



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|------------------------------------------------------|---------------------------------------------|
| Data of the Institution | |
| 1.Name of the Institution | Symbiosis International (Deemed University) |
| • Name of the Head of the institution | Dr. Rajani Gupte |
| • Designation | Vice Chancellor |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02061936235 |
| • Mobile no | 9422302160 |
| • Registered e-mail | vc@siu.edu.in |
| • Alternate e-mail address | registrar@siu.edu.in |
| • City/Town | Pune |
| • State/UT | Maharashtra |
| • Pin Code | 412115 |
| 2.Institutional status | |
| • University | Deemed |
| • Type of Institution | Co-education |
| • Location | Rural |

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|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|---------------|-------------|
| • Name of the IQAC Co-ordinator/Director | Dr. Bhama Venkataramani | | | | |
| • Phone no./Alternate phone no | 02061936758 | | | | |
| • Mobile | 9881901045 | | | | |
| • IQAC e-mail address | deanacad.admin@symbiosis.ac.in | | | | |
| • Alternate Email address | registrar@siu.edu.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://siu.edu.in/notices/siu_agar.php | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.siu.edu.in/siu-study-faculties.php#acadMain | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 3 | A++ | 3.56 | 2022 | 20/12/2022 | 19/12/2029 |
| Cycle 2 | A | 3.58 | 2016 | 19/01/2016 | 19/12/2022 |
| Cycle 1 | A | 3.35 | 2009 | 29/01/2009 | 18/01/2016 |
| 6.Date of Establishment of IQAC | 23/03/2009 | | | | |
| 7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc. | | | | | |
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| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------|------------|
| Symbiosis Statistical Institute (SSI) | Improving building energy demand predictions in Smart Cities through sensor observations and considerations of landscape characteristics | DST- Department of Science & Technology - Capacity | 2020-2021 | 1415599.00 |
| Symbiosis Institute of Technology (SIT) | In Situ investigation of interface structure and spin orientation at the interface of magnetic and non - magnetic layers | UGC DAE Consortium for Scientific Research | 2020-2021 | 199645.00 |
| Symbiosis International University (SIU) | Development of organic Scintillation film based method. | Department of Atomic Energy (DAE), Board of Research in Nuclear Sciences (BRNS) | 2020-2021 | 2627100.00 |
| Symbiosis School of Biological Sciences (SSBS) | Investigation of molecular mechanisms in | Ministry of Ayush- Government of India | 2020-2021 | 5220000.00 |

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|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------|------------|
| | antiglycation activity of Syzygium jambolanum homeopathic preparations in diabetic nephropathy | | | |
| Symbiosis International University (SIU) | Characterizing cognitive decline and dementia in Parkinson's disease via high resolution multi-modal MRI analysis | DST-Ministry of Science & Technology- Department of Science & Technology- CSRI | 2020-2021 | 5288570.00 |
| Symbiosis School of Biological Sciences (SSBS) | Regulation of translation initiation during T-helper cell differentiation | DST-Science & Engineering Research Board (SERB) | 2020-2021 | 3166445.00 |
| Symbiosis Institute of Geoinformatics (SIG) | Geospatial Science & Technology | DST-Ministry of Science & Technology- NGP Division (earlier NRDMS) | 2020-2021 | 1100000.00 |
| Symbiosis Institute of Health Sciences (SIHS) | INSPIRE Fellowship under INSPIRE Program | DST- Department of Science & Technology - Inspire Fellowship | 2020-2021 | 481280.00 |
| Symbiosis Institute of Technology (SIT) | Study of the structural & mechanical properties of MMC nanoc | UGC DAE Consortium for Scientific Research | 2020-2021 | 204589.00 |

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|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------|------------|
| | omposites synthesized using nanosilica extracted from Natural ceramic RHA for industrial applications | | | |
| Symbiosis Medical College for Women (SMCW) | To Study of the Efficacy of add on Ayurvedic treatment to the standard of care for the management of mild & moderate cases of COVID - 19 | Ministry of Ayurveda, Yoga & Naturopathy, Unani, Siddha and Homeopathy | 2020-2021 | 910179.00 |
| Symbiosis Law School (SLS), Pune | A Critical Analysis of Fake Police Encounters in India with special reference to Human Rights and Rule of Law | ICSSR-IMPRESS | 2020-2021 | 260000.00 |
| Symbiosis Institute of Geoinformatics (SIG) | Approval-cum-Sanction letter for UGC-BSR Research Start-Up-Grant for newly recruited faculty at Assistant Professors | UGC-BSR Startup grant for newly recruited faculty at Assistant Professor level in science | 2020-2021 | 1000000.00 |

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|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------|------------|
| | level in Science Departments of various Universities - Release of the grant for the year 2019-2020 under Revenue. | | | |
| Symbiosis International University (SIU) | Paramarsh | UGC Scheme | 2020-2021 | 3000000.00 |
| Symbiosis Statistical Institute (SSI) | Bayesian Individual-level modelling of the spread of COVID-19P andemic. | DST-Science & Engineering Research Board (SERB) | 2020-2021 | 550000.00 |
| Symbiosis Institute of Technology (SIT) | Computational Fluid Dynamics | AICTE-All India Council for Technical, Education | 2020-2021 | 93000.00 |
| Symbiosis Institute of Technology (SIT) | Advancement in 3D Printing and Its Future Scope | AICTE-All India Council for Technical, Education | 2020-2021 | 93000.00 |
| Symbiosis Institute of Management Studies (SIMS) | Relevance of Section 8 Companies in Implementing CSR Activities | Ministry of Corporate Affairs-R& A Division | 2020-2021 | 1500000.00 |

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| 8. Whether composition of IQAC as per latest NAAC guidelines | Yes |
| • Upload latest notification of formation of | View File |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| IQAC | | |
| 9.No. of IQAC meetings held during the year | 4 | |
| <ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) | Yes | |
| <ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | Yes | |
| <ul style="list-style-type: none"> If yes, mention the amount | 30,00,000.00 | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| Designed and developed a web portal for the capture and presentation of data required for accreditation processes. | | |
| Carried out intensive FDPs to train the teachers for online teaching. | | |
| Converted all events and student activities online seamlessly. | | |
| Successful launch of e-academies and e-newsletter for students and faculty on Internationalisation of Higher Education (IHE) | | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| Plan of Action | Achievements/Outcomes | |
| To develop Symbiosis MOOCs and develop courses for the SWAYAM platform in areas where there are not many courses | Two batches of FDP on Creating Learner Centric MOOCs were conducted in October and November 2020. 68 faculty members took advantage of this FDP. Three groups of faculty members showed interest in creating MOOCs. They were | |

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| | <p>supported to create their scripts followed by videography of lecture videos and editing. Two lecture videos, and two scripts were created during this period.</p> |
| To encourage multidisciplinary research by introducing "multidisciplinary | Multidisciplinary was introduced as a parameter for evaluation of MRP, MJRP- i.e. for grant of seed money for research projects. Approved 8 integrated proposals for the seed funding of SIU. |
| To focus on HealthTech start-ups | Infrastructure developed. Developing capability through collaborations is in progress. |
| OBE Attainment matrix to be made fully functional | Additional OBE reports have been made available to ease interpretation. Further training/doubt clearing of faculty members to help improve the usage of OBE analytics for improvement in academic design and delivery interventions. |
| To strengthen the Innovative Ecosystem, increase high impact research, and thereby increase the Patents | Twenty three patents were published and one patent was granted due to the strengthening of the ecosystem. |
| To motivate PG students to publish research papers. | During the year 2020-21, 358 research papers were published by PG students in SCOPUS/ WoS journals. |
| To fully operationalize General and Super-speciality wing of Symbiosis University Hospital and Research Centre (SUHRC) | SUHRC was the first private hospital to dedicate 500 beds for COVID and tie up with PMC. During the year 2020-21, we provided care to over 5000 COVID patients. COVID patients were treated both in speciality and general wing. Additional ventilators and HFNO were procured and installed and |

