the Institute.

[Annexure 5.1.15]

An Alumni Board consisting of a Faculty Convener, faculty members and student representatives exists. Our own graduates who started their own company – Alma Connect is helping DA-IICT to reconnect the alumni with their *Alma Mater* by providing campus updates through the web portal (https://daiict.almaconnect.com/).

As part of its ongoing commitment to reach, engage and connect to its graduates, the DA-IICT Alumni Association organizes Alumni Day at the Institute every year. The announcement of the Alumni Day is carried on various online channels including Almaconnect, Facebook, Google, alumni group etc. This is followed up by personal invites to those who indicate a strong interest in attending the event. The programme is usually held in two parts. The first is an interaction between the faculty and the alumni in the morning and the second is an interaction between the alumni and current students in the evening.

It is proposed to establish an Alumni Account to which an alumni can contribute; this fund can be utilized to support the travel of the students to attend national/international conferences to present their research papers. Recently, alumni's help has been sought for assisting the students in summer internships.

Apart from the yearly meet at the campus, the alumni activities also take place at various cities in India including NCR, Mumbai, Bengaluru, Ahmedabad and Hyderabad and in the USA (Boston). These city-wise chapters regularly arrange a meet to discuss the activities of Alumni Association and to discuss in what all possible way the alums can help the institute and the present students.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

To probe into the student grievances (at individual and class level and grievances of common interest), complaints are emailed by the student(s) and oral complaints are also redressed. The complaint management mechanism (followed so far) is carried out at various levels at DA-IICT:

[Annexure 5.1.16]

- Minor grievance issues are handled by the elected Student Body Government (SBG). SBG consists of seven main committees - each headed by a faculty mentor, student convenor and student representatives. The student conveners and faculty mentors of various committees act as facilitators to communicate and sort out the grievances pertaining to them. These committees are – Academic, Cultural, Sports, Cafeteria Management, Hostel Management, Student Placement and Annual Festival.

  The Academic Committee acts as an interface between the student community and the faculty for academic issues. All the suggestions regarding academic issues are brought to this Committee, which, after discussion and consultation, will pass on the suggestions to the UG or PG Committee. After the discussions in this committee the matter is passed onto Dean (Academic Programs) for appropriate actions.

- The class/course level grievances are attended by the concerned course instructors / faculty tutors / teaching assistants (TAs).

- Unresolved grievances are referred to the respective Deans / Director of DA-IICT.

Depending on the seriousness of the problem, the issues are settled in consultation with other faculty members / hostel wardens / hostel supervisors. The collective efforts of various faculty and student coordinators resolve the complaints promptly and efficiently.

Regarding the campus life, DA-IICT has a ‘zero tolerance’ policy for ragging activities. Anti-ragging Committee and Disciplinary Action Committee, with

Dean (students) as Convener, play an important role here. Senior students of undergraduate, post graduate as well as PhD help us in keeping the campus free of ragging activities.

Gender related issues are handled by a separate committee called the Gender cell.

From the academic year 2015-16, the Grievance Redressal Committee has been constituted with Dean (AP) as Convener and six faculty/staff as members:

1. Dean (Academic Programs), Convener (ex-officio)
2. Dean (Students), Member (ex-officio)
3. Convener (UGC), Member (ex-officio)
4. Convener (PGC), Member (ex-officio)
5. Warden, HoR (Men), Member (ex-officio)
6. Warden, HoR (Women), Member (ex-officio)
7. Executive Registrar, Member (ex-officio)

5.1.17 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

DA-IICT has a Gender Cell headed by a senior faculty member (preferably a female Professor) who looks into issues related to gender harassment. It also has three other faculty/staff members and two student representatives. Besides, these members, there is also a senior academician / professional external member (preferably a female).

[Annexure 5.1.17]

The purpose of the cell is to uphold the dignity of men and women in all work spaces and to stop any kind of harassment (any unwelcome behaviour). Any one belonging to the DA-IICT community can approach this cell personally or through email or through phone. Appropriate action is immediately initiated against the offender after a proper hearing by the Gender Cell. The Gender Cell strives for making DA-IICT a gender sensitized campus.

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Ragging is strictly for bidden at DA-IICT. Strict measures are taken to ensure ragging-free campus in compliance of UGC guidelines from time to time. There is a zero tolerance policy for ragging at DA-IICT. An Anti-ragging Committee is constituted as per the UGC guidelines.

[Annexure 5.1.18]

The students are advised in orientation programme before they join about anti-ragging measures adopted by the Institute. A list of senior students who drive anti-ragging campaign along with Dean (Students), Wardens (Men & Women), Hostel Supervisors and some faculty and staff members' mobile numbers are published so that anyone can contact them if the need arises.

Disciplinary Action Committee (DAC) takes strict action (expulsion of the student(s) from the Hostel or from the Institute) for any indiscipline reported. Dean (students) is the *ex-officio* Convenor of the DAC. Both Wardens (Men and Women HOR), Deputy Registrar and two students (nominated) are the members of the DAC. The student found involved in any offence is required to face DAC. If found guilty; his parents are called and punishment is announced to the guilty student as per the Code of Conduct.

DA-IICT has been a ragging-free campus, since its inception.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

Board of Governors (BoG) of DA-IICT which is the highest decision making body is led by Shri. Anil Ambani, Chairman, Reliance Group. BoG of DA-IICT is a blend of renowned academicians, eminent administrators from Government and senior faculty representatives. All policy related issues are dwelt upon by the BoG. Academic Council (AC) is the supreme body empowered to make decisions related to academic matters. It consists of Dean (Academic Programs) and Dean (R&D).

DA-IICT also has an Internal Quality Assurance Cell (IQAC). The composition of the IQAC is as per UGC guidelines. It comprises of one member from the Management, two nominees from Alumni, two student nominees, one nominee from Employer, besides some senior faculty members.

Further, in order to ensure the overall development of its students, the clubs and the committees which are a part of the Student Body Government (SBG) are active throughout the year. At the same time, the administration helps the clubs and the committees with sufficient budget and resources to function smoothly. Furthermore, the faculty mentors and faculties in general are in constant touch with the SBG by guiding as well as participating in various phases of the events.

DA-IICT's Placement Cell collects feedback from the employers on regular basis. These are then passed onto those faculty members teaching the related courses as an input. The curriculum review committee also considers the inputs from the employers during curriculum revision process. The representatives of academia, industries, alumni and the students actively participate in the major curriculum review process.

Thus the university elicits the cooperation of all its stakeholders to ensure the overall development of its students.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

DA-IICT has a Student Body Government (SBG) that has its own constitution and members, who conduct events and activities in accordance with the articles of the Constitution. The SBG comprises 7 committees and as per its constitution every committee must have at least one female member. If a female student does not get elected, then one is selected. Women participate actively in all cultural activities some of which are theatre, dance, music, writing, fashion and technology-based. The cultural committee organizes about 25 small and big events throughout the year.

In DA-IICT, women students are encouraged to actively participate in various intra and inter college sports and cultural activities. They represent the institute at events within the state and at the university level. At the inter-college, inter-university level, they participate in basketball, badminton, table tennis, football and volleyball. At the intra-college level, in addition to the teams that go for inter-college events, there are cricket and athletics teams. The cricket team is a mixed team comprising 9 men and 2 women. Mixed cricket is one of the most popular events on campus. The Institute also organizes an annual sports event called Concours in which all the women's teams participate as enthusiastically as the men's teams.

Girls Horse Riding Camp at Karai Police Station

Girls playing Badminton Tournament

DA-IICT Girls Badminton Team

DA-IICT Sports Team for BITS Goa Sports Festival 2015
(including significant participation from girl students)

5.2 Student Progression

5.2.1 What is the student strength of the university for the current academic year? Analyze the Programme-wise data and provide the trends for the last four years.

Programme	2014-15	2013-14	2012-13	2011-12
BTech(ICT)	907	906	902	879
BTech (Honours in ICT with Minor in Computational Science)	111	59	-	-
MTech(ICT)	102	100	101	89
MSc (IT)	174	176	179	148
MSc (ICT in ARD)	16	18	19	23
MDes (CD)	13	13	14	11
PhD	57	61	51	43

(Data as per registration in Autumn semester each year)

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?

Year	Programme	Appeared	Passed	Pass %
2014-15	BTech (ICT)	224	219	98
2014-15	BTech (Honours in ICT with Minor in Computational Science)	-	-	-
2014-15	MTech (ICT)	49	44	90
2014-15	MSc (IT)	86	83	97
2014-15	MSc (ICT in ARD)	8	8	100
2014-15	MDes (CD)	6	6	100

Programme		No. of students admitted	No. of students appeared in exams	No. of students passed	No. of students passed	No. of students awarded degree	No. of students dropped out
2012 year	**BTech**2008 Batch	217	202	191	95	191	25
	MTech2010 Batch	50	39	38	97	38	12
	MSc (IT)2010 Batch	60	58	57	98	57	2
	MSc(ICT-ARD) 2010 Batch	16	13	13	100	13	3
	MDes2010 Batch	-	-	-	-	-	-
	PhD	16	3	3	-	3	-
2013 year	BTech 2009 Batch	240	215	204	95	204	33
	MTech 2011 Batch	50	51	48	94	48	1
	MSc (IT) 2011 Batch	90	89	89	100	89	1
	MSc(ICT-ARD) 2011 Batch	10	10	9	90	9	0
	MDes 2011 Batch	11	8	8	-	8	3
	PhD	8	-	-	-	-	-
2014 year	BTech 2010 Batch	244	224	219	98	219	20
	MTech 2012 Batch	50	49	44	90	44	5
	MSc (IT) 2012 Batch	90	86	83	97	83	4
	MSc(ICT-ARD) 2012 Batch	9	8	8	100	8	2
	MDes 2012 Batch	6	6	6	100	6	0
	PhD	6	2	2	-	2	-

* No. of students appeared include previous batch students also.
+ No. of students passed include previous batch students also.

5.2.3 What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?

Precise data is not available. However, through interaction with the placement cell and student community, it is estimated that at least 15 percent of the graduating students go for further studies. Out of the candidates going for further studies, around 60 percent go for management courses and the others apply for MS/MTech/PhD degrees both within the country and outside, and so must have taken NET / SAT / GATE / CAT / GRE / TOFEL / GMAT). DA-IICT Alumni web portal (https://daiict.almaconnect.com/) will allow us to better track the student profile after graduation.

5.2.4 Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

The doctoral programme comprises both course and research work; the amount of coursework one has to undergo depends on the candidates' past background and the research one is engaged in. The research work to be undertaken for his/her PhD must include original contribution to the knowledge reserve culminating in a thesis to be submitted for the doctoral degree. The institute supports full-time and part-time PhD supervision. Sponsored candidate from different institutions with whom DA-IICT has established a co-operative research programme of over five years or has signed an MOU can pursue PhD in the Institute. All full-time PhD students are eligible for financial support in the form of Teaching Assistantship (TA) / Research Assistantships (RAs). The responsibilities associated with the teaching / research assistantship includes conducting laboratory courses and tutorials for undergraduate students, assisting in teaching, research projects, and academic administration and performing research proposals.

Year	Programme	No. of Theses	No. of Theses Accepted
2014-15	PhD	2	2
2013-14	PhD	-	-
2012-13	PhD	3	3
2011-12	PhD	3	3

IEEE Doctoral Research Award to PhD Student Sanket Patel

5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

Co-curricular activities form an important component of student life at DA-IICT. As in the past, the campus continued to be a vibrant and lively place, with sports, cultural and extra-curricular activities happening throughout the year. Students also distinguished themselves in a diversity of international and national level competitions, and won several prizes, or made it to the finalist teams, and made the name of DA-IICT more prominent among the top engineering institutions in the country.

Synapse, the Annual Techno-Cultural Festival of DA-IICT, organized every year in the last weekend of February, has proved to be the biggest student event held in the history of the Institute. The events at Synapse are designed to inspire solutions in which technology, culture, humanitarianism, and viability symbiotically coexist. With systematic and generous support from the corporate community and overwhelming participation of students from all over India, it can definitely be said that the festival has been successful as the spirit of cooperation, involvement, publicity, sponsorship, innovation, creativity, fusion, rhythm, aesthetics, fun and frolic, drama, fashion – are all at their peak. The plethora of technical and cultural events that Synapse showcases enthrals audiences of all kinds – from those interested in the arts, to the geeks who only enjoy life in front of a computer screen.

Ramapage - Fashion Show at Synapse

Concours, theAnnual Inter-College Sports Festival of DA-IICT is normally held in the month of October/November every year. This event sees participation by about more than 1300 students (including more than 250 female students) from colleges from and outside Gujarat.

Sports activities also saw a significant increase every year, with the highlights being the hosting of tournaments with other institutes, a wider variety of activities and competitions involving many more students than earlier years, and events that involved faculty, staff and students.

The cultural committee continued its tradition of organizing highly successful, and highly attended **cultural events** on the campus. It aims to bring out talent in the student community in all the possible forms whether its music, dance, theatre, literary skills, sketching or other fine art styles. In order to showcase these talents various competitions like 'Sangeet Sandhya', 'Dance Nite', 'Drama Nite', 'Rangoli' , 'Hasya-Kavi Sammelan' are scheduled throughout the year.

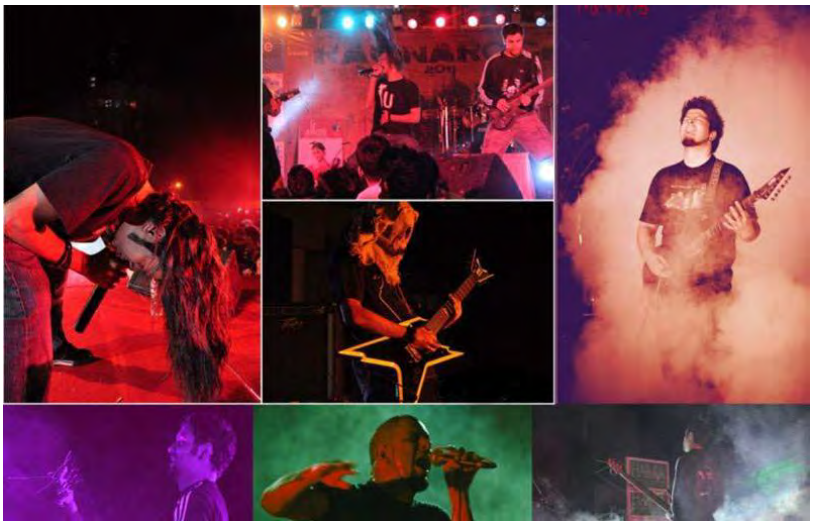
Various festivals and National festivals like Independence Day, Gandhi Jayanti and Republic Day are also celebrated with zeal. The Cultural Committee along with the Sambhav Committee visits the blind people at the BPA (Blind Peoples' Association) regularly and spends a joyful day with the special people.

To enrich the students with various hobbies such as in theatre, dance, instrumental and vocal music, art etc workshops are conducted which act as a platform nurturing budding talent. '**Friday Night Live**', an initiative of the **Music club** in DA-IICT was introduced to encourage the students and provide them with a platform to showcase their talent.

'**Maniere - the night of fashion**' is and remains to be the most anticipated event. Students from all the batches are given an opportunity to bring forth their creative and aesthetic skills when they were subjected to design their costumes on the basis of a particular theme.

Fashion Night

The musical talent of the students of the Institute is at its best during the much awaited event '***Raaga***'. The musicians proved their metal against the rest when many prizes were won in the categories of Indian Solo, Indian Group, Duet, Western Solo and Western Group. In another event '***Rang Manch***', the scriptwriters and the dramatists put on their thinking caps and presented wonderful and colourful plays depicting various aspects of India's social and cultural heritage.



Ragnarock

All these cultural, sports and extra-curricular are planned together by the Student Body Government, Cultural Convener and Sports Convener in consultation with the Dean (students).

