



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)

GRAM - LAVALE, TAL. - MULSHI

412115

www.siu.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Symbiosis... A Saga of Excellence

In the words of Founder Dr. S. B. Mujumdar, “*Symbiosis is an Idea*”. For the Symbiosis family, it is a mission and a way of life, with 'Vasudhaiva Kutumbakam' (the world is one family) as its guiding ethos.

Symbiosis Society was established in 1971 under the Society’s Registration Act of 1860 and the Maharashtra Public Trust Act of 1950. It is a large family of K12 schools (SSC/CBSE/IB), 36 institutes under the Symbiosis International (Deemed University), two museums, and the Symbiosis College of Arts & Commerce (affiliated to SPPU). The Afro-Asian Cultural Museum and the distinctive Dr. Babasaheb Ambedkar Museum and Memorial are well known cultural landmarks in the country inspiring deeper diversity and inclusivity.

Over the last 50 years, Symbiosis has provided quality education aligned well with the recent National Education Policy 2020. SIU has recently commenced implementation on a comprehensive NEP Study Report submitted by eight expert groups that were constituted in May 2021 to further enhance the university's quality of education and offerings in line with the national mission as envisaged through the NEP.

SIU, having been selected by the 2000W Smart Cities Association, Switzerland, as the first university in India to undergo the Smart Campus Certification Process, participated in several training programs, and submitted information and documentary evidence of all the sustainable practices that SIU follows. The key verticals for this certification process include Smart Governance, Smart Centrality, Smart Mobility, Smart Energy and Environment, Smart Buildings, Smart Food Production and Tech Centres.

Inspired by the life of India’s first lady physician Dr Anandi Gopal, the Symbiosis Medical College for Women was recently established for empowering women in the medical profession. This is in line with the university's commitment to all stakeholders of being a health promoting university.

Vision

The vision of the University is '*Promoting international understanding through quality education*'.

Established as a Deemed-to-be University under Section 3 of the UGC Act 1956, and eligible for funding under Section 12b, SIU has been awarded the prestigious ‘Category 1’ status under the Graded Autonomy Regulations 2018. Acknowledged by national and international rankings for its quality learning ecosystem, SIU is the second best private university in QS India 2020 ranking, 38th in NIRF 2021 University ranking, ranked between 291 and 300 in QS ASIA 2020, and 14th in QS 2020 All India Ranking by Subject (Business & Management).

Its institutes are consistently well ranked too: SLS-Pune ranked 9th and SIBM Pune ranked 20th in NIRF 2021. SLS Pune, SIBM Pune, SCMC and SIMC have been consistently ranked amongst the top ten national colleges.

SIU is an active member of the Erasmus Plus consortium, is the first Asian university to be certified with Asia Pacific Quality Label (by APQN), is ranked amongst top universities in the Swachhta rankings, and some of its institutes have been accredited with AACSB and ISO 9001-2018. SIU is ranked in the top 10 in the Self-Financed/Private category of universities in the Atal Ranking of Institutions on Innovation Achievements 2021 (ARIIA).

SIU is geographically spread across Pune and four off campus centres at NOIDA, Bengaluru, Hyderabad and Nagpur; and comprises eight disciplines/Faculty, and seven research centres in critical/ emerging fields including Advanced Legal Studies and Research, Stem Cell Research, Nanoscience and Nanotechnology, Medical Image Analysis, Behavioural Studies, Waste Resource Management, and Applied Artificial Intelligence. It also has nine support departments (including those for emotional wellbeing, entrepreneurship and innovation, alumni engagement, sports, recreation and wellness) and eleven skills and continuing education departments in critical areas such as leadership development, corporate education, skill development and yoga.

Mission

- To inculcate spirit of 'Vasudhaiva Kutumbakam' (the world is one family)
- To contribute towards knowledge generation and dissemination
- To promote ethical and value-based learning
- To foster the spirit of national development
- To inculcate cross cultural sensitization
- To develop global competencies amongst students
- To nurture creativity and encourage entrepreneurship
- To enhance employability and contribute to human resource development
- To promote health and wellness amongst students, staff and community
- To instil sensitivity amongst the youth towards the community and environment
- To produce thought provoking leaders for the society

This mission is achieved through the guidance of the University's distinctive leadership:

Name	Position Held/ Awards Received
Dr. S.B.Mujumdar	<p>Chancellor, SIU</p> <p>Founder and President, Symbiosis</p> <hr/> <p>Padma Shri (2005)</p> <p>Padma Bhushan (2012)</p> <hr/> <p>D. Litt. Tilak Maharashtra Vidyapeeth, 2016</p> <p>1st A.P.J. Abdul Kalam Memorial Award, 2016</p> <hr/> <p>Felicitation by Ms. Sushma Swaraj, Minister for External Affairs, Govt of India on the occasion of 'Study in India' launch in 2017</p> <hr/> <p>Lifetime Achievement Award by FICCI, 2021</p>
Dr Vidya Yeravdekar	<p>Pro Chancellor, SIU</p> <p>Principal Director, Symbiosis</p> <hr/> <p>Former member UGC, (2 terms)</p> <hr/> <p>Former member, Central Advisory Board of Education (CABE)</p> <hr/> <p>Exemplary Leader in Internationalisation of Indian Education at Global India Education Forum, Geneva, Switzerland 2018</p> <hr/> <p>Member, Advisory Group of Analytical and Advisory Work (ASA), World Bank.</p>
Dr Rajani Gupte	<p>Vice Chancellor, SIU</p> <hr/> <p>Independent Director on the boards of NSDL and L&T Finance Holdings Ltd.</p> <hr/> <p>Committee member of:</p> <ol style="list-style-type: none"> International Trade Panel, Confederation of Indian Industries (CII), Western Region Academic Council of NITTE University NITI Aayog committee of eminent economists to interact with the Hon'ble Prime Minister of India on 'Economic Policy: The Road Ahead' <p>One of the most influential Vice Chancellors amongst the top 100 Vice Chancellors in India by the World Education Congress 2016</p> <p>The Iconic Leader Award - Creating a better world for all" at the Women Economic Forum 2017</p> <hr/> <p>'Visionary Eduleader of India' for being an institution builder at the hands of Shri Pranab Mukerjee, Former President of India.</p>