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| | <p>additional ICU beds commissioned. Equipment for setting up Cardiac surgical services in the speciality wing were procured - Heart lung machine, IABP and surgical instruments. Since 1st Jan 2021, we are providing free healthcare to all patients coming to the general wing of the hospital.</p> |
| <p>IQAC to identify the scope of Collaborative quality initiatives with other institutions</p> | <p>EQUAMBI Planned the concluding conference of the EQUAMBI project. PARAMARSH Under the Paramarsh scheme F.No.-PARAM-2019-UNI-MAH-112-224] SIU provided guidance to 5 non-accredited institutions to enable them upgrade their academic performance MoUs were signed with the below Mentee institutions for implementation of the scheme. 1. Green fingers college of Computer and Technology, akluj, 2.Sahakar Maharshi Shankarrao Mohite-Patil Institute of Technology and research, Akluj, 3. Marutraoji Ghule Patil college, Ahmednagar, 4. Shriram Institute of Information and technology, Paniv 5. Shri Harihareshwar College of Arts and Commerce, Koradgaon SIU has submitted progress reports on a quarterly basis.</p> |
| <p>13. Whether the AQAR was placed before statutory body?</p> | <p>Yes</p> |
| <ul style="list-style-type: none"> Name of the statutory body | |
| | |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Name | Date of meeting(s) |
| Board of Management | 10/02/2022 |
| 14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning? | No |
| 15. Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2020 | 26/04/2022 |
| 16. Multidisciplinary / interdisciplinary | |
| <p>From its inception, SIU has been a multidisciplinary university and now has 8 Faculties (Streams/Disciplines) including Law, Management, Computer Studies, Health Sciences, Media & Communication, Humanities & Social Sciences, Design & Architecture, and Engineering. This cultivates an ecosystem and a culture that lends to multidisciplinary conversations and an appreciation for diverse ways of thinking and being. Faculty creating courses have attended FDPs on the designing of interdisciplinary content. The Floating Credits Policy at the UG level has ensured that all students learn courses across multiple disciplines preparing them well for their futures.</p> <p>With the announcement of NEP, the university set up expert groups to review and assess the status of multi and interdisciplinarity (M&I) across programmes/courses and has made recommendations to deepen these, especially in programmes where academic content is mandated /influenced by statutory councils. Even there, such as in our law and engineering programmes, the levels of multi and interdisciplinarity are healthy.</p> | |
| 17. Academic bank of credits (ABC): | |
| <p>With the announcement of NEP the university set up expert groups to study and recommend how SIU could implement a university-specific internal Bank of Credits. Awaiting UGC guidelines for the national ABC to be created across Indian HEIs, it was felt that flexibility in the programme and exit options for students at the end of each programme year was definitely desirable given the changing circumstances that our students face today. SIU NEP discussions revealed a deep interest in this concept being implemented within SIU and as a beginning this was discussed with reference to the Computer Studies and Health Sciences programmes. A limited version of the ABC could then be introduced within SIU so that students</p> | |

could complete programmes partially (but successfully for one complete year - 2 semesters) and 'bank' these credits with the SIU ABC. Within a given programme validity period (number of years these credits would be valid as programme content and course content becomes obsolete/outdated with time), the student could come back and pick up the programme or any other programme where these credits would have value. It was also discussed that students could avail of different courses offered by different institutes (with different programmes other than their own and preferably from their own campus given the logistics challenges) and 'bank' these credits too.

Discussions are ongoing in this area. The SIU Bank of Credits should accept not only course and programme credits from institutes, but also credits that accrue from other valuable learning experiences: a) work experience that could be counted as experiential credits and are designed in the form of summer internships, live projects, "Recognition of Prior Learning" (RPL), etc. b) Research credits from research related work and achievements c) Flexible credits that come from the SIU FCP. Degrees could be earned by the student depending on the credits accumulated by them in their education journey. The deans of the Faculty in consultation with the directors would decide the minimum credits in their discipline to be achieved for a degree to be granted in the faculty/disciplines

18.Skill development:

For Students:

SIU has created an eco-system to hone career relevant skills of their students. Skill enhancement is ensured through the following interventions:

- Each institute identifies the requisite skills essential to achieve their graduate attributes.
- All programmes have skill based experiential learning as a core component of their courses.
- A few programmes are specifically designed and offered to impart precise skillsets with high employability &/or entrepreneurial potential such as Culinary Arts, Photography and Design.
- The university's Floating Credits Programme (FCP) offers UG students the freedom to take up (multi-disciplinary) courses from the other UG institutes which programme managers believe have the ability to aid career and 21st century skills in addition to programme specific skills. Courses such as Game Design, Sketching & Drawing, Photography, Entrepreneurship,

Internet of Things, Exhibition Design, Public Relations, Event Management, Creative Writing, etc. are popular skill-oriented FCP courses.

- Symbiosis Centre for Skill Development (SCSD) at Nagpur offers programmes in Mobile Repairing, and Beauty & Wellness. SCSD has collaborated with the industry to ensure course content and applications in synch with industry needs and hence assuring students of employability.
- Symbiosis Centre for Health Skills has state-of-the-art simulation facilities and offers several skill enhancement courses ranging from courses identified by the Health Sector Skills Council to high-end super speciality skills.
- In the future, SIU will offer a bouquet of skill courses ranging from entry-level skills to highly specialized skills in each of the Faculties at SIU. SIU will endeavour to establish a SCSD at all its campuses and collaborate with the industry to offer more skill enhancement courses so as to help students become entrepreneurs.

For Faculty-members:

Need-based Faculty Development Programmes (FDPs) are curated to train the in-service faculty members in three major areas:

- **Teaching:** SIU empowers its faculty members by upskilling them in areas of active learning, differentiated instruction, alternative assessment, instructional design, outcome-based education, and hybrid mode of education as this is the need of the hour. Faculty are also trained to create MOOCs.
- **Research:** FDPs also focus on several areas of research, so as to enable them to produce good quality research
- **Service:** FDPs are also designed to help faculty engage meaningfully with the community, to take up newer roles with community impact, and also perform student centric administrative duties well.

In the future, SIU will adopt a two-pronged approach to develop and transform faculty to adopt effective teaching-learning-evaluation and research practices:

- a. Train the Trainer program for the existing faculty
- b. An Induction Program for new faculty to train them in andragogy and research techniques.

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

In the academic year 2020-21, a two-credit, value-added course on 'Vasudhaiva Kutumbakam' was introduced for the first time and offered to students and faculty across the university. This course was designed around the concept of 'Vasudhaiva Kutumbakam' or 'the world is one family' which is the motto of the university and also deeply embedded in our Indian tradition. Students were introduced to the philosophy of 'Vasudhaiva Kutumbakam', as well as its resonances in the diverse worldviews of Hinduism, Buddhism, Jainism, Sikhism, Christianity, and Islam, as well as in the Bhakti movement and Sufism. The course also discussed rasa as a celebration of the universality of the aesthetic experience, as well as globalization and international cooperation in a borderless world. This stemmed from a deep appreciation of our heritage of secular and multi disciplinary education as was experienced at the ancient centres of learning such as Nalanda and Takshashila. The course allowed for a creative and critical engagement with a range of philosophies and ideas. This course aimed to nurture sensitive, ethical, and critically conscious global citizens who would contribute responsibly to our shared global community.

This course was taught by Ambassador Pavan K. Varma, a Distinguished Professor at SIU and former Member of Parliament (Rajya Sabha). It was offered to students between 26th February and 15th May 2021. 163 students from 19 institutes across the university registered for the course. The highest registrations were received from students of Law (82), Management (23), and Economics (19). Six faculty members from six institutes registered for the course. Along with the basic requirement of a minimum of 75% attendance, students were required to obtain a 'pass' grade for their presentation. 52 students and 5 faculty successfully completed the course and received a certificate.

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

SIU has adopted Outcome Based Education (OBE) for all its programmes. SIU has already notified a policy on OBE. Adoption of the model entails defining the Programme Outcomes, designing the curriculum, design teaching learning methods in line with the outcomes and assess the attainment of outcomes at both course level and Programme level so that improvements can be planned and implemented based on the attainment status.