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Students at OAT (Open Air Theatre)

DA-IICT Football Team

Year	Institute	Names of Sports (Participated)	Medal(s) Won
2011-12	IIT Kanpur	Football (B&G) Volleyball (B) Basketball (B&G) Tennis (B&G) Badminton (B&G) Athletics (B&G) Cricket, Chess Carom Lawn Tennis	Badminton (G) - Silver medal Lawn Tennis (B) - Silver medal
2012-13	IIT Delhi	Football (B&G) Volleyball (B) Basketball (B&G) Tennis (B&G) Badminton (B&G) Athletics (B&G) Cricket Chess Carom Lawn Tennis	Badminton (G) - Silver medal, Lawn tennis (B) - Silver medal, Badminton (B) - Bronze Medal
2013-14	LNMIT Jaipur	Football (B) Volleyball (B) Basketball (B&G) Tennis (B&G) Badminton (B&G) Cricket Chess Carom Lawn Tennis Squash	Squash - Silver medal
2014-15	BITS Goa	Football (B&G) Volleyball (B&G) Basketball (B&G) Tennis (B&G) Badminton (B&G) Cricket Chess Carom Lawn Tennis	

2010-11

- The Girls Badminton team and Boys Lawn Tennis Team won the Silver medal (second position) at Udghosh-2010, IIT-Kanpur's Sports Fest held in September 2010.

- The Chess team won the third position at Spree-2010, BITS Goa Sports Festival, which witnessedplayers of international standards. This team also topped the ladder at Annual Sports Fest of PDPU,Gandhinagar and stood first at Concours-2010, DA-IICT Sports Fest.

- The Institute teams were champions in Badminton (Boys), TT (Girls), Basket Ball (Boys and Girls) andgot second place in Volleyball, Football, Cricket and TT (Boys) at Concours-2010, DA-IICT SportsFest.

- IIM-A Chaos, I.P.T.G. Flare and Synapse saw DA-IICT bagging all top prizes in Western and Indianmusic and to top it all up, DA-IICT even won the first prizes in the Instrumental Music contest also.

- Two of the four bands that qualified for the zonal finals, amidst 20 bands from all over Gujarat at "ZeeAspire – Music to Money Challenge", 2010, were from DA-IICT. "The Faculty" went on to bag topspot in Gujarat and proceeded for the final round in Delhi. It was represented by the students Aniket Roy, Shiroy Mehta, Ronit Galani, Aditya Gudsoorkar and Nishant Jain. The reality show was aired ontelevision and judged by Lokesh Madan, Hitesh Madan and Benjamin Pinto, members of the popularband "Eka". The Hindi band "Malhar" was represented by the students Viplov Jalan, Malhar Shah,Vishal Shah, Rahul Gupta and Aditya Gudsoorkar.

- "The Faculty" band headlined NIFT's Rock show, with a 2-hour performance, at NIFT cultural fest. It was judged the "best rock band, Gujarat" in Final West-Zone Round by ZEE TV Programme. This Band was also short-listed for ICC World Cup Peace Music Album, included among top 5 bands from West India.

- The 'Sufi' band and classically trained vocalists of DA-IICT bagged prizes at IIT Kanpur. Aniket Roy won "Best Instrumental" category while Nishant Jain won 2nd spot in "Best Vocal Performance" at PDPU's cultural fest, Flare 2010.

- Nishant Jain won 2nd spot in "Western Vocals" category at IIM Ahmedabad's cultural fest, Chaos2010 while Malhar Shah (BTech 2nd Year student) won 3rd spot in "Best Instrumental" category at the same event.

- Namrata Kundu won 2nd spot in "Classical Vocals" category at IIT Kanpur's cultural fest, Antaragni2010.

- The Street Play, 'Manmaani', by DA-IICT Theatre Group won 1st Prize in Annual Cultural Festival (2011) of Institute of Technology, Nirma University. It has been able to move the audience by its comic ways to address very serious issues and problems prevailing in our society. Dance Coders won 1st prize in Inter College Dance Fest 2010 organized by PDPU and 2nd prize in Synapse 2010.

2011-12

- Sharan Shodhan, Tej Popat and Koosh Doctor won Silver medal in Lawn Tennis at IIT Delhi Sports Festival Sportech' 2012 held from 2-5 March 2012.

- Jatan Patel won the Most Promising Actor Award in Stage play competition at BITS, Goa Cultural Festival Waves'12.

- Zubin Adil Kapadia secured 1st place in Dance at GNLU cultural festival.

- Akansha Singh's dance group (comprising of team members Komal Agarwal, Surbhi Prasad, Pavithra Iyer and Nupur Dhwani) stood first in '*Naach*' at Synapse on 17 Feb 2012. The group also stood second in Pentagram in GNLU on 29 March 2012 and was also felicitated by Honorable Chief Minister of Gujarat Shri Narendra Modi in Odissi Samaj on 30 March 2012 for presenting *Mahisasur Mardhini*.

- Susnato Lahiri, Jinay Kothari, Piyush Deshmukh, Uday Harne and Nityam Vakil Stood 2nd in Chess at DA-IICT Inter-College Sports Festival Concours 2011.

2012-13

- DA-IICT Girls Table Tennis Team was declared the winner at PDPU Sports Fest'12. Lavanya Gupta, BTech 2012 batch student, was awarded the certificate for "Best Player of the Tournament (Girls)".

- DA-IICT Band 'The Blue Frets' won First Prize in Western Group Category (Music) in the Event Rhapsody held during Synapse in march 2013. The band members are: Anurag Singh – Vocalist (BTech 2010 batch student), Palash Jain – Drummer (BTech 2010 batch student), Jaysheel Goda – Guitarist (BTech 2010 batch student) and Zubin Kapadia – Bass (BTech 2011 batch student).

- Siva Sankar (Keyboard) and Dhruvi Shah (BTech 2012 batch student) won the award of the second best speaker in Senate – Parliamentary Debate held during Synapse in March 2013.

2013-14

- At the Sports Festival of LNMIIT Jaipur (January 22 to 27, 2014), DA-IICT's Football team and Chess team made it to the semi-finals. Deep Moradia secured 2nd position in Squash Team event.

- DA-IICT Girls Table Tennis Team (under the captainship of Lavanya Gupta, BTech 2012 batch student) got the 3rd place at Shaurya-2013, the Inter-College Sports Meet held at IIM Ahmedabad.

- DA-IICT Girls Table Tennis Team (under the captainship of Lavanya Gupta, BTech 2012 batch student) got the 1st place at PetroCup-2013, the Inter-College Sports Meet held at PDPU, Gandhinagar. Lavanya Gupta was awarded the certificate for "Best Player of the Tournament (Girls)".

- DA-IICT Girls Table Tennis Team (under the captainship of Lavanya Gupta, BTech 2012 batch student) got the 1st place at Sports Fest organized by GNLU.

- DA-IICT's Girls Basketball Competition was first runners up in Concours 2013.

- DA-IICT Theatre Group participated at Blithchron, the techno-cultural event of IIT Gandhinagar under the event named '*Antaragnee*' (Street Play) on January 25, 2014. The play title '*Humari Bewakoofi*' secured second position and was appreciated by the judges. DA-IICT students Abhishek, Parth, Kaushik won in solo event; Pal and Lavanya in duet; and Dance Club were also the winners in the respective categories.

- Mayank Ladha (BTech 2012 batch student) came 1st in Instrumental Solo Category - in Raaga (Music Night) 2014.

- Swarit Ameta (MSc – IT 2013 batch student) got second position in Raaga 2014 for Solo Singing.

- Rishav Thakker, Shubham Saxena, Harsh Nisar, Zubin Kapadia, Mayank Ladha and Rakesh Kumar came 1st in Western Group Category in Pentagram 2014 organized by GNLU.

- Rishav Thakker, Shubham Saxena, Harsh Nisar, Zubin Kapadia, Mayank Ladha and Rakesh Kumar came 2nd in Western Group Category - in Synapse 2014.

- Yash Shah and Nikit Saraf, BTech 2011 batch students' start-up Areysun Online Pvt. Ltd. which is incubated at DCEI, got incubation by Digital Media Zone and office space at Bombay Stock Exchange, Mumbai.

- Anupama Panchal co-founded the venture 'Gridle', a start-up incubated at the Centre for Innovation, Incubation and Entrepreneurship (CIIE) at IIM Ahmedabad.

- Harshkumar Chawada (BTech student) designed a low-cost device of real-time water quality monitoring node that works on solar energy.

- Jenil Malavia (MDes 2011 batch student) designed a real-time information system model which guide Ahmedabad commuters on bus information through a simple SMS.

- DA-IICT alumni Tuhin Paul and Indira Negi conceptualized a friendly guide "Menstrupedia" which helps girls and women stay healthy and active during their periods. They have won multiple awards for their year old start-up.

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Excursion Club conducts visits to monuments of historical interest. The BTech curriculum mandates all students undertake a four-week Rural Internship at the end of their third semester. The objective of the Internship is to expose the students to the social and economic realities of the rural lives; sensitize them to the vulnerabilities of rural people; and help them to appreciate the constraints and opportunities for development. Rural Internship thus entails placing students in villages across India to work in a non-governmental organization engaged in socio-economic development. Under rural internship, the students went to various organisations known for their innovative approaches to rural development for four weeks in the month of December. The Organization with which the student chose to affiliate had provided students with specific projects. The projects undertaken were in broad areas of education, rural information and communication systems, ecology and environment, biodiversity, rural governance, agriculture, and citizen rights. Theme-base youth runs and street plays are also organised to promote consciousness.

Street play

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

The **Press Club** at DA-IICT is responsible for bringing out all the publications on campus. The Press Club under the guidance of a faculty mentor is constituted every year by the Student Body Government. One of the students is elected as the Editor of the Magazine and five student members of the Press Club serve as Section Heads of various sections of the magazine.

The Press Club brings out an e-magazine called Entelechy, with sections ranging from global news, to DA-IICT news, to movie, book and music reviews, to poetry, technical articles and debates. Four editions are released every semester apart from the Summer edition which is released in the month of June. It is an open magazine. There are 15 different sections in Entelechy covering various genres of writing. Campus Clamour, Self Science Scion, Sports, Techyon, Books, Films, Music, Food, Freeze Frame, GNA, Vuelo, Random Noise, Point Counterpoint, Warps and Wefts, Summer Chilliers are some of these sections.

Since January 2015, the Press Club has been publishing the **"Weekly Newsletter"**, which as the name suggests, is a weekly publication that updates the students about the events that have taken place on campus in the past week. It includes a section called "Know your Professors" which carries a light-hearted conversation with a professor of DA-IICT. It is released every Wednesday and a

committee of four students belonging to the Press Club are responsible for bringing out an edition. This committee changes every week.

"Portraits", which was also introduced in January 2015, is an initiative which aims to bring those people into the public eye who are not in the limelight, but play a very significant role in the overall functioning of this colossal institution—these are people who work in the hostels, in the faculty blocks, in the classroom buildings, labs, those who sweep the grounds of the institute, serve tea, work in the cafeteria, drive in-house personnel and guests around, the gardeners, and the security team. It is released every Monday and includes an informal and brief interview of a particular person. One member takes the responsibility of doing it for a specific week.

DA-IICT encourages the students to publish in these magazines. All BTech students who successfully complete their internships, share their experiences and learning through a poster presentation session.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

DA-IICT has an active Student Body Government (SBG) where elected Student Representatives are given a chance to articulate their views and ideas in all student-related matters in the institute along with academic and extra-curricular activities within the context of the institute.

[Annexure 5.3.5]

The Student Body Government is a self-governing student organization represented by Student Convenor, Secretary, Treasurer, Committee Convenors and members. Dean (students) is the *ex-officio* Convenor of the SBG. Student representatives are selected by the election (held every year in the month of April) as per the Constitution of SBG. Seven main committees form SBG: Academic, Cultural, Sports, Placement, Annual Festival, Hostel Management, Cafeteria Management.

Student Body Government (SBG) with Dean (students) and Faculty Mentors

The SBG meets regularly to discuss various student activities and issues to improve the quality of student life at the institute.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

DA-IICT has student representatives in various academic and administrative bodies like Internal Quality Assurance Cell (IQAC), Academic Committee, Disciplinary Action Committee (DAC), Gender Cell, Anti-Ragging Committee, Alumni Board, Placement Cell, Cultural Committee, Sports Committee, Annual Festival Committee, Hostel Management Committee and Cafeteria Management Committee. The student representatives actively participate in the deliberations in the matter related to student community

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

Dhirubhai H. Ambani

An Epitome of Leadership

Few men in history have made as dramatic a contribution to their country's economic fortunes as did the founder of Reliance as well as DA-IICT, Shri Dhirubhai H Ambani. Fewer still have left behind a legacy that is more enduring and timeless. As with all great pioneers, there is more than one unique way of describing the true genius of Dhirubhai: The corporate visionary, the unmatched strategist, the proud patriot, the leader of men, the architect of India's capital markets, the champion of shareholder interest. But the role Dhirubhai cherished most was perhaps that of India's greatest wealth creator. In one lifetime, he built, starting from the proverbial scratch, India's largest private sector enterprise.

Intellectual competitiveness is critical to India achieving global leadership in the information age. To build intellectual competitiveness, investment in education is an imperative. Technology education is critical because technology is impacting life, living and living systems like never before. Thus, technology education is like a cradle to global leadership.

India can exploit the spiralling need for technology professionals and change her economic and social landscape dramatically. India's present technology professional resource base is grossly inadequate. India will need to create ten times the current resource base to succeed in the knowledge economy.

Regarded as one of the foremost corporate leaders of contemporary India, Shri Anil D Ambani, is the chairman of all listed companies of the Reliance Group, namely, Reliance Communications, Reliance Capital, Reliance Energy and Reliance Natural Resources. He is also the President of the Board of Governors (BOG) of DA-IICT. BoG of DA-IICT also includes many eminent academicians, industry experts and philanthropists.

An MBA from the Wharton School of the University of Pennsylvania, Shri Ambani is credited with pioneering several financial innovations in the Indian capital markets. He spearheaded the country's first forays into overseas capital markets with international public offerings of global depositary receipts, convertibles and bonds.

The Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT) is inspired by this vision of building intellectual competitiveness for India.

6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the university.

- **Vision**

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

- **Mission**

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

- **Quality Policy**

  "To pursue global standards of excellence in all our endeavours, namely teaching, research, consultancy and continuing education focusing on Information and Communication Technology (ICT) and allied areas. To remain accountable in our core and support function, through processes of self-evaluation and continuous improvement"

  Quality Objectives

  DA-IICT envisions the following quality objectives that are aligned to its quality policy.

  - Conformity to the Regulatory requirement of MHRD and UGC.
  - Upgradation of the infrastructural facilities for teaching and research through addition of appropriate teaching aids and equipment.
  - Faculty growth and progression by providing opportunities for enhancing their knowledge through research led teaching, collaboration with industry and through participation in seminar, talks and workshops by eminent persons around world in areas of mutual interest.

- To track and measure satisfaction of the stakeholders (graduating students, their parents, alumni, academia and industry) periodically through established channels of feedback within the Institute like student exit feedback forms, company feedback form for those organizations that participate in the placement process and alumni feedback forms.
- Monitoring the quality management system to ensure earliest corrective action in the event of any non-conformity.

The management is committed to these quality objectives and also ensures that they are know, understood and implemented by all members of the Institute.

[Annexure 6.1.1]

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

DA-IICT seeks to invoke the broader vision of the late Shri Dhirubhai Ambani, the founder of the Reliance Group, and weave both knowledge and innovation as part of an evolving style. It is visualized as a research-driven institution embodying the vision of India as a knowledge society. It is the only advanced research, teaching and training institution on Information and Communication Technology (ICT) named after the late Shri Dhirubhai Ambani.

The institutional vision and mission statements are one of the most important components of any institute of higher order learning. The stated vision and mission of DA-IICT has been implemented in its true letter and spirit throughout its 14 years of existence. These statements clearly outlines the roadmap of what we intend to achieve within a certain time frame. Our mission and vision represent the current and envisioned state of the institution. Within a short period of our existence, DA-IICT has carved a niche for itself in the National Horizon of Higher Education. This was made possible through unique blend of curriculum which gives equal importance to engineering, science, humanities and social sciences.