The OBE approach entails shifting the focus from teaching to learning. SIU has accordingly defined Learning outcomes at both Programme and Course levels and evolved curriculum and the teaching learning methodologies to support the attainment of the defined outcomes. This has been done after intensive consultations with the relevant stakeholders. Bloom's taxonomy framework has been referred to while drafting the outcomes and designing the assessments aligned with the respective outcomes. Through the process of mapping outcomes to curriculum ensures Constructive alignment between various levels of outcomes, curriculum and teaching learning methods. The assessments conducted as a part of continuous and term end evaluation are further mapped to the relevant outcomes. These assessments are used to compute the outcome attainment on the predefined outcomes.

Various reports which include 1) Student Specific CO attainment 2) Course level CO attainment 3) PO attainment help the faculty and programme managers understand the status and suggest areas for improvement. Based on the analytics, the improvements are incorporated in the same cycle or the next cycle of implementation.

Monitoring the performance on COs and POs ensures continuous improvement in Teaching & Learning Assessment (TLA) quality across SIU ensuring that the OBE approach contributes to enhancement of academic quality and strengthens the stakeholder perspective at the university

21.Distance education/online education:

The University has undertaken the following initiatives to enhance equity, inclusion and diversity:

Open and Distance Education: As per University Grants Commission [Categorization of University(Only) for Grant of Graded Autonomy] Regulations, 2018, SIU was awarded Category I status in the year 2018. By virtue of clause 4.10 of this Regulation, SIU was eligible to offer courses in Open and Distance Learning mode.

Under this provision, the University established Symbiosis School of Open and Distance Learning (SSODL) and started offering 11 Diplomas and 3 Certificate Programmes in Open and Distance Learning mode. Several students have availed this opportunity for lifelong learning.

Extended Profile

| 1.Programme | |
|----------------------------------------------------------------------------------|---------------|
| 1.1 Number of programmes offered during the year: | 83 |
| 1.2 Number of departments offering academic programmes | 8 |
| 2.Student | |
| 2.1 Number of students during the year | 19943 |
| 2.2 Number of outgoing / final year students during the year: | 6533 |
| 2.3 Number of students appeared in the University examination during the year | 20148 |
| 2.4 Number of revaluation applications during the year | 158 |
| 3.Academic | |
| 3.1 Number of courses in all Programmes during the year | 6855 |
| 3.2 Number of full time teachers during the year | 808 |
| 3.3 Number of sanctioned posts during the year | 851 |
| 4.Institution | |
| 4.1 Number of eligible applications received for admissions to all the | 274449 |

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|-----------------------------------------------------------------------------------------------------|-------------|
| Programmes during the year | |
| 4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 715 |
| 4.3 Total number of classrooms and seminar halls | 455 |
| 4.4 Total number of computers in the campus for academic purpose | 7238 |
| 4.5 Total expenditure excluding salary during the year (INR in lakhs) | 1,16,345.23 |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

The University has adopted the Outcome Based Education approach with well-defined Programme Outcomes and Course Outcomes. While designing these outcomes the views of the relevant stakeholders are taken into consideration, and there is a conscious process of aligning these outcomes to the University's Graduate Attributes (For details please refer to additional information)

The course outcomes in turn are mapped to the formative and summative evaluations, to ensure that attainment levels of all defined outcomes are assessed.

Global Needs

Programmes cater to creating professionals with global perspectives.

National / Local Needs

Students take up projects including service learning and internships with local businesses for understanding of real-life problems and

solutions.

Regional / National Needs

In line with National Digital Communication Policy 2018, the University has introduced Digital Technology Courses in the areas of Cloud Computing, 5G, Big Data Analytics, Cybersecurity, Blockchain and many more.

Implementation of the National Educational Policy 2020:

SIU initiated deliberations in a structured format to understand the implications of the NEP'2020 policy which were organized in 8 different expert groups focusing on a particular area under NEP. The recommendations made by all these committees will be implemented across all the programmes of the University.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

77

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

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

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

6803

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

1.2 - Academic Flexibility

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

1741

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

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

83

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

1.3 - Curriculum Enrichment

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

Values relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics have been embedded into many courses and successfully integrated into the curriculum as also in co-curricular activities (For details please refer additional information).

Gender Sensitivity: Students are sensitized and encouraged to work towards gender equality from a cross-cultural perspective. Various Co-curricular activities focusing on critical issues such as Domestic-Violence; Fluctuating Ratio of Gender in the Education System; Mental Health and Well-being of Women at Workplace; Sexual-Harassment at work place and many more have been organized.

Environment and Sustainability:

All the UG-programmes incorporate courses related to 'Environmental Studies' in their program structure. Co-curricular activities related to Sustainability and Design Thinking; Wildlife-Filmography; Earth-Conservation-Pledge and many more were organized.

Human Values and Professional Ethics:

The University conducted various co-curricular and extracurricular activities to help students imbibe the human values and professional ethics amongst staff and students, including World No-Tobacco Day Pledge; International-Yoga Day, National-Youth Day, CybHER-Making Cyberspace Safe for Women and Children and many more.

COVID-19 Pandemic:

University designed a Non-Letter-Grade Course 'Certificate in COVID-19 Care for the Community' to be launched in the Academic Year 2021-22.

State Government has recognized SIU-Hospital for the quality of services provided during the COVID-pandemic.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

292

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

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above**1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year**

14689

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

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

19749

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

1.4 - Feedback System

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

- All 4 of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

- Feedback collected, analysed and action taken and feedback available on website

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

7550

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

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

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

651

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

2.2 - Catering to Student Diversity

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

Medium and Advanced learners were given the following online/ virtual opportunities

1. 492 advanced learners were awarded merit-based scholarships
2. Participation in online competitions, National and International conferences, research projects, live projects etc.
3. Encouraged to engage in academic research, become student research assistants and publish papers. Research papers have been published by the students in reputed journals including Scopus and Web of Science.
4. 185 students undertook online Summer School/ winter schools and semester exchange, Joint projects under the Global Immersion Program (GIP), participated in E-Academy and E-Immersion programme.
5. Leadership roles as members of the Students' Council, Student Clubs, event organizers etc .
6. 140 students completed professional courses / cleared competitive exams
7. Nominated on various statutory committees of the Institutes/ University

The following online/ virtual initiatives were organised for slow

learners

1. Remedial classes, doubt solving sessions, bridge courses
2. Mentoring, counselling and buddy system support.
3. Sessions for improving communication skills and presentation skills.
4. Reading material / supplementary reading resources
5. Extra coaching before exams

The effectiveness of the programmes undertaken for slow learners is evident from the performance of the slow learners that has shown an improvement in the subsequent evaluations and the term end examinations.

| File Description | Documents |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Upload relevant supporting document | View File |
| Link For Additional Information | https://aqar.siu.edu.in/view_2.2.1/additional_info |

2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 19943 | 808 |

| File Description | Documents |
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| Upload relevant supporting document | View File |

2.3 - Teaching- Learning Process

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

The following Student Centric Methods were used to enrich the learning experience through the use of experiential, participatory and problem-solving pedagogies

1. MOOCs/Swayam/NPTEL courses blended into the teaching-learning process
2. Simulations (Stocks/International Relations)
3. Learning through online internships, Live projects, Six Sigma projects

4. Participation in online competitions and exhibitions.
5. Collaborative Online International Learning (COIL).
6. Online Guest lectures, seminars, and workshops
7. Use of Padlet, Mentimeter, Kahoot and other online apps and gamification tools
8. Peer and collaborative learning
9. Research based assignments and experiential projects
10. Class Presentations, Brainstorming sessions and Panel discussions
11. Virtual tours
12. Participation in online mock trials and moot courts
13. Blended learning through flipped classrooms
14. Capstone Simulations, Prototyping
15. Bloomberg Assignments
16. Ad creation
17. Tinker/Maker Lab
18. HBR Case Studies
19. Community work through Service Learning to promote social sensitivity
20. Hospital Clinicals/Practicals (In Person)

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

During the academic year 2020-2021, in response to the COVID-19 Pandemic, the University transitioned to remote yet participative learning avenues including Google Classrooms/Hangout/Meet, Zoom, MS Teams and other platforms to ensure uninterrupted learning through asynchronous and synchronous modes. Scheduled evaluations were smoothly conducted through online mode. Teaching aides/equipment including smart TVs, projectors, senses boards, R programming for statistical analysis, MS Project Management, Oracle Crystal Ball for Simulation, Screencast, SPSS, AMOS, Smart PLS, Excel QM, Project Libre, Excel based modelling, R, Python, Bloomberg terminals, SPSS, Turnitin software were used to aid the teaching/ learning process, making it practical and engaging. Tools such as Kahoot, Acadly, Prezi for presentations, Padlet, Mentimeter, flash cards, online games inensured student interaction.

Faculty were trained on how to embed these ICT and digital tools

effectively into their session and evaluation plans. A total of 22 faculty development programmes were conducted to train the faculty for online teaching learning and evaluation.

Access to all learning resources and digital tools was also ensured through various mechanisms such as Open Athens for accessing databases, Use of Umang App for accessing NDL, KOHA integrated library Management software (ILMS).

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

2.3.3.1 - Number of mentors

797

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.4 - Teacher Profile and Quality

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

808

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

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

483

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

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

| 2.4.3.1 - Total experience of full-time teachers | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 4571 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year | |
| 05 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |
| 2.5 - Evaluation Process and Reforms | |
| 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year | |
| 16 | |
| 2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year | |
| 16 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |
| 2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year | |
| 6 | |
| File Description | Documents |
| Upload relevant supporting document | View File |

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

- The University has a well-developed examination software system with fully automated processes. This facilitates end to end processes right from student's registration for exam, result declaration till convocation.
- Multi-level continuous assessments for each course to ensure a holistic assessment of the students.
- Online Proctored examinations conducted in MCQ and Descriptive pattern.
- Examination pattern added to time table for students' benefit. Day-wise exams across the institutes are accessible on the screen at a click
- Special examinations were conducted for students having Internet/electricity/health issue
- Convocation conducted virtually.
- Compliance of UGC directives by Registering the university on Digilocker for uploading academic documents.
- All grading patterns implemented from year 2007 onwards are consolidated on a single page on the reverse side of the grade sheet and statement of marks for better management of stationary used for result declaration.
- A move towards digitalization: Master ledgers of result, revaluation result and convocation uploaded on Documents Management System (DMS) instead of hard copy.
- Un-Fair means committee meeting conducted on Zoom platform to ensure safety of all stakeholders.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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

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

2.6 - Student Performance and Learning Outcomes

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

Symbiosis International (Deemed University) has adopted the Outcome Based Education Approach and has defined the Programme Outcomes at the Programme Level and Course Outcomes at the Course Level. Constructive alignment between the Graduate Attributes, Programme Outcomes and Course Outcomes has been ensured through the process of mapping the outcomes with the next level of Outcomes. Relevant stakeholders have been involved/ consulted while evolving the programme outcomes. The Outcomes have been widely publicized through the websites of the institutes and the Learning Management System of the University. The faculty members teaching the courses also share the outcomes through the session plan. The expectations from students in terms of the Course Outcomes are made clear to them at the beginning of the respective courses. The course outcomes are also mapped to the assessments making sure that all the outcomes defined, are assessed through the formative and summative evaluations conducted as a part of the courses throughout the programme.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

The attainment of the outcomes, both at programme level and at course level, is computed by aggregating the marks obtained by students in all the assessments conducted as a part of course evaluations. Evaluations planned and conducted are mapped (question-wise or parameter-wise) to the course outcomes with appropriate degrees of mapping.

All the evaluations conducted at the course level for a particular course outcome are aggregated using the weighted average method, where the degree of mapping gives the weights to compute the performance of students on the respective course outcome.

The proportion of students clearing the performance standard set for the CO is taken as the CO attainment. All the relevant CO attainments mapped to a particular PO, are aggregated using CO attainment and degree of mapping, employing the weighted average

method, to arrive at the PO attainment.

Various reports including the following are obtained which help the faculty members, appreciate and assess the attainment of the outcomes.

1. Student-wise CO attainment Report
2. CO attainment Report
3. PO attainment Report
4. Outcome Attainment Status Report

The analytics is used to improve the outcome attainment by planning interventions such as remedial classes, methodological interventions, assessment interventions, Value added Courses, in the same cycle if possible or in the next academic plan.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.6.3 - Number of students passed during the year

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

6323

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

2.7 - Student Satisfaction Survey

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

<https://aqar.siu.edu.in/sites/default/files/aib/images/Feedback%2020-20-%2721.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

SIU is consistently upgrading its research ecosystem during 2020-21 and various research policies are already in place. The facilities and resources are continuously being upgraded in terms of equipment, labs and others. The University has a dedicated support department, Symbiosis Centre for Research and Innovation (SCRI) for promotion and governance of research. Seed money provided is as follows per project:

- Major research projects (Maximum 10 Lakhs/ project)
- Minor and Student research projects (Maximum 1.5 Lakhs/ project)
- Research Support Fund of Rs. 80,000/- & Rs. 20,000/- for FDP per faculty per year

Meetings of Research Advisory Board, Data Access Review Committee (DARC) and Independent Ethics Committee (IEC) were conducted.

During COVID-19 pandemic, research and other activities were carried out by SIU providing online FDPs, workshops, hand holdings on basic and advanced subjects related to research methodology, publications, projects and Intellectual Property Rights, and prospective extramural funding opportunities. Adequate support was provided for the creation and registration of Intellectual Property and publication of research papers. One Indian patent was granted. Appropriate measures are taken for ensuring the quality of doctoral research in the University. Some essential research related activities were done following COVID appropriate behaviour.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

852.41

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

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

13

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

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

48

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

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

A. Any 4 or more of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

6

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

3.2 - Resource Mobilization for Research

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

404.36

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

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

275.45

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

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

34

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

3.3 - Innovation Ecosystem

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

SIU already has ecosystem for developing a culture of innovation and entrepreneurship among students through curricular/ co-curricular/ extra-curricular activities, domain specific expertise, mentoring, structure and support for creation of the Intellectual Property.

The importance given to the innovation and entrepreneurship in SIU is reflected through the courses on entrepreneurship/innovation offered in different academic programmes including an exclusive MBA Programme on Innovation and Entrepreneurship offered by SIBM, Pune.

Most Institutes of SIU have innovation councils and entrepreneurship cells/clubs (E-Cells), which are responsible for nurturing entrepreneurial mind-set and promoting innovative ideas across campus.

Symbiosis Centre for Entrepreneurship and Innovation (SCEI) started in 2016. It is Technology Business Incubator, supported by Department of Science and Technology, Govt. of India. SCEI extended the support to 23 incubates and SIU students in various ways as by mentoring support across various the disciplines. SCEI conducted women entrepreneurship development and faculty development programs funded by DST, Govt. of India.

Support for legal processes and intellectual property registration through legal experts and other activities as access to innovation and entrepreneurship ecosystem in India with national level organisations i.e. Invest India and investor network etc.

During the AQAR period, SIU has 15 published patents along with 3 design cases.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

141

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

141

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

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

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

28

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

3.4 - Research Publications and Awards

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

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

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

A. All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

A. All of the above

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

3.4.3 - Number of Patents published/awarded during the year

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

23

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

3.4.4 - Number of Ph.D's awarded per teacher during the year**3.4.4.1 - How many Ph.D's are awarded during the year**

57

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

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

2030

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

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

466

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

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

D. Any 2 of the above

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

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

| Scopus | Web of Science |
|--------|----------------|
| 4.85 | 6.01 |

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

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

| Scopus | Web of Science |
|--------|----------------|
| 32 | 28 |

| File Description | Documents |
|--------------------------------------------------------------------------------------------|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy

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

SIU promotes consultancy and corporate training in a professional way and requisite guideline document and policy is already at place. The Management Development Programs [MDPs], Corporate Education Programs [CEPs] and Consultancy Services were offered to the corporates. As per the policy, the economic benefits to the teachers were given by sharing of the revenue from the consultancy and corporate training.