6.1.3 How is the leadership involved

- **in ensuring the organization's management system development, implementation and continuous improvement?**
- **in interacting with its stakeholders?**
- **in reinforcing a culture of excellence?**
- **in identifying organizational needs and striving to fulfil them?**

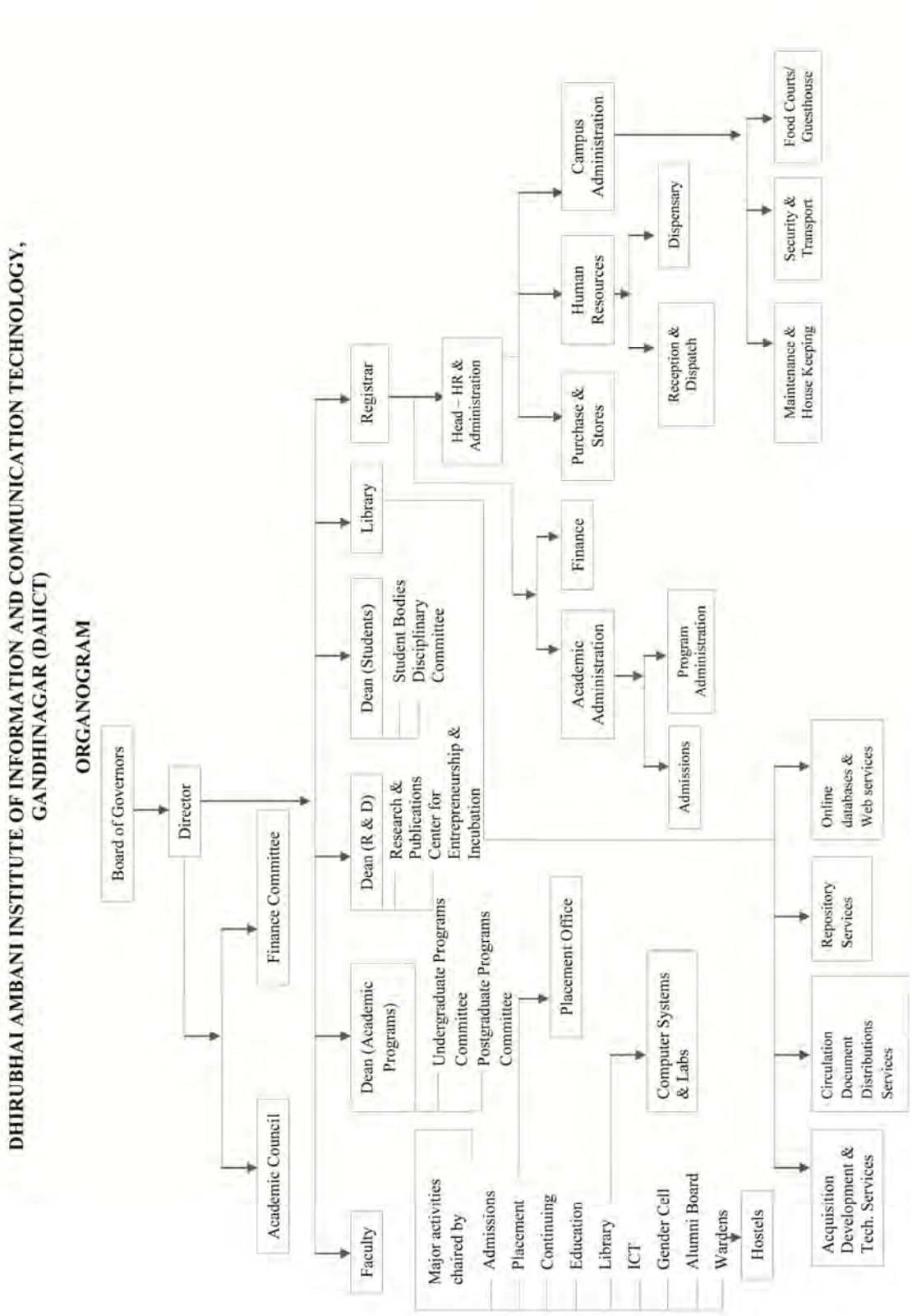
Founder of DA-IICT was Late Shri Dhirubhai Ambani. Board of Governors (BoG) of DA-IICT which is the highest decision making body is led by Shri Anil Ambani, Chairman, Reliance Group. BoG of DA-IICT is a blend of renowned academicians, eminent administrators from Government and senior faculty representatives. All policy related issues are dwelt upon by the BoG. Academic Council (AC) is the supreme body empowered to make decisions related to academic matters. The Finance Committee (FC) takes decisions related to fiscal planning and accounting. The organizational Structure of DA-IICT is illustrated below policies very smooth and effective.

This clearly depicts the flow of decision making process and also delegation of authority. There is no confusion whatsoever in terms of the authority and responsibility vested with various functionaries in the organization. This makes the decision making and also implementation of policies very smooth and effective.

[Annexure 6.1.3]

DHIRUBHAI AMBANI INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY, GANDHINAGAR (DAIICT)

ORGANOGRAM



Tenure of nominated members of Board of Governors, Academic Council and Finance Committee shall be three years from the date of nomination.

Board Meeting 2005

5th Academic Council Meeting

Academic Council Meeting of Aug 2015

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

None

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

No position on any of the statutory body is left vacant. There is a clear and laid out policy on resignation and relieving. Therefore any vacancy created is visualized in advance and measures towards filling up the same are initiated.

All the three important decision making bodies, The BoG, the AC and the FC meets biannually. The agenda for these meetings is prepared and circulated well in advance amongst the members. The agenda points are finalized based on the various inputs from the stake holders.

[Annexure 6.1.5]

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

Based on the composition of various highest decision making bodies such as the BoG, AC and FC it is understood that all these bodies are well represented by

every member of the stake holder community. Recently the institute constituted its Internal Quality Assurance Cell (IQAC), which is also well represented from various quarters of the stake holders. All other supporting committees such as Alumni Committee, Placement Committee, Resource Centre Committee, etc are well represented by all concerned.

[Annexure 6.1.6]

The Institute also has a Student Body Government (SBG), which is an elected body of the students which takes up matters related to the student community. This clearly indicates that we encourage participative management in administering the institute.

SBG is a self-governing student organization represented by Student Convener, Secretary, Treasurer, Committee Conveners and members. Dean (Students) is the *ex-officio* Convener of the SBG. Student representatives are selected by the election (held every year in the month of April) as per the Constitution of SBG. Seven main committees form SBG: Academic, Cultural, Sports, Placement, Annual Festival, Hostel Management, and Cafeteria Management.

DA-IICT has student representatives in various academic and administrative bodies like Gender Cell, Disciplinary Action Committee, Anti-Ragging Committee, Alumni Board. The student representatives actively participate in the deliberations in the matter related to student community.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

DA-IICT is a unitary University and therefore this is Not Applicable

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

DA-IICT is a unitary University and therefore this is Not Applicable

6.1.9 How does the university groom leadership at various levels? Give details.

The Director is supported by three Deans, namely:

[Annexure 6.1.9]

a) Dean-Academic Programs
b) Dean-Research & Development
c) Dean-Students

In addition, there are multiple committees as listed in 6.1.6 which provides ample opportunity for grooming leadership at various levels.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

Yes, the university has a knowledge management strategy through the following sub committees:

[Annexure 6.1.10]

1. **Resource Centre (RC) Committee**

   The RC Committee compiles data regarding faculty and student publications in reputed Journals and conferences. It also records details with respect to books, articles and book chapters published by the Faculty. The same is made available to all the stake holders through the campus Intranet. The RC committee recommends e-resources based on the interests of faculty and students. The committee also assists the resource centre in hiring better library personnel.

2. **Continuing Education Programme (CEP) Committee**

   CEP Committee deals with external connects. Through CEP programs, DA-IICT ensures percolation of knowledge created at the Institute to reach the end users, which may be faculty and employees of various academic/research/industry organizations.

3. **Conferences, seminar workshop, short term courses, summer/vacation classes etc**.

   Conferences, workshop, seminars, short term courses, summer/vacation classes are being organized regularly by the Institute to disseminate knowledge acquired by the faculty while pursuing through research to the fellow students/faculty community. This helps in mutual learning, ensuring information and propagating all innovative ideas amongst the fellow researchers' group.

Winter School on Speech and Audio Processing (WiSSAP-2015), 4-7 January 2015, DA-IICT Gandhinagar

Rural Internship

Rural Internship is unique to DA-IICT since no other academic institutions in the engineering/technology category have comparable mandatory academic requirement in their curriculums.

Rural Internship involves developing student profiles based on their home state, gender, their local language proficiencies, their location preferences among other considerations. Based on their profiles and state preferences reputed NGOs are contacted soliciting their cooperation in placing the students in their areas of operation. Most organizations with which the student chose to affiliate provided students with specific projects. The projects undertaken have been in broad areas of education, poverty alleviation, health, sanitation, rural information and communication systems, ecology and environment, biodiversity, rural governance, agriculture, and citizen rights, etc. Generally two students are placed

in one village (in exceptional cases three students). Once the students have made their choice of NGOs, reporting and project details are provided to students.

The students are expected to stay in the villages for the entire duration of 4-weeks. They cannot avail leave during the internship period. Students are permitted to leave their villages only on Sundays (day time only) for purchase of medicines, getting money, food, etc.

In the past three years around 50 NGOs from all parts of India have hosted students for Rural Internship. Students successfully completed their internships documenting their observations and experiences. The students shared their experiences and learning with the faculty members and their classmates through a poster session. The evaluation components include submission of a daily diary, a five page report, host organizations' feedback, a poster presentation.

Ethics

Professionals routinely face a number of ethical problems in the complex global society including issues like confidentiality, intellectual property rights, gender bias, and contractual obligations to name a few. Rather than creating a separate course to impart ethics education to the students, we find it more effective to impart it through the actual practice of handling the course components, including evaluations, projects, report writing. We also use ICT tools like *Turnitin* to monitor cases of plagiarism and proactively sensitize the students to the standards of professional conduct.

6.1.11 How are the following values reflected in the functioning of the university?

- Contributing to national development:
  [Annexure 6.1.11]

  Faculty from DA-IICT are members of the various committees and governing bodies of renowned academic and research institutions. These committees and governing bodies are decision making entities in their respective institutions. It is in this manner wisdom and experience of faculty at the institute contributes to national development.

- Fostering global competencies among students

  Curricula of all our programs are designed and developed with futuristic vision. Inclusion of social sciences and humanities as full-fledged courses is in itself an indication towards offering progressive curriculum. Also regular short term programs, expert lectures, seminars and workshops are used in augmenting the overall learning requirement of the students. This has indeed helped in fostering global competencies among students.

- Inculcating a sound value system among students.

  As indicated in previous section, inclusion of social sciences and humanities has helped us enormously in inculcation of value system amongst students. Also talks by eminent social scientists at regular intervals have helped us in further strengthening our efforts towards mentoring and guiding our students in becoming responsible citizens. Students are also encouraged and supported in aligning themselves with several activities of societal importance and kindle in them a spark of being responsive to the needs of the fellow human beings. There are multiple student bodies which are in place, most of the time a student driven initiative that is supported by the institute which further aid and abet nurturing of the value system amongst students.

- Promoting use of technology

  Being a tech savvy institute, usage of technology in day to day running of the institute is extended a proactive support. Our entire campus is automated and runs on a very effective Campus Resource Management System (CRMS) known as e-campus. Periodically we have added several plug-in softwares to augment the performance of e-campus. The ICT-Committee of the Institute provides guidelines and recommendations for overhaul and up-gradation of technology.

- Quest for excellence

  DA-IICT is a Wave 4 institution, established in 2001, when the focus shifted to higher education and private participation. The Institute has built up a

stellar reputation in a short period of fourteen years and made significant contributions to ICT.

DA-IICT was conferred the 'Embedded/VLSI Industry-Academic Institution 2013 Leadership Award' instituted by the Silicon India and Mentor Graphics Corporation, a leader in electronic hardware and software design solutions. In its fourth year, the award honours the best in the VLSI/Embedded Industry. The award is conferred upon DA-IICT in recognition of its contribution towards embedded software industry. The award was conferred on 6th December 2013 in the presence of 160 top leaders from embedded/VLSI Industry.

The authoritative DataQuest CMR T-School Survey 2015 has included the Institute in the club of ten Technology Schools in the country immediately next to the long established Indian Institutes of Technology. The DA-IICT is the only private University in the top ten and The ABP News National B-School Awards declared DA-IICT as the outstanding engineering Institute in West India till today.

The graduates of the Institute have been employed by the public sector, industry, Civil Society Organizations (CSOs), and academia. They are highly rated by these organisations, both technically and professionally. A significant number of graduates have started their own enterprises.

Government of Gujarat has invited DA-IICT to mentor the new Indian Institute of Information Technology, Vadodara (IIIT-V), set up in the Public-Private Partnership mode. The invitation was extended recognising that DA-IICT is competent to guide IIIT-V at its infancy stage and has the experience and competence to create the right culture and environment to generate a pool of technically sound and globally competent professionals.

6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- Vision and mission
- Teaching and learning
- Research and development
- Community engagement
- Human resource planning and development
- Industry interaction
- Internationalisation

After 14 years of existence DA-IICT has prepared a Strategic Plan for itself, wherein it has clearly described its aspirations as i) Short Term goals ii) Mid Long term goals and iii) Long term goals.

[Annexure 6.2.1]

This perspective 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 will be signed.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

Organizational setup of the Institute in depicted in section 6.1.3. Director is the head of the Institute supported by the various Deans and Registrar. There are also the other decision making bodies like the AC, FC and IQAC which support and help the Director in critical decision making process. There are several internal committees as listed in the same section which further add on to the overall

decision making process. This ensures that all concerned are party to the decision making process in one form or the other, thereby ensuring its effective implementation.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Internal Quality Assurance Cell (IQAC) has been constituted recently, based on the UGC/NAAC guidelines. Prior to IQAC there were several internal bodies and committees which played the role of IQAC in various capacities. For example, the Undergraduate Committee (UG Committee) and the Postgraduate Committee (PG Committee) ensures rigorously, maintenance of standards in the academic programmes offered by the Institute. Similarly the ICT committee ensures overhauling and augmentation of the ICT infrastructure. Over and above all these committees, we have the Academic Council, the Finance Committee and finally the BoG which periodically review and ensure quality in all acts of the Institute.

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

DA-IICT functions on the concept of no departments. The entire faculty body works in unison towards achievement of its stated goals. This is also evident from the fact that our curriculum is very unique, as already explained in the earlier sections, we give equal importance to courses on social sciences and humanities. Therefore the entire faculty body is jointly responsible as well as accountable in academic planning of the institute. All of them are members of several committees which play an advisory role to the Director and help him in smooth running of the Institute.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

None

6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

Student Body Government (SBG), which is an elected body of the students' takes up all issues related to student grievances and effectively provides solution to the same in consultation with Dean-Students and other functionaries of the institute. In addition to SBG we have a Gender Cell, Disciplinary Action Committee (DAC), Anti ragging committee etc. Each of these committees is well represented by various stake holders and has a specific mandate to deal with specific nature of complaint/grievance and resolve the same effectively.

6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Student feedback is obtained at the end of every semester by the office of the Dean-Academic Programs through a standard questionnaire in anonymity. The feedback thus obtained is analyzed thoroughly with respect to performance of the faculty. Suggestions and advice to the faculty based on the feedback thus obtained is part of the entire exercise, which has been quite effective. Faculty are quite responsive and sensitive to these feedbacks, which is evident from the subsequent feedbacks obtained for the same course in the coming years.

[Annexure 6.2.7]

6.2.8 Does the university conduct performance audit of the various departments?

As indicated earlier, DA-IICT functions on the concept of no departments. Instead we conduct a periodic review of the programs offered at the Institute and take corrective measures as and when required.

As DA-IICT has no department hence the audit is made on course basis and advice the concern faculty as and when required.

Almost at the end of the semester, feedback from the students is taken for each of the course offered. Faculty teaching the course is not in the class during the

feedback procedure. A detailed report of the feedback is given to the faculty for possible improvement measures. A concise report of the feedback is given to the Dean-AP and the Director for their consideration.

Dean-AP with the help of UG convenor and PG convenor keep track of the process of lecture delivery during the course of the semester. Moreover, they critically examine the course detail along with evaluation process adopted.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

DA-IICT is a Unitary University and therefore this is Not Applicable

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

DA-IICT is a unitary university. The SBG along with the various academic committees play the role of CDC effectively. SBG is a very active and vibrant body which takes deep interest in overall Institute development. The Dean-Students' office effectively helps in coordinating such activities.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

Professional development of faculty and supporting staff is a continuous process. The Institute plans well in advance various seminars, workshops, short term courses and summer schools towards this initiative jointly in association with professional bodies/organizations. A host of such programs are organized by the Institute in various disciplines every year. In addition to curricular programs, the Institute also organizes self motivation and personality development programs to its faculty and staff.