Consultancy and corporate training were carried out in the areas of

cyber security, content development and translational work, SAP, Employer Branding, cloud computing, science of nutrition, e-contents, SQL, operations management, etc. During the 20-21, SIU earned INR 44.44 Lakhs through consultancy and INR 475.93 Lakhs through Corporate Education Programs.

Through its policy driven initiative, the University encouraged to its teachers and students to nurture strong symbiotic linkages with the corporate world by performing diverse industrial activities. Sponsored corporate research projects, management solutions for all practical problems, technical/technological solutions, analysis and design problems, industrial testing and others were the activities undertaken.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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

520.34

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

3.6 - Extension Activities

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

SIU has Symbiosis Community Outreach Programme and Extension (SCOPE) department to identify, facilitate, implement, monitor and assess the extension and outreach activities of the constituents. The University's Service Learning credit course was developed to engage students in activities, which address or meet community needs. Due to Corona-19 pandemic and lockdown students were unable to attend classes offline in this academic year but it did not stop Service Learning Centre of University to engage students in community service.

In all, 548 activities were carried out by the 4827 students of SIU in the rural community. Service learning activity of the student was found useful to build relationship with the associated Non-Government organizations. Activities were aligned with the national priorities.

Based on the need, various services were provided through Family Doctor Clinics and Mobile Medical Units with health education sessions in rural areas. SIU has held legal aid clinics for the villagers. Off-campus constituents also worked in the villages through cells for community development. SIU started dedicated COVID Care Centre at SUHRC by MOU with Pune Municipal Corporation and contributed significantly.

All UG and PG programmes have course/course-components involving extension activities for developing the empathy and positive attitude towards community and environment.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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

7

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

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

548

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

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

4827

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

3.7 - Collaboration

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

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

994

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

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

77

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

SIU plans and ensures adequate availability of physical infrastructure based on the introduction of new programs, and setting up of new constituent institutes by firmly following relevant statutory body norms and the provisions in the SIU Projects Manual

47 classrooms, 6 Seminar halls, and 1 conference room were added in the year 2020-21 with acoustically designed, ICT-enabled, and equipped with LCD projectors/smartboards, audio-visual technology, and internet connectivity to keep pace with modern teaching-learning pedagogies.

In total 278 new computers and 16 new laptops with more than 6.1 GBPS bandwidth, were added during the academic year 2020-21.

For promoting and facilitating research among students and faculty Symbiosis Centre for Research and Innovation (SCRI) has been established.

The Symbiosis Teaching Learning Resource Centre(STLRC) was established, with the aim to help raise the effectiveness and productivity of the Symbiosis faculty in terms of teaching as well as research.

Symbiosis has created a modern gurukul in the lush mountain top environs of the Symbiosis campus at Lavale named Sandipani Leadership Development Centre. Sandipani offers an Academic Block with 7 lecture/facilitation rooms and an adjacent residential hotel. Sandipani offers a conducive atmosphere suitable for learners and corporates alike.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

At Symbiosis International University, Yoga, games, and sports are integral parts of the curriculum. Department of Sports, Recreation and Wellness (DSRW) for sports promotion, development of sports

infrastructure, centrally coordinating and conducting competitions across all constituents, and preparing sportspersons for national tournaments. DSRW organizes inter institute tournaments, and indoor and outdoor games, and selects and trains students for inter-varsity tournaments. SIU has more than adequate facilities for sports, games, and recreational activities where it conducts these competitions and training camps.

Due to the pandemic, the usage of sports and recreation facilities was very minimum. However, with the help of well-established ICT facilities, DSRW conducted online physical fitness programs and competitions to ensure a healthy lifestyle for students and staff.

Towards the end of the academic year, 2020-21 few 100% residential programs were started with GOVT guidelines for bubble campuses along with 50% staff working. With the partial presence of staff and students on the campus, the average usage rate for sports and recreational infrastructure in the last year was 59.23% for Staff and 14.81% for students.

During the last years, SIU has spent Rs. 2073.76 Lakh towards sports, recreational, wellness events, and cultural activities.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.1.3 - Availability of general campus facilities and overall ambience

SIU campuses are spread across 4 states and 6 cities in India which include Pune, Nashik, Nagpur, Bengaluru, Hyderabad, and Noida. Symbiosis International, Pune has 6 campuses that provide undergraduate, postgraduate, and research programs.

University has a large infrastructure for student accommodation which includes well-furnished rooms, clean washrooms, common rooms, and different indoor-outdoor sports facilities. At SIU every college has an individual library along with a central library situated at the Lavale campus. The Central Library is a newly constructed, independent, and spacious building located at the Lavale campus. The Symbiosis University Hospital and Research Centre (SUHRC) is a 300 bedded healthcare facility that provides healthcare services to all its teaching staff, students, and non-teaching staff.

With the facility of Solid waste management, Liquid waste management, Biomedical waste management, E-waste management, Waste

recycling system, Rainwater harvesting, Wastewater recycling, Maintenance of water bodies, and distribution systems on the campus, SIU campuses are recognized as green campuses. SIU is regularly conducting a Green audit, Energy audit, and Environment audit to maintain its green campus status.

SIU planted a total of 2740 trees this year to make its campuses greener.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

49511.65

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

4.2 - Library as a Learning Resource

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

All libraries are integrated and provide access to 3,87,380 print and reference books, 667 national and international journals in print, 14,001 CDs and videos, more than 117 digital resources, and the EBSCO discovery services and research tools which include EBSCO Host, IEEE, ACM Digital Library, Scopus, Science Direct, Web of Science, Leximancer, Pearson, CMIE, Euro Monitor, Bloomberg, SRM, Sage Journals, Manupatra, Proquest social science collection, Harvard Business Publication, etc. Remote access to most of the e-resources is provided via VPN, Fedgate, Open Athens, and the University Library Portal.

In the last year, SIU has spent Rs. 862.27 Lakhs towards subscription of e-resources and is registered with open access resources like NDL, NPTEL, Shodhganga, and Shodhsindhu. In AY 2020-21, around 19,542 students and faculty used e-resources with approximately 3,34,0876 hits.

During the pandemic, the library has given access through remote

access (Open Athens) to all its user for all subscribed resources. As students were not on campus so SIU purchased textbooks in electronic format and gave access to the students so that the student's study was not affected. The central library has conducted 153 Information literacy programs, which were attended by 37188 users

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

1485.92

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

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

51

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3 - IT Infrastructure

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

447

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

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

SIU has a comprehensive IT Policy to maintain the quality of IT services and smooth functioning of processes for procuring, setting up, administering, maintaining, updating, and scrapping IT resources. It includes best practices for administering IT resources and the authorization of access to users. The IT Policy includes strategies on procurement, IT service management, information and network security, internet and social media, data administration, software asset management, and Green IT.

All new campuses are provided with best-in-class technologies with in-room Wi-Fi access points with inbuilt provision for wired LAN using optimized cabling. All campuses are Wi-Fi enabled, currently running on 2.4 and 5 GHz frequencies. All greenfield campuses are 100% Wi-Fi enabled with the backbone of 1G connectivity. Campuses are designed as per the 'One Network One Campus One Firewall' policy providing: cost optimization, centralized monitoring, and seamless Wi-Fi connectivity to all end-users across campuses, hostels, and institute locations.

All institutes have an adequate number of computers with high-end configurations for academic and research purposes. Administrative processes like examination, HR, payroll, admissions, eligibility, finance, library, LMS, FIS, MIS, staff appraisals, asset, inventory, and requisition are all managed through ERP systems leading to paperless processes.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

4.3.3 - Student - Computer ratio during the year

| | |
|--------------------|-----------------------------------------------------------------|
| Number of students | Number of Computers available to students for academic purposes |
| 19943 | 7238 |

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

- **?1 GBPS**

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

A. All of the above

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

4.4 - Maintenance of Campus Infrastructure

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

46346.24

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

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

SIU has centralized policies and procedures related to the creation, enhancement, and maintenance of infrastructure. Strict compliance to these procedures ensures optimum utilization and effective maintenance of resources and facilities on campuses. After making budgetary provisions for infrastructural enhancement, each constituent institute initiates the process of procurement of equipment. Campus Administration Offices, headed by a Campus Administrator (for each campus) along with their support teams,

ensure hassle-free and smooth functioning of all academic and support related to physical facilities at all times. For efficient administration, 381 administrative staff have been provided to the Campus Administrators. A total of 187 AMC's for major facilities have been outsourced to approved vendors for routine maintenance.

The Department of Sports, Recreation, and Wellness provide guidelines for the management and utilization of SIU sports equipment and facilities. The IT staff (a total of 148 staff members across campuses) maintain hardware and software and handle scheduled and corrective in-house maintenance and repairs of IT assets in the laboratories, classrooms, and administrative blocks. On average, University spends Rs. 46346.24 Lakh each year on upkeep and maintenance of all physical infrastructure and academic support facilities.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

1727

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

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

19287

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

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology | A. All of the above |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |
| 5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | <ul style="list-style-type: none"> • All of the above |
| File Description | Documents |
| Upload relevant supporting document | View File |
| 5.2 - Student Progression | |
| 5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations) | |
| 5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year | |
| 140 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |

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

5453

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

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

384

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

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

403

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

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

SIU believes in the holistic development of its students and endeavours to achieve this through a variety of curricular, co-curricular and extracurricular activities. Most of these are student driven wherein students take a leadership role in the planning, designing, implementing and organising of these activities. Additionally, there are committees mandated by the University such as Anti-Ragging, IQAC, IC, Grievance Redressal, Campus Health Advisory Committee and others, which have active student representation. These committees work to effectively develop a student's inter-personal and managerial skills by aligning their personal goals with the institute's goals. These committees are

involved in every touch-point of the student-journey. The pandemic did not act as a deterrent for the enthusiastic batch of students, who came together virtually to organize many events/ conferences online which are evident from

<https://www.sibm.edu/assets/pdf/STUDENT-COUNCIL-report-2020-21/CIT-Annual-Report-2020-2021.pdf>

<http://blog.teammatrix.org/2020/08/19/information-security-in-times-of-covid-19/>

The TEDx and Toastmasters Club managed by the students have a global appeal. The legal aid cell or the Pro bono club of law school/s was active throughout the pandemic in spreading awareness through online legal literacy workshops, webinars, and posters.

Committees active at the constituent level contribute significantly towards student welfare and institute development, these are highlighted as follows:

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

388

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

5.4 - Alumni Engagement

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

Alumni have greatly contributed to building the brand of 'Symbiosis', nationally and internationally the institutes have built a strong connect amongst the alumni and the industry they work in through their alumni cells, which have been engaging alumni in

philanthropic, academic, networking events, and other programmes. In the pandemic year too, there were close to 15 virtual alumni meets organized by institutes. Symbiosis Centre for Alumni Engagement organized 3Global Alumni Conclave and was continuously engaged with them by sharing monthly digest and invites to Symbiosis golden jubilee series and webinars.

Alumni have contributed Rs.1,05,75,112 in various modes such as donating medical equipment/ consumables for hospital, scholarships, mementos and prizes, sponsorship etc during the last year. In addition, alumni who have successfully pursued their entrepreneurial career are always ready to support the startups by students from across SIU and startups at the incubation centre. To name a few, Mr Vineet Nerurakar, MS Shreelekha Kumar, Mr Suchen Janjale, have been deeply involved in mentoring startups at the incubation centre- <https://sibm.edu/startup>

Symbiosis alumni have achieved professional success in the year 2020-2021 too across multiple fields earning accolades, few of them are mentioned as below:

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. ? 5Lakhs

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision and mission statement of the University are clearly articulated and communicated to all stakeholders.

All activities undertaken by the university are aligned to its vision and mission and are executed through effective academic and

administrative governance interventions as shown below.

Academic Governance

The Programme Review Committee and Quality Improvement Cell at each constituent are responsible for designing Academic programmes to nurture students as global citizens. They ensure:

- curricula that bring in international perspectives to give them a world view (co-creation of courses by SSLA)
- providing relevant exposure that builds a better understanding of world events and issues (A two- credit course on Vasudhaiva Kutumbakam was offered)
- promotes multicultural, global competencies through global immersion programs, community outreach, and service-learning projects (Collaborative Online International Learning)
- enhances the overall quality of education at SIU through internationalization at home(IHE and IRC)

Administrative Governance

SIU has strengthened the following departments to provide necessary support to promote-

- quality consciousness
- internationalisation
- research faculty development
- entrepreneurship
- health and wellness
- sports and yoga

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

The University has institutionalised a robust governance mechanism that is de-centralized and one that encourages stakeholder participation in decision-making. This ensures operational autonomy in the development and delivery of academic programmes, admission of students, administration of departments and constituents and activities that enrich the student experience.

Participative Management

The university ensures participative, transparent, and decentralized governance through the various bodies and committees that have the representation of several stakeholders (directors and heads of departments, teachers, administrative staff, students, alumni, parents, civil society) depending upon the nature and purpose of the Board/Committee.

All academic activities and processes are initiated, implemented, and monitored through

1. Statutory bodies.
2. Bodies constituted by the University drawing powers from its MoA

For the AY 2020-21 all the statutory bodies were reconstituted as shown in additional information

Decentralized Management

At each constituent, a large number of student committees are empowered to undertake activities. Evidence for the range of activities for which student committees/ councils are constituted is given as additional information.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The strategic plan of the university for the period 2020-2021 continued to focus on strengthening the research environment of the University. The objectives of this initiative are to:

1. improve the 'faculty to publication' ratio
2. enhance the quality of publications and increase the number of patents and other IP assets of SIU
3. build capacity amongst faculty to successfully bid for external funded projects.

Deployment strategies and impact of the interventions:

SIU adopted the following multi-pronged strategy to accomplish the objectives.

1. **Establishing Organisational Structures to promote research:**
 - Regular meetings with Advisory Committees of research centers (evidence provided)
 - Research Advisory Board with experts from diverse backgrounds to provide direction to promote Health-technology research initiatives. (Evidence provided)
 - Enhancing Library facilities including e-resources to improve accessibility to library resources
2. **SCRI initiatives to**
 - support and monitor internal and external funded projects. External funded projects increased to 14 in the year 2020-21
 - a department to enhance publications and another for patents (increase in SCOPUS and WoS publications by 18 % over last year)
3. **STLRC conducted 42 training programs:**
 - Teaching- Learning- Evaluation
 - Research methods
 - Effective use of Library and e-resources (Refer Additional Information- Library Usage Statistics)

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

Policies, Rules and Procedures for functioning of the University

During the year 2020-21, the University has:

- Notified amended HR manual
- Notified Administrative manual

Bodies, Committees for effective functioning of the University

For the period in consideration, the University conducted the following meetings as required by the UGC (Refer Annexure 6.2.2_i)

Other Meetings conducted by the University in AY 2020-21
(Refer Annexure 6.2.2_i)

Administrative Set-up at University

The University has appointed 454 duly qualified Officers/ Directors of Constituents/ Teachers/ other staff to fill in new positions/vacancies

*Faculty recruitment for SMCW in 2019-20 - They were hired for the 2020-21 and selection process was completed as per statutory NMC guidelines.

Periodic Review of Functioning

The University completed

- One Academic and Administrative Audit of Constituents and Administrative Sections conducted for odd semester.
- Seven Financial Audits to ensure accountability and efficiency.