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

Appraisals are multi-fold. One major source of appraisal is the student feedback. Self appraisal is also collected from faculty and support staff in a prescribed format annually. Faculty are appraised on factors such as teaching learning, research, sponsored research projects, publications and administration responsibilities. These appraisals form the basis for grant of annual increments and career progression.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details

Various welfare schemes available to faculty and staff at DA-IICT are:

1. Contributory Provident Fund
2. Medical Insurance
3. Accident Insurance
4. Gratuity
5. Leave Encashment on superannuation/relieving
6. Interest Free Soft Loan

All permanent employees of the institute are eligible for these benefits.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

The Institute follows the concept of Cost to Institute (CTI) and Choice pay. This provides lot of flexibility to faculty in terms of defining their salary structure and avail various benefits under the Income Tax Act. Also the CTI offered to faculty has been very competitive when compared to the salaries offered in other premier Institutes. The Institute has taken proactive measures such as support for professional pursuit etc. There is a well laid down career progression policy as well as leave policy.

In addition, the sponsoring body, Reliance Communication has proactively set up chair-professorship in the Institute so as to augment and enhance availability of eminent faculty at the Institute.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

NO.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes. The Counsellor organizes these programmes periodically involving all stake holders.

Gender Sensitization session was conducted for the newly admitted students of DA-IICT across all the Academic Programmes by the Gender Cell in 2015.

[Annexure 6.3.6]

All the PG students attended a two hour long orientation conducted by the Convener of the Gender Cell, Prof Binita Desai and Prof Shweta Garg on 23rd and 24th July 2015.

For the BTech First year students, the Gender Sensitization session was conducted separately on 31st July 2015. It was concluded that peer learning was the best way to inculcate gender sensitization in the younger students. Therefore, after an hour long orientation by Professors, the BTech first year batch was divided into five groups. Each of these groups was then handled by senior BTech students under the guidance of the Professors for the rest of the week. The smaller group size enabled each and every student to participate. These sessions culminated with skits developed and performed by the first year students raising gender awareness.

The orientation sessions were kept interactive. The students were not only taught about the concepts of gender and abuse, but also were informed about the Gender Cell at DA-IICT and its activities. They were assured that the Gender cell is an impartial entity which is approachable. Questions about societal norms of gender were raised thorough the discussions. Awareness about being open to differences, maintaining dignity of the self and other, developing a critical attitude towards gender stereotypes in society and mass media were raised . Most of the students were of the opinion that the Gender Sensitization Session has given them a new perspective to view gender.

DA-IICT is committed to have a gender sensitized campus and is working towards introducing many such interventions in the future.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

Not Applicable

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

The Finance Committee of the institute is the decision making body under the chairmanship of the Director, which is empowered to make decisions with respect to finance management of the Institute. The committee is well represented both by the management as well as the faculty body. FC meets twice a year, before the beginning of the academic year to approve the budget and allocate funds under various heads of expenditure. The other meeting is during the academic year to take stock of the planned activities as well as plan for the next academic year in terms of guidelines for preparation of the next budget and noting the targets achieved in terms of income and fiscal discipline.

[Annexure 6.4.1]

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Statutorily, Institute has appointed both internal as well as external auditors. DA-IICT is a registered Society under the Bombay Public Trusts Act and therefore complies with all statutory requirements as prescribed in the Act. M/s J.T. Shah & Co. are the Internal Auditors, while M/s Pathak & Associates are the External Auditors. These auditors are changed routinely in compliance with the statutory requirements every 3 years.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

Yes. The Institute's accounts are audited both by internal as well as external auditors at the end of every financial year. Internal auditing is done on concurrent basis, while external audit is on the completion of the financial year. As on date there were no audit objections whatsoever.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Refer Appendix - 4

6.4.5 Narrate the efforts taken by the university for resource mobilization

1. **Tuition Fees**: The Institute is abiding by the recommendation of Fee Regulatory Committee (Technical)
   [Annexure 6.4.5.1]
2. **Research & Development**: Research and Development is the thrust area at DA-IICT. The Institute encourages its faculty to engage in research work. The Institute provides start up fund to the newly joining faculty members. DA-IICT has active research collaborations with numerous funding organizations like DST, DeitY, ISRO, BRNS etc. The sponsored projects not only provide the faculty members research opportunity but also bring funds from the government agencies for upgrading research infrastructure of the Institute.
3. **Consultancy**: The Institute encourage the faculty members to undertake Consultancy services; a portion of this fee goes into the institute funds.
4. **Continuous Education Programme (CEP):** A vigorous CEP programme serves the dual purpose of serving the technical community of Gujarat but helps in generating resources for the institute.
5. **Grant in Aid from R-Com**: Institute makes efforts to mobilize funds from corporations like R-Com from their CSR activity budgets.
   [Annexure 6.4.5.5]
6. **Mentorship of IIIT-V**: DA-IICT has the honour to be entrusted the task of mentorship of IIIT Vadodara. The mentorship fees are additional resource generated by DA-IICT.
   [Annexure 6.4.5.6]

6.4.6 Is there any provision for the university to create a corpus? If yes, give details.

Yes. There is a corpus fund available created under two heads.

DA-IICT Trust Corpus

1. DA-IICT Corpus

Trust corpus is the funds provided by the promoters and augmented every year. Whereas the fund towards DA-IICT corpus is formed using the surplus generated every year from the income of DA-IICT.

6.5 Internal Quality Assurance System

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

As elaborated upon in the earlier sections, DA-IICT works on the concept of no departments. However, academic progressions of all its programs are conducted on a regular basis through discussions in the UG and PG committees. Ideas and suggestions arising out of such deliberations are minuted and brought before the AC for further consideration, through Dean-Academic Programs, who is also a member of the AC. Thus any course curriculum may undergo changes *vis-a-vis* its content, mode of delivery, inclusion of practical component, method of evaluation etc in consultation with the AC, on recommendations from UG/PG committees.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

As explained in the section 6.5.1, based on the suggestions of the UG and PG committees and approval from the academic council, any course curriculum may undergo changes *vis a vis* its content, mode of delivery, inclusion of practical component, method of evaluation etc.

[Annexure 6.5.2)]

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The Institute has constituted its IQAC recently. But the academic bodies performing the role of IQAC, as brought out in the sections 6.5.1 and 6.5.2 are the UG and PG committees, which have the mandate of continuous review of the teaching learning process.

[Annexure 6.1.6]

The Dean-Academic Programme's office continuously monitors these reviews

and makes relevant recommendations about specific course/courses to the Academic Council for further deliberations and decision.

The Academic Council's agenda incorporates all these items for discussion and since has a mandate of meeting twice a year, quick decisions are possible. However, if the issue is contentious and requires immediate decision making, the Director has the mandate to take a decision through an executive order, to be ratified on a later date, as and when the academic council meets. However a broad consensus is built, each time one has to take a policy decision.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

As described earlier, IQAC has been constituted recently. However, the UG and PG committees and the Dean-AP, guided by the AC and the BoG have been able to assure standards and quality in all the matters related to Academic processes.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the university for implementation?

As reported, all decisions of the UG and PG committee are placed before the AC through Dean-AP for its consideration, discussion and approval thereon.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

The present IQAC has eminent external members and is constituted in strict adherence to the norms prescribed by UGC/NAAC. However as reported in the previous sections, the BoG, the AC and the curriculum review committees (Board of Studies) have eminent academicians and researchers as its members. Their presence in these committees, bodies has definitely benefitted the institute in terms of obtaining their guidance and advice through their vast experience in field of higher education.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Linear progress:

This study of academic growth of students from the disadvantaged strata of the society is a continuous ongoing process. Since the Institute prescribes strict academic standards, it is the obligation as well as a responsibility of the Institute to constantly monitor their progress and provide the requisite support and assistance to these students through additional mentoring, study hours and remedial classes. A well defined policy towards support for weak students is in place. It is our constant endeavour to provide additional support to such students and help them in satisfactorily coping with the curricular requirements prescribed by the institute.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The organizational structure of DA-IICT is well defined in terms of roles and responsibilities of each and every individual who is associated with the institute. The BoG, the AC, the FC, the UG/PG committees and now the IQAC have a clear mandate with respect to conduct of meetings, preparation of agenda and also the delegation of authority. It is therefore a regular and pious affair that these committees meet regularly and exercise their roles and responsibilities, as depicted in the charter of DA-IICT. This not only ensures periodic review of the various components' of the organizational set up but also guarantees efficiency in terms of administering the institute as per the vision of its founders to the fullest of our capabilities.

DA-IICT publishes its annual report, which is an open document, accessible to everyone on the web. This document comprises of a comprehensive annual report of all activities undertaken at the institute. We get very constructive and valuable suggestions from various strata of stake holders regarding what we have done in the previous years' to what could be envisaged and achieved in years to come.

[Annexure 6.5.8]

Any other information regarding Governance, Leadership and Management which the university would like to include.

Source: mhrd.gov.in/sites/upload_files/mhrd/files/upload.../**IIIT**s-Scheme.pdf

To address the challenges faced by the lndian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development (MHRD), 'Government of India intends to establish twenty Indian Institutes of Information Technology (IIIT), on a Not-for-profit Public Private Partnership (N-PPP) basis. The partners in setting up the IIITs would be the Ministry of Human Resource Development (MHRD), Governments of the respective States where each IIIT will be established and the industry.

To realize its objectives, a IIIT needs an innovative governance structure which allows it to function with autonomy, flexibility and transparency. Autonomy will enable the IIIT to take responsibility for its development and promote accountability and responsibility in the institute's stakeholders; flexibility will enable the IIIT to meet the rapidly changing needs of the IT industry; and transparency is required to satisfy the multiple stakeholders involved in each IIIT that their interests are not being compromised. The proposed governance structure should also be aligned with the current policy and regulatory framework. Additionally, there is also the need for a formal pan -IIIT structure which allows the various IIIT to leverage best practices from each other, co -ordinate common efforts like faculty development, student admission processes, manage the IIIT brand etc. The overall governance framework for the IIITs will involve SG: State Government; CG: Central Government; C P: Corporate Partner; PI: Partner Institute

IIIT-Vadodara was set up in the State of Gujarat from the academic year 2013-14 on the proposed PPP mode by MHRD, Government of Gujarat and three industry partners, namely TCS, GERMI and GSFC. Unlike the other states where IIITs where mentored by a 'Partner Institute' which were Government institutions such as IITs or NITs, DA-IICT was selected and accorded the responsibility of mentoring IIIT-Vadodara. This is a very unique model where a Government

Institute is being mentored by a private institute. Such decisions are taken with utmost care at higher echelons of administration. This clearly indicates that DA-IICT is recognized as one of the Best Institutes' offering higher education in Engineering/Technology and therefore it was bestowed upon the responsibility of mentoring IIIT-Vadodara. This is also a reckoning of good governance at DA-IICT.

CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

DA-IICT infrastructure design itself shows that DA-IICT is very concerned about preserving the environment. DA-IICT is spread over 50 acres of land and out of 50 acres, 80% (approximately 40 acres) open space reserved for green cover and garden to keep the campus green.

DA-IICT campus

In addition to maintaining adequate green cover in the form tree canopy, herbs and shrubs and lawns, the natural topography of the campus left unaltered. As a result of which the natural flow of rain water is not disturbed. Overall NDVI, an index of greenness, of the campus is 0.55.

[Annexure 7.1]

DA-IICT topography

As part of environmental consciousness, solid waste management and recycling of waste water is being practiced. DA-IICT keeps continuing the efforts to give its community a healthy, fresh and eco-friendly environment.

7.1.1 Does the university conduct a Green Audit of its campus?

DA-IICT from its inception has been very conscious about possible environmental measures so that green cover is maintained. Since green leaves acts as a carbon sink, carbon emission has been assumed to be low. In order to oversee the development of the campus a committee on Environment Protection and Auditing was formed in the year 2011. The committee has meeting time to time to assess and suggest the measures to be taken so that the environmental status does not deteriorate with time.

[Annexure 7.1.1**]**

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

1. Title of the Initiative

Solid Waste Management

2. Objectives of the Initiative

- The main objective of the solid waste management is to maximise the use of the available wastes e.g. dried green leaves, waste generating from food court etc. in a scientific and organic way for maintaining lush green and eco friendly campus.

3. Context

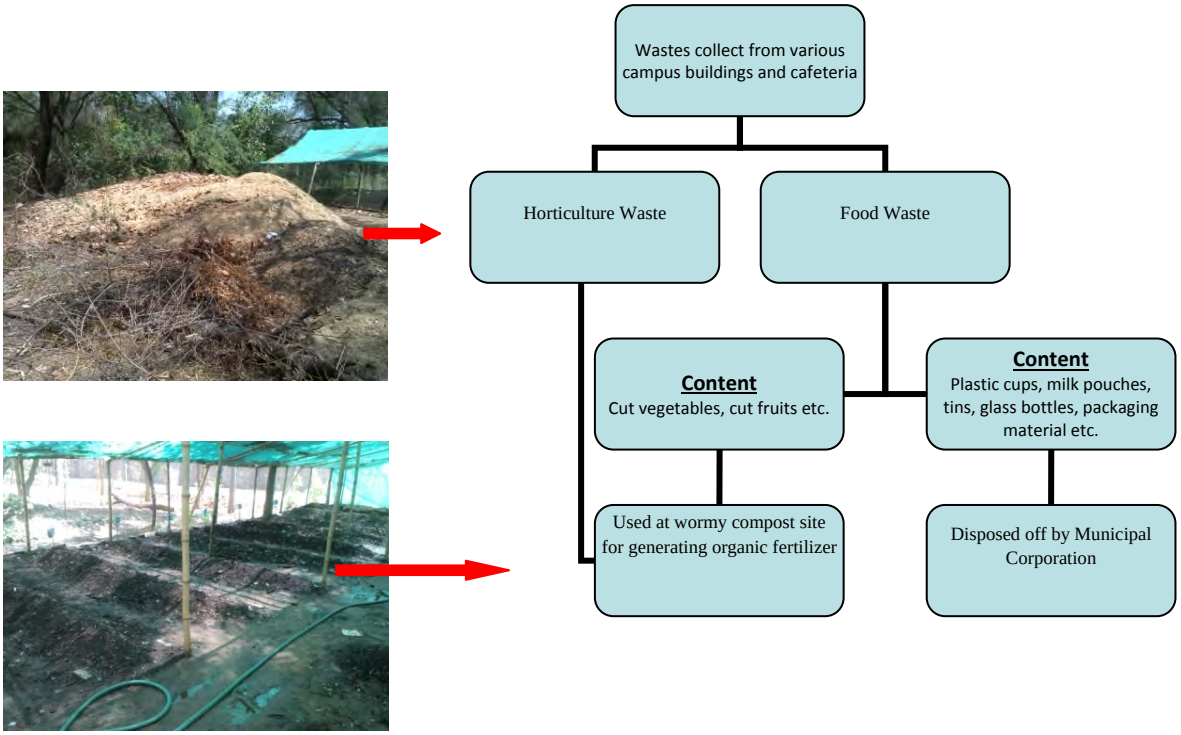
In initial stages, it was a great challenge to dispose of daily generated waste. As an environment conscious Institute, it was not proper that the wastes are dumped around. There are two types of wastes, one is dry and one is wet.

The main source of dry waste is plastic cups, milk pouches, tins, glass bottles, packaging material, cut vegetables, fruits and other leftover food items. Moreover, huge horticulture wastes are generated on daily basis.

The above two types of waste disposal was a great challenge for an environment friendly Institution.

At the beginning, it was assumed to address the problem as waste disposal issue. In the end it was decided to address the disposal issue into scientific management of solid waste.

4. Methodology



Operational Diagram of Vermicompost Plant

5. Evidence of Success

The DA-IICT is observing the evidence of success in two stages.

- Recycling the waste creates organic fertilizer which is used for campus greenery.
- Transportation cost for disposal of the solid and green wastes from the campus is nil.

Both the above successes are visible in the campus greenery which is not only giving green cover to the campus but also generates lot of oxygen.

6. Problems Encountered

The vermicompost plant setup requires prominent infrastructure which includes material cost as well as manpower cost for its operation.