Major Milestones achieved during the last year:

The University introduced the following new academic programmes:

- Five fulltime PG
- Two fulltime UG

Rankings

- 800-1000 universities in THE world ranking
- 38 among Universities in the NIRF ranking
- 23 in QS India ranking in 2020
- 10 in the category "University & Deemed to be University (Private/Self-Financed) (Technical)" in (ARIIA) 2021.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts

A. All of the above

3.Student Admission and Support**4.Examination**

| File Description | Documents |
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| Upload relevant supporting document | View File |

6.3 - Faculty Empowerment Strategies

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

The University views Performance Appraisal Review (PAR) as a tool for the development of employees and has evolved an online and transparent process.

A comprehensive PAR is annually undertaken for all its employees as per the set format that is communicated to all concerned. The PAR committee interacts with the Directors/ Heads of Departments and together they finalize the grade for each and every employee.

All non-teaching staff are evaluated on qualitative attributes and teachers through the Academic Performance Indicators (API) notified by UGC with more stringent qualitative/quantitative criteria. The composite score is then calculated and considered for appraisal.

Promotion: Being the pandemic year only outstanding performers were promoted. It is noteworthy that no employee was retrenched and all the employees were paid their full salaries, along with the annual increment.

Staff welfare is at the core of the HR department's initiatives. Under the Health Promoting University (HPU) initiative, SUHRC provided a host of COVID related healthcare services for employees:

- Free OPD and IPD services at SUHRC
- Vaccination at subsidized rates for employees and families.
- Tele-mental health (counselling) sessions to cope with the pandemic

| File Description | Documents |
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| Upload relevant supporting document | View File |

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

768

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

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

184

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

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

329

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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6.4 - Financial Management and Resource Mobilization

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

Given the uncertainties that the pandemic brought the University designed the following strategies:

Mobilisation of funds

Being a self- financed university, fees from students form a significant proportion of its total income. Appreciating the uncertainties faced by the students and parents the university increased the number of installments for payment of fees and accommodated students' requests to pay smaller amounts more frequently.

Optimal utilisation of resources

The Budget in respect of the subsequent financial year for every Institute, Centre, and Department of the University was finalized and duly approved by the Finance Committee and the Board of Management by the third week of February 2020. The following are the predominant costs that are budgeted for:

Academic administration/ infrastructure, salaries and honorarium, internationalization, Library, IT, maintenance etc.

However, after the lockdown was announced, in view of the uncertainties thrown up by the pandemic, 'ZeroBudget' was adopted to control expenses for the entire year.

Monitoring of Funds

The University and its constituent Institutes operate 197 Bank Accounts. Balances were monitored and funds were transferred to/from these accounts on a weekly basis from/to the Central Account of the University. The internal audit department monitored expenses very closely to avoid wasteful expenditure.

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

28.77

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during

the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

45.60

| File Description | Documents |
|-------------------------------------|---------------------------|
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| Upload relevant supporting document | View File |

6.4.4 - Institution conducts internal and external financial audits regularly

Internal Audit by the University's Internal Audit team:

1. Conducted seven audits to monitor compliance with the University's processes laid down for the constituent Institutes and Departments.

2. Reviewed and confirmed whether the systems, internal control and internal checks were robust enough to highlight discrepancies. All audit observations raised during the course of internal audit were resolved following the set processes. [sample evidence is given]

3. Due to the Pandemic, maximum audits were conducted through on-line mode only. Wherever and whenever the situation was normal in-person audits were conducted.

Internal Audit by External Auditors:

1. Conducted two internal audits (Interim audit in Oct -Nov and Final Audit in March- April)
2. Conducted Pre-audit for project expenses and payments above Rs. 5 Lakhs for 1251 cases and purchase orders above Rs. 1 Lakh for 590 cases.
3. Conducted one salary TDS audit for 640 cases, Full and Final settlement for 175 cases

External/ Statutory Audit:

Statutory Auditors conducted the audit independent of the internal auditors and a Clean Audit Report was received by the University

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

6.5 - Internal Quality Assurance System

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

The two best practices institutionalized as a result of IQAC initiatives are-

COIL(uploaded as additional information)

Online Teaching and Learning:

During the COVID-19 pandemic, online teaching-learning posed critical challenges;

- Teaching skills for practical courses like sketching, drawing, craft design, research, pattern-making
- Group projects for students
- Ensuring student involvement and attention
- Student internship and placement
- Digital fatigue

Initially, staff/faculty were not fully equipped to teach online from home. Specially licensed software was not always available to students/staff.

Faculty were trained for online teaching through FDPs to help them deliver skills and practical-based curriculum in online synchronous/asynchronous mode. Faculty used innovative combinations of hardware and software especially to teach practical and skill-intensive courses. Remote access to library resources and computer labs was provided to students to avoid disruption in the learning process. Students were given access to online textbooks and extra time to complete their assignments.

Online mode was adopted for the following:

- Conducting sessions using Google Meet/MS Teams/Zoom
- Accepting assignment submissions and offering feedback
- Assessment and Evaluation sessions complemented with vivas and plagiarism software
- Value-added courses
- Alumni Connect series
- Desipher 2020 - a lecture series by designers from all over the world (as an example)

| File Description | Documents |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Upload relevant supporting document | View File |
| 6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) | A. Any 5 or all of the above |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | View File |
| 6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles) | |
| <p>SIU is undergoing the third cycle of accreditation process.</p> <p>Symbiosis Teaching Learning Resource Centre (STLRC), has created an ecosystem for faculty members to undergo training in teaching-learning and evaluation methods aimed at effective student-learning. During the pandemic year, STLRC provided training programmes predominantly on 'online teaching-learning-evaluation' to ensure that the quality of learning for students was not compromised. As such, they were designed to enable educators to:</p> <ul style="list-style-type: none"> • Plan and prepare online classrooms by making better use of technology (use of online teaching-learning tools) • create content for both synchronous/asynchronous teaching • adopt suitable platforms and learning management systems • create online assessments <p>Throughout the year, out of the 42 in-house FDPs, 29 focused on the following:</p> <ul style="list-style-type: none"> • Effective use of ICT tools and platforms for online teaching- | |

learning/assessment-evaluation viz. - Screencast-O-Matic, Google Classroom, CISCO WEBEX for Video conferencing, Google Meet, Edmodo, Zoom, etc.

- Sessions conducted using real-time collaborative web tools like Mind-mapping tools, Padlet, Mentimeter, Polling, Online quizzes, Google forms, etc.
- Specialized training sessions were conducted on relevant topics such as creating MCQs, Creating Videos Quizzes, Education Assessment: Addressing skills for the 21st century and introduction to statistics using Excel.

Thus 69 % of the FDPs equipped faculty with skills for online teaching learning evaluation.

| File Description | Documents |
|-------------------------------------|---------------------------|
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INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

SIU is committed towards gender equity and social justice. This is achieved through curricular and extra-curricular activities:

Curricular:

31 courses on Gender Issues are being offered to students.

Scholarships are given to girl students from the 22 villages, creating a more inclusive, equitable and just society.

Extra-curricular:

SIU follows a zero-tolerance policy towards gender discrimination. In 2020-21, about 80 activities were conducted online, related to gender sensitization, self-defense, girl safety, menstruation, feminine health and hygiene.

Facilities:

a) Safety and Security

Security guards, CCTV cameras are placed at the strategic locations.

Ambulance service, women wardens and guards are available 24x7.

Information on StriSuraksha App was given to students this year, in addition to SymbiCare App existing earlier.

b) Counselling

SCEW (Symbiosis Centre for Emotional Wellbeing) constituted a special Taskforce to provide emotional support during COVID-19.

c) Common Room

Common rooms for girl students and women employees with the required amenities are available in each constituent. The same has been created for Medical college in 2020-21.

d) Day Care Facility

Symbiosis Day-Care is used by Symbiosis staff and faculty. It is a warm, beautiful, clean and hygienic place with the facilities of dining, restrooms, activity rooms, beds, etc.

| File Description | Documents |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Upload relevant supporting document | View File |
| Annual gender sensitization action plan(s) | https://aqar.siu.edu.in/sites/default/files/aib/images/7.1.1_%20Annual%20Gender%20sensitisation%20Action%20Plan_3.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | https://aqar.siu.edu.in/sites/default/files/aib/images/7.1.1_Specific%20facilities%20provided%20for%20Women_2.pdf |

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

A. Any 4 or All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

Symbiosis Centre for Waste Resource Management (SCWRM) at SIU facilitates management of degradable and non-degradable waste.