1. Title of the Initiative

Sewage Water Treatment and Recycling for Irrigation

2. Objectives of the Initiative

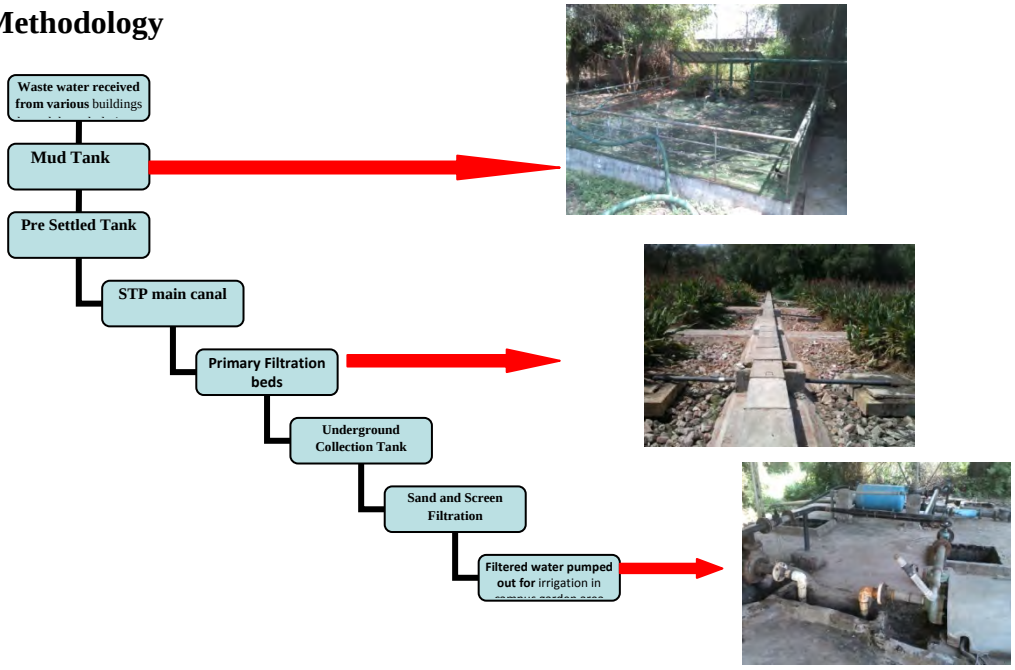
To treat the waste water and recycle the treated water for irrigation purpose in the campus.

3. Context

In initial stage, it was a great challenge to dispose of daily used water generated in the campus from various sources. The Institute wanted to use this waste water scientifically by recycling it. The best way found was to set up a Sewage Treatment Plant (STP).

The incoming used water quantity for STP is approximately 4 Lac Litres daily. Out of this 4 Lac Litre, 3 Lac Litre treated water is used for irrigation purpose.

4. **Methodology**



Operational Diagram of Sewage Treatment Plan (STP)

5. Evidence of Success

Evidence of success may be described in the following three stages.

- Recycled water is used again for the campus greenery through sprinkler irrigation.
- Recycling the waste creates organic fertilizer which is used for campus greenery.
- Reduced pumping of water from bore well for campus irrigation and thereby saving energy.

Above successes are visible in the campus greenery which is not only giving green cover to the campus but also generates lot of oxygen.

6. Problems Encountered

The STP plant setup requires infrastructure which includes material cost as well as manpower cost for its operation.

7.2 Innovations

A. Title of the Project & Year: Automation of pheromone Traps using Raspberry pi- B and Pi camera, 2015.

Name of the Investigators: Prof. Rahul Dubey and K Sarvan

Sponsor, if any: This project was funded by Barrix Agro Sciences Pvt Ltd as part of internship programme. Before conducting prototype tests lab devices and equipment of DA-IICT were used for hands on experience.

Novelty in the project:

Can we design a modern pheromone trap, which mostly used for monitoring and controlling insects in field?

DA-IICT student in collaboration with Barrix Agro sciences Pvt Ltd took up this challenge as project. For last couple of years, several pheromones came into the market but due to unawareness about the type of the insects and its behaviour the farmer community faced problem while intimating the density of the pest and kind of the pest to research community. If the type of pest in trap is captured and mailed to the scientists they can intimate/advice the farmer for proper precaution. Our team decided to integrate the pheromone trap with Pi camera and Raspberry Pi model Bfor performing various functions as Version 1 project. Establishing Ad-hoc network between Pi board and client were conducted successfully. For capturing the images in trap remotely using LAN have conducted as lab tests using PuTTy and WinSCP software at desired frequency. These captured images can be downloaded and sent to desired persons through mail. Remotely accessing of the captured images by Pi camera can be monitored by Wifi Adapter which was connected to pi board. Using Power bank we have conducted trail tests with in DA-IICT for capturing of the images. Some of the results are excellent and also did image processing study for detection of the pest which helps in version 2 project. The right trade off between Pi and all connected peripherals need to be estimated, because of power constraints and less security to the boards in outside there is chance of tampering.

Deliverables: Pheromone Trap with Raspberry pi, Picamera, power bank along wi-fi adapter and LAN cable as a complete Kit.

Index of success / Outreach:

This project was completed during internship on may-2015. This version 1 suggests the change of design for traditional traps which cannot accommodates the image detection and tracking in version 2. DA-IICT lab provided complete assistance and direction to the project. The captured images can only sent to desired person using LAN cable more than Wifi adapter due to poor signal strength and power fluctuation. This type of application encourages more automation in the agricultural field for solving the problems in scientific manner.

[Annexure 7.2.1]

B. Title of the Project& Year: Dew plant for bottling water. 2014

Name of the Investigators: Late Prof. Girja Sharan and Anil K. Roy

Sponsor, if any: DST, Govt of India

Novelty in the project:

The aim of the project is to demonstrate that atmospheric moisture can be harvested and processed into safe drinking water comparable in quality and price to reverse osmosis processed water available in the market. The project deals with the construction and functioning of a water production plant in Kothara village of Kutch district, Gujarat (India). Rain and dew are collected; for dew special care has to be taken. The latest surface consists of a white low density polyethylene (LDPE) film including micro-particles with high infra-red emissivity. Dew yields are estimated from the meteorological data and using Computational Fluid Dynamics simulation. Then the efficiency of the surface is monitored.

Deliverables: World largest dew harvesting plant. Water is then filtered by a simple water- filtering unit installed at the site of capacity over 100 L/hour. Later this filtering unit has to be powered by solar energy and an automatic filling unit will fill this potable water in pouches to be commercially sold in the market.

Index of success / Outreach:

This project was completed and commissioned in Kothara last year with the current surface, LDPE. Now we are planning to increase the efficiency of the plant by changing the surfaces to meta-surfaces and nano-surfaces. This will have global impact.

[Annexure 7.2.2]

Dew Plant at Kothara village, Bhuj

C. **Title of the Project& Year:** High Performance Computing (HPC) Using Cell-Phone Processor SoC, 2014

Name of the Investigators: Prof. Amit Bhatt and Shoeb Chikte

Sponsor, if any: Qualcom, USA

Novelty in the project: Can we design a HPC cluster under $2000?

DA-IICT group in collaboration with Qualcomm took up this challenge. In last couple of years, several development boards containing powerful cell phone processors are available in the market. These boards were originally designed for developing mobile applications on cell-phones. Our team decided to form a cluster of these boards using Linux operating system. A cluster of 4/8 boards was created and several Industry standard bench mark tests for HPC were conducted. These include HPL, graph500 and greengraph500. All the results gave excellent performance/price and performance/power numbers.

Deliverables: HPC cluster of 4/8 boards

Index of success / Outreach: This project was completed in late 2014. By now 30 students from DA-IICT and 12 students from other institutes have been trained on this. Soon this will become a part of the regular curriculum. The work was extensively covered by the media.

[Annexure 7.2.3]

D. Title of the Project& Year: Design of on-line water quality monitoring node, 2013

Name of the Investigators: Prof. Rahul Dubey & Harsh Chawda

Sponsor, if any: This project was supported by IEEE Foundation grant

Novelty in the project:

Water pollution has become a cause of major concern for developing economies such as India. The government has embarked on major programs to ensure that water bodies such as rivers are kept clean. This project aids in continuously monitoring water quality parameters and transmits them to a central computer maintained by state/center pollution control boards. The prototype system was developed was tested in still waters.

Deliverables: Prototype of floating on-line water quality monitoring node

Index of success / Outreach:

An operational floating on-line node using Arduino, Dissolved Oxygen (DO), PH and temperature sensor along with SMS connectivity was developed in May 2013. A framework is now being formed to make this node as part of Internet of Things (IoT) which can monitor different types of water bodies.

[Annexure 7.2.4]

E. Title of the Project & Year: Indoor Navigation System for Visually Impaired People, 2013

Name of the Investigators: Anil K. Roy and team of students

Sponsor, if any: NIF, Ahmedabad

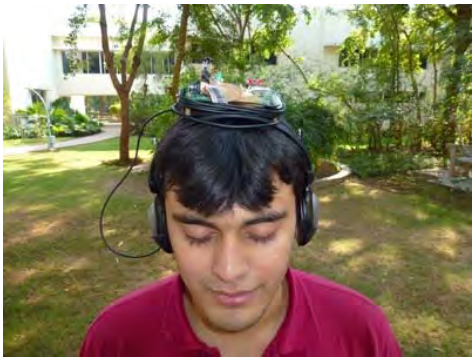
Novelty in the project:

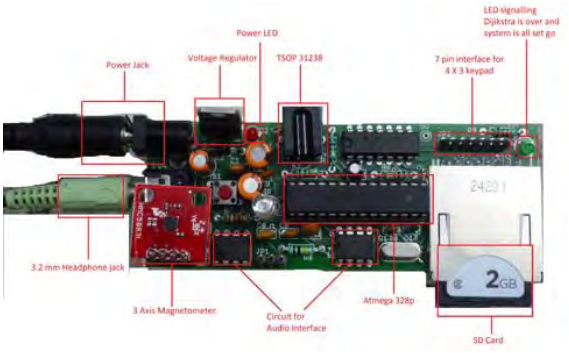
The methods of navigation and approximation of localization for the visually impaired persons have been an interesting and challenging area for the researchers. These are mostly based on RF communication, Geographic Information System (GIS), Global Positioning System (GPS) technique, RFID tags, Wi-Fi positioning, audio feedback system, image processing etc. Our approach introduces an Infrared (IR) based indoor navigation system which uses a map server to get the digital map of the pre-defined route of a building for the visually impaired person. We created a GPS like environment inside the building using a network of IR transmitters which are fixed in the ceilings of the corridors of the said building. The positioning and orientation of the visually impaired person wearing our device are intelligently estimated by a head mounted receiver module which finally guarantees a voice-actuated assistance for exact navigation. We show that our system is low cost, portable, accurate and easy to use which ensures independent movement of a visually impaired person in an enclosed complex surrounding. We further insist that in future all public buildings must be equipped with this system and be termed as "Visually Impaired Friendly Buildings".

Deliverables: A device that helps a visually challenged person to walk almost like an able bodied person in any building which is VI-Friendly building.

Index of success / Outreach:

Commercial production of this device is in process.





Indoor Navigation System

F. Title of the Project& Year: Kinect-O-Therapy, 2012

Name of the Investigators: Anil K. Roy, Yash Soni and Sonali Dubey

Sponsor, if any: Nil

Novelty in the project:

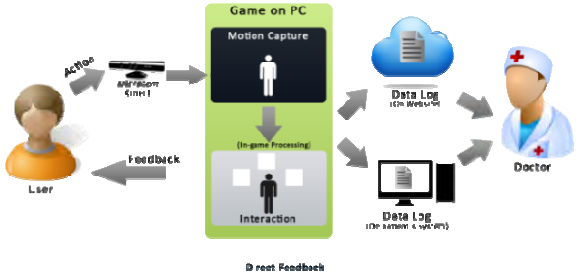
We developed a product, Kinect-o-Therapy, that involved implementation of exercise routines targeting different parts of the body and that aided people with motor disabilities stemming from cerebral palsy, spinal cord injury, post stroke and hereditary muscle ailments amongst others. Kinect-o-Therapy incorporates serious games that process 3D input using the Microsoft Kinect motion sensor to build an effective rehabilitation system which is a plug-and-play type product that gives feedback to the patient and the doctors to monitor the performance. The game environment and feedback mechanism ensure patient's involvement and high motivation to carry out these exercise routines regularly. We tested this product on a number of patients and therapists and observed encouraging result.

Deliverables: A device that helps in rehabilitation of motor disability persons.

Index of success / Outreach:

Sensors based serious games has been developed in past also, but Kinect-o-Therapy's easy- to-use design, feedback system, data accessibility, scalability and low cost are significant features that make it an attractive alternative of rehabilitation. We now strive for commercial production of this device.

[Annexure 7.2.5]



Kinect – O - Therapy Concept

G. Title of the Project& Year: "Rediscovering Ajanta" and its component "Virtual Vihara" 2012

Name of the Investigators: Prof. Binita Desai & Chitra Shriram

Sponsor, if any:

Novelty in the project:

Ajanta is not just a world heritage monument it is a cultural legacy. While Taj is the symbol of romance and travelogue, the Ajanta demands a different form of spectatorship, discovery & learning. The advent of photography brought not only greater exposure to this site but became an integral part of scholarly research on every aspect of Ajanta even as it became a serious archival instrument. Digital photography combined with three dimensional simulation goes a step further in creating a new availability of Ajanta.

Virtual access provides opportunities and experiences beyond mere physical presence. It bridges distance and allows for new orientations. Virtuality is a privileging of new forms of spectatorship in art, a new entitlement to the power of the eye.

The "Virtual Vihara" project hopes to be a small demonstration of this potential. It will seek to combine state of the art gaming and simulation technology with large screen display and surround sound to create a portable, interactive installation of Ajanta. The aim is to afford the user-visitor an intimate, self-paced and sensory exploration of one cave from Ajanta.

Using input devices such as a mouse, joystick or the Wiimote, the visitor will have multiple modes of navigation including walking, floating, flying at his fingertips. It will be a visceral way to enjoy the architectural space, and views of the mural paintings without perspective distortion. Illumination in the actual Ajanta caves is necessarily kept at low levels for maximum preservation of the murals. In our system, we provide control of the illumination to the visitor through a virtual flashlight.

The virtual space will be defined as much by the sound as by the visual elements that demarcate it. As the visitor examines different areas, various streams of sound will fade in and out; such evocative sound will give resonance to the images, providing spatial cues and cumulatively elevating the sensory experience into the realm of meaning and significance.

Within this immersive stage, the user/visitor will encounter figures, birds and beasts from the murals, no longer affixed to the walls but capable of free movement, going about their roles in the narratives from which they emerge. Enactment and interaction intersect. The stage will be set for a new aesthetic experience.

7.3 Best Practices

Title of the Practice

Rural Internship for BTech students

Objectives of the Practice

- Expose students to rural India; work on social projects in collaboration with NGO's that may also involve use of ICT.
- Spread across the villages working closely with various nongovernmental organizations for a period of one month.
- Contribute to the objectives and activities of your host organization.

The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words?)

The B Tech curriculum mandates that all students to undertake a four-week Rural Internship at the end of their third semester. The objective of the internship is to expose the Information and Communication Technology students to the social and economic realities of the rural lives and livelihoods; sensitize them to the vulnerabilities of rural people; and help them to appreciate the constraints and opportunities for development. Rural internship thus entails placing students in villages across India to work in a nongovernmental organization engaged in socio-economic development. The responsibility of the host organisation includes providing an initial briefing, day-to-day supervision and guidance, help in finding lodging and boarding, possibly as a paying guest with a village family, and evaluation of his or her work. In the past, our experience has been very encouraging, and the organizations to which students were attached found the partnership fruitful.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

Rural internship is unique to DA-IICT since no other academic institutions in the engineering/ technology category have comparable mandatory academic requirement in their curriculums.

Rural Internship involves developing student profiles based on their home state, gender, their local language proficiencies, their location preferences among other considerations. Based on their profiles and State preferences reputed NGOs are contacted soliciting their cooperation in placing the students in their areas of operation. Most organizations with which the student chose to affiliate provided students with specific projects. The projects undertaken have been in broad areas of education, poverty alleviation, health, sanitation, rural information and communication systems, ecology and environment, biodiversity, rural governance, agriculture, and citizen rights, etc. Generally two students are placed in one village (in exceptional cases three students). Once the students have made their choice of NGOs, reporting and project details are provided to students.

The students are expected to stay in the villages for the entire duration of 4-weeks. They cannot avail leave during the internship period. Students are permitted to leave their villages only on Sundays (day time only) for purchase of medicines, getting money, food, etc.