Solid Waste Management:

- As per the estimate in 2020-21, over 62% of the solid waste generated is 'wet waste'
- Uncooked kitchen refuse is converted into bio-culture 'NISARGLAXMI'
- Plastic is processed using bio-crux machine and a reactor generating hydrocarbons.

Liquid Waste Management:

Wastewater is treated through six reed bedswith 5-6 lakh litres/daycapacity,and STP systems with 30 to 400 KLD. Treated water isused for irrigation and in biogas plants.

Bio Medical Waste Management

Disposal of waste generated at COVID-19 ward at Symbiosis Hospital was done as per the Central Pollution Control Board guidelines, 2020. Renewal of 10 MoUs were donein 2020-21 for disposal of bio medical waste.

E-Waste Management:

E-waste generated is partially reused in the labs, rest is disposedby 23 government approved vendors as on date.

Waste Recycling System:

SCWRM converts waste vegetable oil into hydrocarbon. It has prototypes of chemical reactors for recycling.

Hazardous chemicals waste management:

Waste under this category is managed as per Hazardous and Other Wastes Rules, 2016 Schedule IV. About 1-ton waste oil was produced in 2020-21, for further processing.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.5 - Green campus initiatives include

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

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

A. Any 4 or All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

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

1. Green audit
2. Energy audit

A. Any 4 or all of the above

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

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

Inclusive environment

SIU provides equal opportunity to all irrespective of differences in race, gender, class, geography, or any other background. SIU has 25.5% seats reserved for admissions of underprivileged and differently abled sections of the society.

Online activities to promote cultural, regional, linguistic and communal harmony

Celebrating festivals from different geographies and cultures has the power to help people appreciate the diversity. Students celebrate international, national , regional festivals as well as Ethnic Day, LGBTQ+ Day and many more such days. Over 150 such events were celebrated in 2020-21.

Students from 85 countries bring diversity to the classrooms and the campus. 31st July was celebrated as International Students' Day. Cultural activities were carried by international students.

Symbiosis Ishanya Cultural & Educational Centre (SICEC), organizes cultural, educational and social activities to increase the awareness and appreciation of the culture of the north-eastern states.

Symbiosis Afro Asian Cultural Museum (1800 sq.ft.) showcases different African cultures with detailed information on 50+ countries, their location, history, culture, sports, national anthem, cuisine, and languages.

Promoting socio-economic diversity

SIU offers a 4 credit (120 hours) course on Service Learning which integrates meaningful community engagement with strong learning experiences.

| File Description | Documents |
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| Upload relevant supporting document | View File |

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

The values, rights and duties enshrined in the Indian Constitution are very well inculcated in students and staff.

There are courses on 'The Constitution of India' offered under the faculty of Law and Liberal Arts. These courses provide a rich knowledge about the legal framework of India. LLM has a core course on Comparative Constitutional Law and a specialisation in 'Human Rights Law'.

Various competitions, quizzes, guest talks were arranged online in 2020-21 to increase awareness about the fundamental rights and duties enshrined in the Constitution. To name a few, celebration of Constitutional Day, Law Day, panel discussions, Y.V. Chandrachud Lecture Series were organised for the students.

Students and staff participated in the following activities as responsible citizens:

- Tree plantation drives on World Environment Day (5th June) &

on International Students' Day (31st July).

- Rashtriya Ekta Divas (31st October), focusing on Integrity and Unity.
- Rashtriya Samvidhan Diwas (26th November).
- Community Engagement: Projects with neighbouring villages, NGOs, vulnerable groups.
- Activities of Symbiosis Community Outreach Programme and Extension (SCOPE)
- For further details please check https://aqar.siu.edu.in/view_7.1.9/additional_info

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

All of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

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

SIU is home to different Indian students along with 1049 international students from 85 countries, bringing in their culture, history, ethnic backgrounds, and unique regional heritage. Each campus therefore is distinct and diverse. This plurality helps SIU students/staff to get the multicultural life experiences.

Each constituent/campus celebrates national and regional festivals along with days of national significance. There are over 300 online programmes conducted by the constituents in 2020-21.

Republic Day and Independence Day were celebrated with enthusiasm and zeal with cultural programmes. The national song Vande Mataram is broadcast each morning on every campus.

Matrihasha Diwas was celebrated on 21st February for promoting multiculturalism. International Yoga Day was celebrated on 21st June, to promote holistic wellbeing.

SIU celebrates 31st July as International Students' Day. This celebration brings together international and Indian students to enjoy each other's food, music and cultures.

These celebrations remind students/staff of the cultural diversity which India and SIU offers them which must be appreciated and protected by them.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.2 - Best Practices

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

1. Title of the Practice

COVID -19 task force of Symbiosis Centre for Emotional Wellbeing (SCEW) for psychological wellbeing of COVID positive staff and students of the University.

2. Objectives of the Practice

Early intervention towards mental health issues due to COVID, quarantine & isolation, and assertive follow-up to prevent morbidity.

3. The Context

COVID affected individuals were facing psychological issues including anxiety, depression and suicidal ideation. Early identification of distress and instilling hope was of utmost importance.

4. The Practice

- Actively reaching out to COVID positive individuals
- Assessing sleep disturbance, depression & anxiety using screening tool.
- Evaluating the scores and following up rigorously with moderate

to high-risk cases.

- Individual counselling to prevent mental health morbidity.
- Sharing Mental health resource tool kit to all.

5. Evidence of Success

SCEW reached out to 1821 individuals (773 students & 1048 staff) within SIU, out of which 307 were followed up for qualitative risk assessment, based on symptoms. 285 hospitalized individuals were offered psychological support through Tele-support.

6. Problems Encountered and Resources Required

During peak of pandemic, it became difficult to manage follow-ups and counselling sessions due to rush. Due to tele-mental health services, the human connect was missing.

Additional

Information: https://aqar.siu.edu.in/view_7.2.1/additional_info

7.3 - Institutional Distinctiveness

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

International initiatives and collaborations:

Symbiosis Centre for International Education (SCIE) and Symbiosis Centre for European Studies (SCES) responded well to the Pandemic. Activities like Summer/winter schools and internships, e-Study India Programmes, e-academies for educators, Semester exchange, Collaborative Online International Learning (COIL) and Internationalisation@home were conducted during the challenging time.

1. From 68 countries 1029 students took admission in full-time programmes.

2. Total 185 students went on semester exchange, summer /winter schools, internships to the partner universities from European Union and Australia.

3. Online semester exchange availed by 153 students.

4. From Japan 354 students participated in e-Study India virtual internships Programmes.

5.COIL, Internationalisation@home was conducted by 114 faculty/senior administrators.

6.Lecture series/e-webinars for students of partner universities were conducted by 35 SIU faculty.

7.SCIE conducts the annual conference on Internationalisation of Higher Education. In 2020-21, theme was "Re-imagining Internationalisation- Blended education as a Catalyst".

8.SCES conducted five Student E-Academies. 'Digi-Journey'-a virtual summer school with Indonesia, Germany was organized with 10 students from each country. FourSymbiosis eXpress IntLED Quarterly E-Magazinewere published. Three Erasmus projects were approved.

9.Virtual Orientation programme and International students' day were organised. 'PROF. (DR.) S. B. MUJUMDAR AWARD' for the outstanding foreign student of the year was given.

Additional information:

https://aqar.siu.edu.in/view_7.3.1/additional_info

7.3.2 - Plan of action for the next academic year

1]To create a SIU-NEP Task Force to outline the initiatives to be taken by the University. 2]To apply for the Smart Campus Label to the Smart Cities Association, Switzerland. 3]To review international processes (at SCIE) in response to the pandemic and increased focus on virtual technologies for teaching and learning. 4]To identify niche research areas in line with SDGs. 5]To organize events and activities to commemorate the Golden Jubilee of Symbiosis.