In the past three years around 50 NGOs from all parts of India have hosted students for Rural Internship. Students successfully completed their internships documenting their observations and experiences. The students shared their experiences and learning with the faculty members and their classmates through a poster session. The evaluation components include submission of a daily Dairy, a five page report, host organizations' feedback, a poster presentation. Partial lists of organizations include:

Godavari Mahasamakhya, Sri Gowthami Urban And Rural Integrated Development and Educational Society, Ramakrishna Sarada Sevashram, Abhyan, Banas Dairy, Shri Bolbala Trust, Cohesion Foundation, DHRUVA, DISHA, GRESERV, GraminVikas Trust Dahod, Ishwar Gram Vikas Trust, Mehsana Milk Union, Navjeevan Trust, Society for Integrated Land & Water Management, Sristi, Tribhuvandas Foundation, UNNATI, UTTHAN, Valsad Milk Union, SUTRA, North Himalayan Environment Protection And Education Society, Savigya, Aajeevika Bureau, AFPRO, Astha, Foundation for Ecological Security, Gramin Vikas Trust Rajasthan, Jatan Sansthan, Himalayan Environmental Studies & Conservation Org., Himalayan Institute For Environment, Peoples Science Institute.

The internship has positively added value to their education while contributing meaningfully to the civil society organizations' efforts towards rural re-construction.

Some of the constraints encountered include placing approximately 275 students each year with NGOs in different States in approximately 120-125 villages, arranging for their stay and food is a challenging task. The entire process from developing student profiles in the first fortnight of August to the final evaluation in February – March is also challenging assignment.

Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Since Rural Internship is unique to DA-IICT and no other academic institutions have such mandatory academic requirements, it is difficult to compare with targets and benchmarks. An evidence of success is the consistently good feedback received from the NGO's about the students. At the end of the rural internship period the supervisor of each and every student is required to fill a feedback form on the performance of the student during his/her internship period. The feedback forms can be made available upon request. Another evidence of the success of the

programme is the testimonials that the students have written about their experiences in the villages. Some of the students have posted blogs about the experiences and others have sent written testimonials. For many students this has been eye opening and one of the most memorable experiences in their undergraduate study.

[Annexure 7.3.1]

Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

"Most private run so called philanthropic organizations do not understand their social responsibilities. 99% of the existing NGOs are fraud and simply moneymaking devices. Only one out of every hundred NGOs serve the purpose they are set up for", a bench headed by Justice Pradeep Nandrajog said. (http://www.hindustantimes.com/newdelhi/99-ngos-are-fraud-money-making-devices-hc/article1-1021701.aspx)

Identifying genuine organizations for Rural Internship is a prerequisite ensuring not only safety and security of students but also providing them with a pleasant experience for learning. Organizing Rural Internship with legitimate organizations is a daunting task, especially in technology related academic institutions. There are many educational institutions also looking for genuine organizations to place their students putting pressure on the organizations to host students.

Many organizations do not respond to the request to host students for Rural Internship. On an average, each organization has to be contacted 8 – 10 times by email, telephone, etc., to obtain a response.

From the students' point of view, nervousness and fear, language and communication problem, disciplinary problem, lack of cooperation from organizations & supervisors, personal and miscellaneous problems such as health, food, conflict are major issues.

Title of the Practice

Pre Placement Activities at DA-IICT

Objectives of the Practice

- To prepare the students for placements in the IT and Communications industry
- To improve their technical and soft skills to make them better prepared for jobs in the industry.

The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words?)

The IT and Communications industry, being a rapidly growing and evolving industry, has become more demanding than ever. A student aiming to make a career in these domains needs to have an equal hold over both technical and soft skills. The pre-placement activities conducted by the Placement Cell, DA-IICT aim at this overall growth of the student. Frequent aptitude and technical tests, of varying levels of difficulty; keep the students on their toes. Apart from that, various Group Discussions conducted by the Placement Cell and the Debate Club, DA-IICT help students fine tune their soft skills.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The Student Placement Committee, DA-IICT is a student body associated with the placement process at DA-IICT. The committee is mentored by Convener, Placement Committee. The Placement Committee works professionally to ensure a smooth placement process. In addition, it also organizes various pre-placement activities for the benefit of student body.

The world of technology is constantly changing and the recruiting companies want something more than good grades. They look for an individual with knowledge in the relevant area. The Placement Cell conducts various tests with multiple choice questions throughout the semester to boost the student's confidence in both aptitude and technology. The questions asked, are from various topics like Data Structures and Algorithms, Operating Systems, Computer Networks and Systems Software. The questions vary in the level of difficulty, and are prepared by experts in the respective domains.

Apart from technical expertise, soft skills are need of the time. A student needs to be able to convey his/her knowledge and capability to the possible recruiter. The students are given an opportunity to sharpen their soft skills by organizing Group Discussions. These discussions are held by senior students of the SPC and Debate Club, DA-IICT. Group discussions are also held by recognized organizations like TIME and Endeavour so that students can see where they stand according to the current trends.

Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

The results of these activities have been seen in the placement statistics of DA-IICT. The Institute has seen an ever increasing number of placements, and many students have attributed their success to the pre-placement activities conducted by the institute. Detailed scores and analysis given after each test and activity help the student review their progress. The students have appreciated these activities as they help in increasing their confidence. And the improvement has indeed been seen. Students have become familiar with the group discussion etiquette and are better able to put their ideas across the table. This thorough process prepares the students for the actual placements, so that they are not completely at sea during the process.

Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

With the aim of preparing students for placements, maximum tests and group discussions need to be organized. At times, deciding dates for the tests, so as to benefit maximum students, becomes a problem. In keeping with the evolving technology, sometimes it becomes an issue to get the right technical platform to conduct the tests and the required space to accommodate the students.

More experienced people are needed in order to conduct better Group Discussions and these Group Discussions need to be more frequent as many students face the problem of public speaking. To conduct more Group Discussions, more space is needed. Also, a better and more organized way of keeping a record of each student's progress will definitely go a long way in helping the students for placements.

Title of the Practice

Students' Club Activities at DA-IICT

Objectives of the Practice

- To streamline and encourage the students to practice and perform extra-curricular activities in the form of clubs e.g. film club, dance club, debate club etc.

- To encourage the students to perform in competition outside DA-IICT and thereby motivate them for all round development.

The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words?)

In DA-IICT academic progression is given high priority and as a result the students are generally occupied by attending class, in the lab, completing assignment or in the library. However it is felt that along with the academic development, it is equally important that all round personality development also takes place. It is important that students may relax from academic activities by pursuing their skills in various non-academic activities like dance, debate, quiz etc.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

While film club provides regular entertainment to DA-IICTians in the form of screening of popular cinema, the DA-IICT Theatre Group (DTG) has been motivated by the Budhan Theatre Group of Ahmedabad and is focused on producing prosceniums and street plays.

Prayaas has been set up with the vision of 'personal transformation through outreach activities'. It is involved in community service in the form of caring about people with disabilities and other problems.

Sambhav is a non-profit student's group at DA-IICT which strives for bringing smiles on the faces of underprivileged people. Apart from regular teaching projects at Blind School, Orphanage for HIV positive kids, Government Primary Schools, it organises mass events on Independence Day, Republic Day, Gandhi Jayanti, etc. One event worth mentioning was the Independence Day Celebration with the children from Deaf and Dumb School, Blind School and Orphanage. These children were served the food and chocolates and were taken from the Orphanage to visit Science City in Ahmedabad. They were brought to DA-IICT campus for evening supper and were finally dropped at their orphanage.

The Press Club brings out an e-magazine called Entelechy, with sections ranging from global news, to DA-IICT news, to movie, book and music reviews, to poetry, technical articles and debates. The magazine covers articles by the students and the alumni on various sections – Campus Clamour, Self Science Scion, Sports, Techyon, Books, Films, Music, Food, Freeze Frame, GNA, Vuelo, Random Noise, Point Counterpoint, Warps and Wefts, Summer Chilliers, etc. A Press Club under the guidance of a faculty mentor is constituted every year by the Student body Government. One of the students is elected as the Editor of the Magazine and other student members of the Press Club serve as Section Heads of various sections of the magazine.

Forward Forum organises lectures and other activities by eminent national and international personalities on campus.

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.

Dance Club - the Dance Coders, 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. Besides conducting its weekly debates and Intra-college Debate competitions, the club has also organized a Youth Parliament and an Inter-college Parliamentary Debate.

Apart from these non-academic and social activity clubs, few groups sound serious academic. Electronics Hobby Club (EHC), DA-IICT Linux Users Group (DLUG) and IEEE (Institute of Electrical and Electronics Engineers) Student Branch belong to this category. EHC is a place for playing with electronic circuits and instruments out-of-the-classroom. DLUG has been committed to actively promote the use of Linux and other open source software for strengthening the objective of the worldwide open source movement.

Various other student clubs were active during the year and organized their own events for student groups ranging from a few dozens, to a few hundreds. Notable among these Clubs were The Aryans, Web Dev Club and The Programming Club. The Programming Club conducted DA-IICT Intra Programming Contest which was an online event, where students have6 problems to solve in 3 hours of time on Online Judge Platform SPOJ.

The newly introduced Cubing Club conducted various sessions on different methods of solving the 3x3 Rubik's cube and the notations of the cube. The session introduced them to various types of puzzles including the Pyraminx, Mirror cube and the regular 3x3, 4x4, 5x5 etc.

Title of the Practice

e-Campus - The Campus Information System of DA-IICT

Objectives of the Practice

- Automation of academic function: admission to degree and administrative function: HR, Inventory, hostel etc.
- A web enabled comprehensive and integrated information system.
- A complete IT/ERP solution to utilise the resources to the optimum level with a high level of efficiency.
- A centralized database to provide its stakeholder (students, faculty, staff etc) the relevant information from anywhere at any time.

The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The existing system, which is manual, needs to be updated so that an automated processing system incorporating various tasks or modules related to activities such as admissions, registration, evaluation, fees payment, inventory management and hostel management could be developed. As the Institute was new the designing and implementation of various modules was to be done simultaneously. To use a web-based browser enabled system for anytime-anywhere access.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The E-campus system has all the resources related to admissions, registration, evaluation and fees payment online. It is a system which caters to the need of all the stakeholders of the Institute from Student, Faculty and Administration. System

handles all the academic data from admission to graduation of a student and is good source of record keeping. Data are handled in a secure environment. Student profile is created which includes photograph and other details of the student admitted to the Institute. Few important certificates related to students are also available in the system. E-campus system has various checks also in the evaluation and declaration of the result. Results are calculated online based on the grades which are uploaded by the Faculties online in the E-campus. Student can register for the offered courses in the E-campus system during the stipulated time as announced. Student is well aware about his registered courses and grades assigned to the completed course and are accessible to him/her within and outside the campus till he/she graduates. There are other features in the Student Registration System module of E-campus such as the student can add/drop i.e. modify his course registration in the first week of every semester and in the midway can drop a course subject to approval from the competent authorities. Counselling and admission process tracking like attendance, document verification and fees payment tracking is also available. Admission system in the E-campus assigns the student id randomly to the new students which are unique. Administrators can create new programme, batch and courses based on the needs. Course instructor has the access to see number of students registered in a course in a particular semester. Different admission and registration reports as per the requirement are also available. It includes automated admission and registration fee collection and receipt generation. User role wise access control is implemented. It incorporates some of the HR, accounts and administration processes like leave maintenance process / employee data / daily attendance / employee guide / online pay-slip viewing / requisition forms for various services.

Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Manual work has been reduced due to the implementation of the system. Students' data and reports are available on hand. All the faculty members are using the Students Evaluation and Grading System (SEGS) module in E-campus. Calculation of the SPI/CPI results is online and automated. Various levels of sanctions have been implemented for student registration and grading. Various data related to students are available to them online anywhere anytime e.g. their profile, registration details, grades and receipts of fees payment.

Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

It is a very complex system. Report generation is not up to the optimum level. It needs upgradation and maintenance as new software and hardware are now available. There are lot of record which needs to carefully backed-up. As the records are increased over the time, high end servers need to be used. New requirements for various reports or services have to be integrated into the system. A dedicated team of at least two people need to be allotted to maintain and update the system.

Statement of Compliance

Dhirubhai Ambani
Institute of Information and Communication Technology
Near Indroda Circle, Gandhinagar, Gujarat, India 382 007.
Tel.: +91 79 3052 0000 | Fax: +91 79 3052 0010 | Web: www.daiict.ac.in

Dr. Nagaraj R.
Director

Statement of Compliance

This is to certify that Dhirubhai Ambani Institute of Information and Communication Technology, (DA-IICT) has complied with the provisions of the following Regulations governing it:

- UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003 and further amendments, if any, notified by the UGC.

Any false or misleading information provided by the institution, will be viewed seriously by NAAC and the accreditation given is liable to the withdrawn.

Date: 9 September, 2015.

Dr. Nagaraj R

Dr. Nagaraj R.
Director
DA-IICT, Gandhinagar.

DECLARATION

Dhirubhai Ambani
Institute of Information and Communication Technology
Near Indroda Circle, Gandhinagar, Gujarat, India 382 007.
Tel.: +91 79 3052 0000 | Fax: +91 79 3052 0010 | Web: www.daiict.ac.in

Dr. Nagaraj R.
Director

DECLARATION

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal

Dr. Nagaraj R.
Director
DA-IICT, Gandhinagar.

Place: Gandhinagar.
Date: September 08, 2015.

Appendix – 1

23236351, 23232701, 23237721, 23234116
23235733, 23232317, 23236735, 23239437

UGC website-www.ugc.ac.in

ज्ञान-विज्ञान विमुक्तये

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

No. F.9-18/2004 (CPP-I)

November, 2004

30 NOV 2004

NOTIFICATION

A university named as Dhirubhai Ambani Institute of Information and Communication Technology (Private University), Gandhinagar has been established by Act No. 6 of 2003 of State Government of Gujarat and notified through the State Gazette vide Notification No. VSP-2001-1-ITD dated 21-4-2003. The said university has been included in the list of universities maintained by the University Grants Commission under Section- 2 (f) of the UGC Act, 1956.

However, the above university is not eligible to receive any assistance from University Grants Commission and any other sources funded by the Government of India under Section 12 (B) of the UGC Act, 1956.

Sd/-

(Mrs. Urmil Gulati)
Under Secretary

Copy to:-

1. The Vice-Chancellor, Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Post Bag No. 4, Near Indroda Circle, Gandhinagar-382 007 (Gujarat).
2. The Secretary, Government of India, Ministry of Human Resource Development, (Department of Secondary & Higher Education), Shastri Bhavan, New Delhi-110 001.
3. The Principal Secretary to the Governor of Gujarat, Raj Bhavan, Gandhinagar.
4. The Secretary General, Association of Indian Universities, 16 Kotla Marg, New Delhi-110 002.
5. Director, (NAAC) National Assessment and Accreditation Council (NAAC), Banglaore-560 010.
6. The Director, Medical Council of India, Kotla Road, New Delhi-110 002.
7. The Secretary, Union Public Service Commission, Shahajahan Road, New Delhi-110 001.
8. The Joint Secretary, (SU), UGC, New Delhi.
9. Senior Statistical Officer, UGC, 35, Ferozshah Road, New Delhi-110 001.
10. JSO (web-site), UGC, New Delhi.
11. Section Officer (Meeting Section), UGC, New Delhi
12. All Regional Offices, UGC.
13. All Section of the UGC, New Delhi.
14. D.T.P. Cell, UGC, New Delhi.
15. Guard file.
16. F.9-4/2004 (CPP-I)

(Mrs. Urmil Gulati)
Under Secretary

UGC Website : www.ugc.ac.in

ज्ञान–विज्ञान विमुक्तये

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली–110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

F.1-12(1)/2004(M&E)

October, 2004

Principal Secretary & Commissioner
Department of Higher Education
Government of Gujarat
7th Floor, Sachivalaya,
Gandhinagar-382 010

Subject: Inspection Reports in respect of Nirma University of Science & Technology, Ahmedabad & Dhirubhai Ambani Institute of Information & Communication Technology Gandhinagar established in the State of Gujarat.

Sir,

I am directed to inform you that the Commission has conducted Inspection of Nirma University of Science &Technology, Ahmedabad & Dhirubhai Ambani Institute of Information & Communication Technology Gandhinagar established in your State in terms of UGC (Establishment & Maintenance of Standards of Private Universities) Regulations 2003. I am enclosing herewith a copy of the Inspection Reports submitted by the Inspection Committee constituted by the Commission for Inspection of the said University for your information and further necessary action.

Yours faithfully,

(R.K. Chauhan)
Additional Secretary

Copy to
1. Vice-Chancellor, Nirma Univrsity of Science & Technology, Sarkhej, Gandhinagar Highway, Ahmedabad-382481 along with a copy of Inspection Report for information and necessary action.
2. Vice-Chancellor, Dhirubhai Ambani Institute of Information & Communication Technology, Near Indroda Circle, Gandhinagar-382 007, Gujarat alongwith a copy of Inspection Report for information and necessary action.

(R.K. Chauhan)
Additional Secretary

The Director has seen it

UNIVERSITY GRANTS COMMISSION, NEW DELHI

Report of the Inspection Committee on its visit to Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Gujarat (a private University) on August 21, 2004.

1. INTRODUCTION

The University Grants Commission had constituted an Inspection Committee as per the following composition to visit Dhirubhai Ambani Institute of Information and Communication Technology, a private University established at Gandhinagar (Gujarat for the purpose of ascertaining the availability of physical and academic infrastructure at the University (Ref. F No. 1-1/2004 (DS-Admn) of 10th August, 2004)

Prof. B.S Sonde Former VC, Goa University	Convenor
Prof,. JV Prabhakara Rao Dept. of Management Andhra University, Visakhapatnam	Member
Prof. Kapil Kapoor Dept. of English, Jawaharlal Nehru University, New Delhi	Member
Dr. Tilak R. Kem Additional Secretary, University Grants Commission, New Delhi	Member Secretary

The Committee visited Dhirubhai Ambani Institute of Information and Communication (DA-IICT) Gandhinagar on August 21, 2004, as per the program suggested by UGC. All the members of the Committee were present during the day long visit, which commenced at the University campus at 1000 hrs. Prior to proceeding to the University Campus, the Committee had its internal meeting at the place of stay to discuss the procedure to be followed, identify the items to be specifically looked into and consider the steps necessary for validation of the UGC-Proforma filled in and submitted by DA-IICT.

On arrival at the campus, the Committee was received by Prof. Arvind Kudchadker, Director, Shri Anil Dua, Executive Registrar, Prof. V.P. Sinha, Dean (Academic Programs) and other senior faculty members of the Institute. The

1 1 1 1

Committee visited the infrastructure built-up by DA-IICT in the University campus including Library, Computer Center, Faculty Offices, Laboratories, Class-rooms, Students' hostels, cafeteria, Cultural Center and other support facilities and also had brief interaction with the faculty members. This was followed by a formal meeting with the Director, Registrar, Dean, Coordinators of UG/PG/Special programmes at the Institute, at which Shri K.V. Subramaniam, Sr. Executive Vice President, Reliance Industries (Member, Governing Board) was also present. After a brief introduction, the Director welcomed the Committee. This was followed by detailed presentations on DA-IICT by Shri Subramaniam and Prof. Kudchadker. In the discussion session that followed, the Convener and Members of Committee sought and obtained clarifications on many items from the Proforma submitted, the presentations made and the visits to various facilities conducted earlier. The Committee also had its final internal meeting at the end. This has enabled the committee to prepare this Report.

The Report is divided into Five Sections. Following this introduction, major provisions in the Act of DA-IICT (Gujarat Act No.6 of 2003, notified in the Gujarat Government Gazette Extraordinary on April 23, 2003) are compared with those in the UGC (Establishment and Maintenance of Standards in Private Universities) Regulations, 2003 which came later. This is followed by the Inspection Report in Section 3. An Overall Analysis is then presented in Section 4, followed by the Recommendations of the Committee in the last Section. The Proforma submitted by DA-IICT is appended to this Report.

DA-IICT ACT COMPARED WITH UGC REGULATIONS

The DA-IICT was established w.e.f. May, 2003 under on the DA-IICT Act, referred to above. This Act has many features similar to other well-established Universities in the country and also those in the UGC Regulations referred to earlier. In particular, this Act has:

i) clear laid down 'Objects';
ii) 'Powers and Functions' well defined;
iii) 'Authorities', 'Officers', as per established practice;
iv) Some provision for associating with the State Government, UGC and other Statutory Authorities;
v) Powers for framing 'Regulations',

However, there are a few differences between the provisions of this Act and the UGC Regulations (2003) relating to Private Universities, as follows:

a) As per the Act (Clause 4(iv), the Objects of the University include : "To develop patterns of teaching and training at various levels of educational accomplishment, so as to set a high standard of Information and Communication Technology education and its applications". But, as per UGC Regulations (Clause 3.6), the programmes of study leading to a Degree and/or

PG Degree/Diploma offered by a private University shall conform to the relevant regulations/norms of the UGC or the concerned Statutory Body as amended from time to time.

The Institute offers some Degrees with nomenclatures not in conformity with UGC specifications, viz. PG Degrees like MS (IT), MS (IT in Agriculture) and M.Des, which do not figure in UGC approved list. Further, the curricula of some programmes are somewhat different from the standard curricula of AICTE. This has been brought to the attention of the functionaries of the Institute, for being given due consideration, though the DA-IICT did have a rationale for the differences.

b) The University Act is silent on the jurisdiction of the University. But, UGC Regulations clearly spell out (clause 3.3) that a private University established under a State Act shall operate ordinarily within the State boundary. However, DA-IICT is presently working within the boundaries of the State of Gujarat only, as clarified by the Institute.

c) There is a requirement as per UGC regulations (Clause 3.4), that a private University shall fulfill the minimum criteria in terms of programmes, faculty, infrastructural facilities financial viability etc, as laid down by the UGC, AICTE and other Statutory Bodies. But, in the DA-IICT Act, there does not seem to be any provision for this. However, the DA-IICT Act (Clause 29) has provision for furnishing Returns and Information to UGC and other Statutory Authorities, when called for. The Institute is aware of this and has agreed to take suitable steps to correct this.

d) The UGC regulations (clause 3.6) require that the programmes of study offered by private University shall conform to the relevant regulations of UGC or the concerned Statutory Body. But, there is no provision for this in the DA-IICT Act.

e) The admission of students and fixation of fees shall be as per the norms/guidelines prescribed by UGC and concerned Statutory Body (Clause 3.9 UGC Guidelines). But, there is no provision for this. The Institute is also aware of this and is prepared to go along with the UGC guidelines.

INSPECTION REPORT

The following Inspection Report has been prepared by the Institution, Committee after carefully perusing the filled-in proforma submitted by DA-IICT, UGC Regulations (2003) relating to private Universities, DA-IICT Act 2003) and on0site visit to DA-IICT campus for validation of the Proforma by discussing with a cross section of its stake holders.

Page 3 of 3

1. **Name of the University:**

   Dhirubhai Ambani Institue of Information and Communication Technology, Gandhinagar 382 007 (Gujarat)

2. **Date of Visit:**

   August 21, 2004

3. **Registered Office :**

   Near Indroda Circle, Gandhinagar 382 007 (Gujarat)

4.a. **Name and Headquarters of the Society/Promoting Agency:**

   Dhirubhai Ambani Institute of Information and Communication Technology Society (same address as above)

4.b. **Whether the agency is involved in promoting/running and other University/ institution? If yes, details :**

   No

5. **Claimed Territorial Jurisdiction**

   The State of Gujarat

6. **Programme permitted to be offered by gazette notification of Govt. of Gujarat and its reference:**

   UG, PG and Research Programmes in Information and Communication Technology, as per Gujarat Act No.6 of 2003, Gazetted on March 6, 2003

7.a. **Whether all documents requested by the inspection team provided:**

   Yes

7.b. **If no, what are the deficit documents (List to be enclosed):**

   Not applicable

8. **Physical verification of administrative infrastructure:**

Satisfactory, as per the details given under item 16 of the UGC Proforma Submitted by DA-IICT

8.a. **Whether administrative authorities like Governing Council, Academic Council and BOS formed and minutes of their meeting produced?**

Yes, details provided under Item 13, of the UGC Proforma submitted by DA-IICT; Minutes of meeting of BOG, AC and FC shown' BOS yet being formalized.

8.b. **Whether V.C. Registrar, FO and Administrative Officers appointed? If yes, whether they were physically present during inspection?**

Yes; Director (=VC) Executive Registrar, Dean were present

8.c. **List of authorized University Officers present during the UGC Committee Inspection:**

Yes, as above

8.d. **Administrative Office details like approx. total plinth area, separate offices for V.C., Registrar, Administrative Office, Committee Room, Reception cum students waiting room, etc.**

Plinth areas of all buildings given in detail under item 16 of UGC Proforma submitted by DA-IICT; All buildings planned aesthetically/elegantly and well constructed; All the facilities required for the smooth functioning of the Institution provided on the campus;

8.e. **Whether office equipments like Computer(s), Telephone/Fax, Xerox machines available.**

Yes, in adequate numbers;

9. **Physical verification of Academic Infrastructure:**

The Committee is satisfied at the adequacy, quality and standard of this infrastructure

9.a. **Corpus of the society shown to the inspection team.**

Yes

(i) **Land documents, if shown, extent of land registered in the name of the University and its location in Gujarat.**

Yes, 50 acres; copy of land allotment documents and registration document enclosed to the UGC Proforma submitted; verified and found satisfactory.

(ii) **Deposits made in the name of Society/University, separately or jointly with State authorities**:

Rs. 5 Crore, as required in the DA-IICT Act; Receipt shown to the Committee;

9.b. **Buildings shown to house the University and their plinth area :**

(i) **Permanent**
Satisfactory, as per the detailes given under item 16, All buildings permanent and located in the campus

(ii) **Temporary/Leased Property:**
NIL

9.c. **Whether Library available? If available, details:**

Yes, well furnished in adequate space. Books, Journals provided, as per details given under item 16 (iii) in Proforma

9.d. **Whether Classrooms and Laboratories available? If available, details:**

Yes, well furnished; adequate size, details under Item 16(i) in Proforma

9.e. **Whether Teaching Staff appointed? If yes, details to be enclosed.**

Yes, well qualified faculty and teaching assistants; details given under item 18 of Proforma

9.f. **Whether technical and non-teaching staff appointed? If yes, details to be enclosed.**

Yes, in adequate number; Details given under 19 of Proforma

10.a. **Whether students already admitted?**

Yes

Page 6 of 6

10.b. **If yes, break-up details of Courses as against the number of students admitted in each course.**

Admission for B.Tech made in 2001-02; for M.Tech, Ph.D and other programmes since 2002. Details under item 20 of Proforma

10.c. **Any Off-Campus or Study Center or admission center established outside Gujarat State?**

No

11. **Overall remarks / Observations:**

The Institution has built-up an excellent physical infrastructure in a short time and already set up all the academic facilities required for a well focused field, viz. ICT. Competent and well qualified Faculty members have been appointed and they are supported by Teaching Assistants and technological facilities to enhance the teaching-learning process. Students from all over India have been admitted through national level test of EdCIL/MHRD (AIEEE) and the quality of students admitted is of a high order. The Institute has been emphasizing high quality in all its work, particularly in imparting technical education and research and is working hard to reach a leadership position in the field of ICT not only in India, but also globally.

4. OVERALL ANALYSIS

The Inspection Committee has noted that DA-IICT has developed well in a short time about three years. While the University has been recognized by the State Government only in May 2003, the Institute was set up in the year 2001 and students admissions were made for B.Tech from the same year and for M.Tech/MS(IT)/Ph.D from 2002 onwards. But the Institute does not seem to have obtained AICTE approval or affiliation of Gujarat University until the grant of private University status. However, DA-IICT seems to have organized its academic programmes and examination as per the prevailing practice in AICTE approved/affiliated institutions from the beginning and firmed up the same after receiving the University status in May 2003.

The Institute has been managed well and its physical infrastructure has been keeping place with the expectations of the growing students' strength, which is now about 1200. The first batches of M.Tech (ICT), MS(IT) and MS (IT-A) have now completed their academic requirements for the award of respective Degrees by the Institute. The Institute is well equipped, staffed by well-qualified forward looking faculty members (although their number is rather low, students: faculty ratio being 27:1). And they are well supported by Teaching Assistants and educational aids. The Institute lays considerable emphasis on industrial

interaction, consultancy and R&D among its Faculty members. As a result, talented.merited students are keen to join the programmes at DA-IICT.

However, the Institute has a few differences between its Act and the UGC Regulations 2003, as brought out in Sections 2 and 3. The Committee has brought these to the attention of the Director and other Functionaries of the Institute, for which they have agreed to give due consideration at an early date. The Institute has also agreed to comply with the UGC Regulations and communicate the same to UGC soon.

5. RECOMMENDATIONS

It has been a pleasure for the Inspection Committee to visit DA-IICT and familiarize itself with its programmes and activities. In a short time, DA-IICT has developed into a fine institution and already attracting talented students and is competent faculty members as well as respect and admiration of the society.

The Committee is pleased to recommend that DA-IICT be considered for recognition under Section 2f of the UGC Act (1956). The Committee also wishes the Institute all success in the future endeavour.

Gandhinagar
August 21, 2004.

(Prof. B.S. Sonde)
Convener

(Prof. J.V. Prabhakara Rao)
Member

(Prof. Kapil Kapoor)
Member

(Dr. Tilak R. Kem)
Member Secretary

Dhirubhai Ambani
DA-IICT Institute of Information and Communication Technology
Jigar Yagnik
Asst. Registrar (Academic)

Near Indroda Circle,
Gandhinagar - 382 007.
Gujarat, India.
Tel. : +91 79 3052 0000
Fax : +91 79 3052 0010
Website: www.daiict.ac.in

07 March 2011

Mrs. Shashi Bala Arora,
Under Secretary,
University Grants Commission,
Bahadurshah Zafar Marg,
New Delhi - 110 002

Subject: To send the compliance report in respect of the observations/suggestion given by the UGC Expert Committee.

Dear Madam,

Please refer to your letter no. F.8-24/2010(CPP-I/PU) dated 01 February 2011 on the above mentioned subject. In this connection this is to inform you that our university has taken necessary steps to comply the observations of the UGC inspection committee as under:

Observation by the Inspection Committee	Compliance
Nomenclatures of some PG programs are not in conformity with UGC Specification.	In order to conform with UGC specification, DA-IICT has change the nomenclatures of following programs MS (IT) renamed as M Sc (IT) MS (IT in Agriculture) renamed as M Sc (ICT in Agriculture and Rural Development)
DA-IICT Act does not have specific provision which indicates that the University shall conform to the regulations of UGC or the concerned Statutory body in respect of programs of study, admission and fixation of fees.	DA-IICT strictly follows the directives of UGC and the concerned statutory bodies in the matters pertaining to programs of study, admissions and fixation of fees.
BOS yet being formalized.	In place of BOS, the Under Graduate Committee (UGC) and Post Graduate Committee (PGC) are formed to look after the BOS related work for under graduate and post graduate programs respectively. The committees receive direction from Academic Council to take care of the functions of BOS.

This is for your kind information and necessary action please.

Thanking you,

Yours Sincerely,

Jigar Yagnik

Appendix – 2

S.No-17 (Issue)

Ph. 23236351, 23232701, 23237721, 23234116

www.ugc.ac.in

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

SPEED-POST

No. F. 9-18/2004 (CPP-I/PU) June, 2015

The Executive Registrar,
Dhirubhai Ambani Institute of
Information and Communication Technology,
Near Indroda Circle, Gandhinagar-382007,
Gujarat.

01 JUL 2015

Sub: - Granting 12(B) status.

Sir,

This has reference to your letter dated 17.04.2015 and 15.06.2015 regarding granting 12(B) status to Dhirubhai Ambani Institute of Information and Communication Technology, Near Indroda Circle, Gandhinagar, Gujarat.

The University was requested to submit compliance in respect of the observations/suggestions given by the UGC Expert Committee vide UGC letter No. F. 9-18/2004(CPP-I/PU) dated 08.05.2013 (Copy enclosed) but no response has been received so far.

You are requested to kindly submit Compliance report in respect of the observations/suggestions given by the UGC Expert Committee. The proposal for 12(B) status would be considered only after the compliance submitted by the University is accepted by the Commission.

Yours faithfully,

Paramjeet

(Paramjeet)
Under Secretary (CPP-I)

o/c

Pmeet
26/6/2015

Appendix – 3

प्रो. बीना शाह
महासचिव

Prof. Beena Shah
M.Sc., M.Ed., Ph.D
Secretary General

भारतीय विश्वविद्यालय संघ
ए० आई० यू० हाउस, 16, कॉमरेड इंद्रजीत गुप्ता मार्ग, नई दिल्ली-110 002
ASSOCIATION OF INDIAN UNIVERSITIES
AIU HOUSE, 16, Comrade Indrajit Gupta Marg, New Delhi 110 002

Meet/84-AM/2009/289139-73
10/12/2009

Dear Prof. Sahasrabudhe,

It is my pleasure to inform you that the General Body of the Association at its 84th Annual Meeting has approved the provisional membership to your University, and resolved to grant the same with effect from 14/11/2009.

The General Body approved charging Rs.1,50,000/- annual membership and Rs.10,000/- as processing fee (one time), you are, therefore, requested to send the balance amount of Rs.1,10,000/- at an early date to enable us to send the membership certificate and other relevant documents.

With regards,

Yours sincerely,

(Prof. Beena Shah)

Prof. S. C. Sahasrabudhe
Director
Dhirubhai Ambani Institute of Information and Communication Technology
Near Indroda Circle
Gandhinagar 382 007
Gujarat (India)

Appendix - 4

CHATURVEDI & SHAH
Chartered Accountants

AUDITOR'S REPORT

Name of the Institute: **Dhirubhai Ambani Institute of Information and Communication Technology.**

Gandhinagar, Gujarat.

We have audited the Accounts of the above-referred University for the year ended 31st March; 2012.These financial statements are the responsibility of the University's Management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. These Standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

We report that:

1. The University came into effect from 01-05-2003 as per the Gujarat State Act called the Dhirubhai Ambani Institute of Information & Communication Technology Act 2003.
2. That the accounts are maintained regularly and in accordance with the provisions of the Act and the Rules.
3. That Receipts and disbursements are properly and correctly shown in the Accounts.
4. That the Cash Balance and Vouchers in the custody of the manager on the date of the audit were in agreement with the accounts.
5. That Books, Deeds, Accounts, Vouchers and other documents and records required by us were produced before us.
6. That an inventory certified by the Management, of the moveable property of the University has been maintained.
7. That the Manager appeared before us and furnished the necessary information required by us.
8. That no property or Fund of the University was applied for any objects or purposes other than the objects or purposes of the University.

For CHATURVEDI & SHAH
Chartered Accountants
Firm Registration No. 101720W

Vitesh D. Gandhi
Partner
Membership No.:110248

Place: Mumbai
Dated: 24.09.2012

CHATURVEDI & SHAH MUMBAI CHARTERED ACCOUNTANTS

Head Office: 714-715, Tulsiani Chambers, 211, Nariman Point, Mumbai - 400 021, India. Tel.: +91 22 3021 8500 • Fax : +91 22 3021 8595
URL : www.cas.ad.in

Branches: Ahmedabad | Bangalore | Delhi | Jamnagar

Dhirubhai Ambani Institute of Information and Communication Technology
Gandhinagar, Gujarat
Balance Sheet as at 31st March, 2012

As at 31.03.2011 Rupees	Funds and Liabilities		As at 31.03.2012 Rupees	As at 31.03.2011 Rupees	Assets	As at 31.03.2012 Rupees
50,000,000.00	Permanent Endowment Fund		50,000,000.00		Immovable Properties :	
				953391.27	Fixed Assets : (As per Annexure "B" attached)	1,585,039.27
				133370880.28	Investments : (As per Annexure "C" attached)	220,517,686.23
230,000.00	Cultural Activities Fund		230,000.00			
				9431983.00	Advances : As per Annexure "D" attached	11,221,864.00
72,858,653.90	Liabilities & Provisions (As per Annexure "A" attached)		77,459,371.04			
					Other Current Assets :	
	Income and Expenditure A/c. :			9027111.35	Interest Receivable	4,400,154.28
133,519,866.97	Previous Year	134,067,837.95			Cash and Bank Balance :	
547970.98	Surplus / (Deficit) as per I & E A/c.	368,628.47		28919.36	Cash on hand	26,818.36
134,067,837.95			134,436,466.42	13196777.72	Balance with Schedule Banks	15,836,047.43
				91147428.88	Fixed Deposits with Banks :	8,436,237.70
257,166,491.85	Total Rs.		262,125,837.46	257,166,491.85	Total Rs.	262,125,837.26

Significant Accounting Policies And Notes to Accounts refer Schedule 'J'

The above Balance Sheet to the best of our belief contains a true account of the Funds and Liabilities and of the Property and Assets of theUniversity.

As per our report of even date
For Chaturvedi & Shah
Chartered Accountants
Firm Registration No. 101720W

Vitesh D. Gandhi
Partner
Membership No. 110248
Place : Mumbai
Dated: 24.09.2012

CHATURVEDI & SHAH MUMBAI CHARTERED ACCOUNTANTS

For and on behalf of Dhirubhai Ambani Institute of Information and Communication Technology

(Member)

Board of Governors

(Secretary)

[1]Form No. 10BB

[See rule 16CC]

Audit report under section 10(23C) of the Income-tax Act, 1961, in the case of any fund or trust or institution or any university or other educational institution or any hospital or other medical institution referred to in sub-clause (iv) or sub-clause (v) or sub-clause (vi) or sub-clause (via) of section 10(23C)

(i) We have examined the Balance Sheet as at 31st March, 2013 and the Income and Expenditure for the year ended on that date attached herewith of **Dhirubhai Ambani Institute of Information and Communication Technology.(DA-IICT).**

(ii) We certify that the Balance Sheet and the Income and Expenditure Account are in agreement with the books of account maintained by the head office at Nr. Indroda Circle, Gandhinagar

(iii) Subject to comments below

(a) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of the audit.

(b) In our opinion, proper books of account have been kept by the head office of the above-named University so far as appears from our examination of the books of account.

(c) In our opinion and to the best of our information and according to the information given to us, the said accounts read with notes thereon, if any, give a true and fair view -

(1) In the case of the Balance Sheet, of the state of affairs of the above-named University as at 31st March, 2013 and

(2) In the case of Income and Expenditure Account, deficit for the year ended on that date.

The prescribed particulars are annexed herewith:

For Chaturvedi & Shah

Chartered Accountants
Firm Registration No.101720W

Vitesh D. Gandhi
Partner
Membership No. 110248

Place: Mumbai
Date : 28/09/2013

[1] Inserted by the Income-tax (Eighth Amendment) Rules, 2008, w.e.f. 25-7-2008.

Dhirubhai Ambani Institute of Information and Communication Technology
Gandhinagar, Gujarat
Balance Sheet as at 31st March, 2013

As at 31.03.2012 Rupees	Funds and Liabilities		As at 31.03.2013 Rupees	As at 31.03.2012 Rupees	Assets	As at 31.03.2013 Rupees
50,000,000.00	Permanent Endowment Fund		50,000,000.00		Immovable Properties :	
				1585039.27	Fixed Assets : (As per Annexure "B" attached)	14,952,878.27
				220617086.23	Investments : (As per Annexure "C" attached)	230,903,086.69
230,000.00	Cultural Activities Fund		230,000.00			
	Liabilities & Provisions				Advances :	
77,459,371.04	(As per Annexure "A" attached)		43,615,894.96	1122049.00	As per Annexure "D" attached	11,899,030.29
					Other Current Assets :	
	Income and Expenditure A/c. :			4400164.26	Interest Receivable	5,274,493.08
	Previous Year	134,436,466.42			Cash and Bank Balance :	
	Surplus / (Deficit) as per I & E A/c.	(18,690,515.95)		29816.35	Cash on hand	47,645.35
134,436,466.42			115,745,950.47	15926047.43	Balance with Schedule Banks	8,169,860.42
				8438237.70	Fixed Deposits with Banks :	8,438,237.70
262,125,837.46	Total Rs.		249,591,845.43	262,125,837.26	Total Rs.	249,591,845.80

Significant Accounting Policies And Notes to Accounts refer Schedule 'J'

The above Balance Sheet to the best of our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the University.

As per our report of even date
For Chaturvedi & Shah
Chartered Accountants
Firm Registration No. 101720W

Vitesh O. Gandhi
Partner
Membership No. 110249
Place : Mumbai
Dated: 28/09/2013

For and on behalf of Dhirubhai Ambani Institute of Information and Communication Technology

(Member)

Board of Governors

(Secretary)

Dhirubhai Ambani Institute of Information and Communication Technology
Gandhinagar, Gujarat
Balance Sheet as at 31st March, 2014

As at 31.03.2013 Rupees	Funds and Liabilities		As at 31.03.2014 Rupees	As at 31.03.2013 Rupees	Assets	As at 31.03.2014 Rupees
50,000,000.00	Permanent Endowment Fund		50,000,000.00		Immovable Properties :	
				14,952,878.27	Fixed Assets : (As per Annexure "B" attached)	29,758,980.27
	Reserves and surplus					
-	Corpus Donation		12,237,695.00			
				200,903,095.89	Investments : (As per Annexure "C" attached)	187,717,823.81
230,000.00	Cultural Activities Fund		230,000.00			
					Advances :	
	Liabilities & Provisions			11,805,635.29	As per Annexure "D" attached	12,584,919.99
53,615,894.98	(As per Annexure "A" attached)		83,626,277.22			
					Other Current Assets :	
	Income and Expenditure A/c.			5,274,493.09	Interest Receivable	3,465,645.00
	Previous Year	115,729,912.47			Cash and Bank Balance :	
	Surplus / (Deficit) as per I & E A/c	(26,138,270.09)		47,645.35	Cash on hand	11,259.00
115,745,950.47			89,591,642.38	8,169,860.42	Balance with Schedule Banks	2,098,896.53
				8,438,237.70	Fixed Deposits with Banks :	50,000.00
249,591,845.45	Total Rs.		235,687,524.60	249,591,845.80	Total Rs.	235,687,524.60

Significant Accounting Policies And Notes to Accounts refer Schedule 'J'

The above Balance Sheet to the best of our belief contains a true account of the Funds and Liabilities and of the Property and Assets of theUniversity.

As per our report of even date
For Pathak H. D. & Associates
Chartered Accountants
Firm Registration No. 107783W

Mukesh Mehta
Partner
Membership No. 043495
Place : Mumbai
Dated: 27/09/2014

PATHAK H.D. & ASSOCIATES * MUMBAI * CHARTERED ACCOUNTANTS

(Member)

For and on behalf of Dhirubhai Ambani Institute of Information and Communication Technology

(Secretary)

Board of Governors

Appendix - 5

Board of Governors

Name	Address
President	
Shri Anil D. Ambani	Chairman, Reliance Group, Mumbai
Members	
Prof. R. Natarajan	Former Chairman, All India Council for Technical Education and former Director, Indian Institute of Technology Madras
Prof. B. S. Sonde	Former Professor, Indian Institute of Science, Bengaluru and former Vice Chancellor, Goa University
Prof. D. Narasimha Reddy	Chairman, Recruitment & Assessment Centre, Defence Research and Development Organisation, Government of India, New Delhi
Prof. R. Nagaraj	Director, DA-IICT, Gandhinagar
Shri Pankaj Joshi	Principal Secretary, Department of Higher and Technical Education, Government of Gujarat, Gandhinagar
Shri Dhananjay Dwivedi	Secretary, Department of Science and Technology, Government of Gujarat, Gandhinagar
Shri Suresh Rangachar	Dhirubhai Ambani Institute of Information and Communication Technology Society, Mumbai
Shri Dharmendra Bhandari	Dhirubhai Ambani Institute of Information and Communication Technology Society, Mumbai
Shri Vinod Sawhny	Reliance Communications Limited, Mumbai
Shri Manikantan Iyer	Reliance Communications Limited, Mumbai
Shri NK Mangla	Reliance Communications Limited, Mumbai
Shri Gurdeep Singh	Reliance Communications Limited, Mumbai
Shri Shrenik Vaishnav	Reliance Communications Limited, Mumbai
Prof. Suman Mitra	Dean (Academic Programs), DA-IICT, Gandhinagar
Prof. Anish Mathuria	Dean (R & D), DA-IICT, Gandhinagar
Secretary	
Shri Soman Nair	Executive Registrar, DA-IICT, Gandhinagar

Academic Council

Name	Address
Prof. R. Nagaraj Chairman	Director, DA-IICT, Gandhinagar
Shri K. Narayan Member	Management Consultant, Reliance Group, Mumbai
Prof. Surendra Prasad Member	Professor, IIT Delhi, New Delhi
Prof. David Koilpillai Member	Professor, IIT Madras, Chennai
Shri Tapan Misra Member	Director, Space Application Centre, Indian Space Research Organisation, Ahmedabad
Shri Suresh Rangachar Member	President, Reliance Communications Limited, Mumbai
Prof. Naresh Jotwani Member	Professor, DA-IICT, Gandhinagar
Prof. Sanjay Srivastava Member	Professor, DA-IICT, Gandhinagar
Prof. Binita Desai Member	Professor, DA-IICT, Gandhinagar
Prof. Anish Mathuria Member	Dean (R&D), DA-IICT Gandhinagar
Prof. Suman Mitra Member	Dean (Academic Programs), DA-IICT, Gandhinagar
Shri Soman Nair Secretary	Executive Registrar, DA-IICT, Gandhinagar

Finance Committee

Name	Address
Prof. R. Nagaraj Chairman	Director, DA-IICT, Gandhinagar
Shri Suresh Rangachar Member	Trustee, Dhirubhai Ambani Institute of Information and Communication Technology Society, Mumbai
Shri Shrenik Vaishnav Member	Vice President & Head (Consolidation), Reliance Communications Limited, Mumbai
Prof Suman Mitra Member	Dean (Academic Programs), DA-IICT, Gandhinagar
Shri Soman Nair Secretary	Executive Registrar, DA-IICT, Gandhinagar

Board of Studies

Name	Address
Chairman	
Prof. Suman K Mitra	Dean (Academic Programmes), DA-IICT, Gandhinagar
Members	
Prof. Anish Mathuria	Dean (Research & Development), DA-IICT, Gandhinagar
Prof. Asim Banerjee	Convener, Post-Graduate Progammes, DA-IICT, Gandhinagar
Prof. Anil K Roy	DA-IICT, Gandhinagar
Prof. Hemant Patil	DA-IICT, Gandhinagar
Prof. PM Jat	Coordinator, M Sc (IT) Programme, DA-IICT, Gandhinagar
Prof. Madhumita Mazumdar	Coordinator, M Des(CD) Programme, DA-IICT, Gandhinagar
Prof. Ranendu Ghosh	DA-IICT, Gandhinagar
Prof. Biswajit Mishra	DA-IICT, Gandhinagar
Prof. Shweta Garg	DA-IICT, Gandhinagar
Prof. Pratik Shah	Indian Institute of Information and Communication Technology Vadodara, Gandhinagar (Alumnus of DA-IICT)
Shri Hasit Kaji	Tata Consultancy Services (Industry Representative)
Dr. Sumitesh Sarkar	Space Application Centre, Indian Space Research Organisation (Nominated by the Academic Council)
Dr. Sanjay Chaudhary	Professor & Head (Research), Institute of Engineering and Technology (IET), Ahmedabad University, Ahmedabad (Nominated by the Academic Council)
Convener	
Prof. Manik Lal Das	Convener, Under-Graduate Programmes, DA-IICT, Gandhinagar

IQAC

Name	Address
Chairman	
Prof. Nagaraj R	Director, DA-IICT, Gandhinagar
Coordinator	
Prof. Suman Mitra	Dean, Academic Programmes, DA-IICT
Members	
Mr. Suresh Rangachar	Reliance ADA –Management Member suresh.rangachar@relianceada.com
Prof. Anish Mathuria	Dean (Research & Development), DA-IICT, Gandhinagar
Prof. Sanjeev Gupta	Dean Students, DA-IICT –Faculty Member
Prof. Rahul Muthu	Convenor, Alumni Board, DA-IICT –Faculty Member
Prof. Ranendu Ghosh	Convenor, Placement Committee, DA-IICT –Faculty Member
Mr. Soman Nair	Executive Registrar, DA-IICT –Administrative Member
Mr. Hasendrasinh Jhala	Head, HR, DA-IICT –Administrative Member
Mr. Anamitra Das	TCS, Gandhinagar– Member from Employer anomitra.das@tcs.com
Mr. Aman Agarwal	Student, DA-IICT –Student Member 201201063@daiict.ac.in
Mr. Valay Vaidya	Student, DA-IICT –Student Member 201201179@daiict.ac.in
Mr. Swapnil Khandelwal	Alumnus, DA-IICT –Alumni Member swapnil@almaconnect.com
Mr. Roghuvir Songhela	Alumnus, DA-IICT –Alumni Member raghuvirsonghela@gmail.com