Their leadership has led to the growth of the University over the last 5 years:

Growth Over 5 Years (2015 to 2020):	NAAC 2nd Cycle	NAAC 3rd Cycle
Constituent Institutes	27	36
Campuses	04	05
Faculty/Disciplines	07	08
Full Time Degree Programmes	53	78
Full Time UG/PG Students	13,728	18,971
International Students	868	1033
Ph.D. students	520	1123
Doctoral Student Fellowships	45	337
Research Centres	01	07
Centres for Research Collaboration	20	48
Patents	2	53
Publications in SCOPUS/WoS/others	590	SCOPUS: 2375 WOS: 1180 Total: 3555
Support Departments	05	09
Skills and Continuing Education Departments	04	11
Quality Certifications/ Accreditations	0	05
Start-ups	0	25
Incubation Centres	-	2
Seed money provided to teachers for research	Rs. 102 lakhs	Rs. 2811.44 lakhs
Conferences attended abroad by faculty	45	91
Conferences organised	51	109
Databases	75	117
Indian Science Congress 2021-22 to be hosted by SIU	Postponed due to COVID-19	

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Keeping in mind the previous NAAC Team recommendations, the University has committed itself to leveraging its core strengths and opportunities while addressing its weaknesses and limitations.

Institutional Strengths of SIU:

- Nationally and internationally recognized Symbiosis Brand: known as a multicultural, cosmopolitan, secular HEI with a strong international focus
- Health Promoting University
- Offers multi-disciplinary programmes
- Nurtures democratic, inclusive leadership
- Offers horizontal/vertical mobility and growth opportunities for staff/faculty
- Top leadership has a hands-on-work approach and lead by example
- Most institutes are ranked among top 10 in the country
- Strong community engagement
- Strong commitment to capacity building of African and neighbouring Asian countries

Infrastructure:

- State-of-the-art physical and IT infrastructure
- Resources for infrastructural improvements, experimentation of innovative academic and research ideas
- Adoption of technology for efficient academic and administrative processes
- Conducive learning environment augmented with well-equipped laboratories and libraries rich with e-learning resources

Stakeholders:

- Well qualified, experienced and motivated faculty and staff selected on merit from diverse backgrounds
- Top quality student cohort admitted: strong demand ratio for programmes and merit based selection
- Strong Partnerships with:
 1. Industry
 2. International universities and international quality assurance agencies and associations
 3. NGOs/NFPs
 4. Alumni
 5. Associations of Higher Education Institutions / Policy influencing Bodies (AIU/ FICCI/ CII/ ICCR/ EAIE/ OBREAL/ ERASMUS/ USIEF/ UKIERI/DAAD)
 6. Neighbouring Community

Academic Strength:

- Holistic development of students, faculty and staff to equip them to be life-long learners
- Rich learning ecosystem with highly diverse student and faculty backgrounds
- Focus on innovative technology and pedagogies in synch with facilities for requisite training
- Student centric philosophy:

1. Project based learning

2. Reforms in credit policy to embed experiential learning
 3. Freedom for students to design their own curriculum through choice of electives and specializations, etc.
 4. Opportunities for students to contribute ideas for new courses, workshops, assignments, etc.
 5. Opportunities for students to contribute ideas for enhancing decision making processes/activities
- High degree of autonomy to institutes to design and deliver flexible and innovative curricula
 - Inter/transdisciplinary approach to curricular development
 - Focus on integration of human values and technology across programme curricula
 - Adoption of Outcome Based Education model for teaching, learning and assessment.

Institutional Weakness

The university has identified the following weaknesses and is working towards mitigating their impact:

- Inability to attract adequate student enrolment in reserved student categories
- Inadequate industry sponsored research laboratories
- Shortfall of patents in non-technical areas
- Inability to attract startups in core sectors such as manufacturing
- Difficulty in hiring adequate number of qualified faculty as per UGC norms in domains such as media, design, photography, culinary arts, law, performing arts, etc.

Institutional Opportunity

The university is hopeful of making the most of the following opportunities by:

- Increasing the engagement with the community/local government **across all campuses** for extension activities in the areas of waste management, public health, financial literacy, etc.
- Aligning with Atmanirbhar Bharat Mission, the Centre for Entrepreneurship & Innovation can reach out to budding entrepreneurs and **handhold them from 'mind to market'**.
- Enhancing the research quality and output:

1. through an increased allocation of funds by SIU
 2. recent establishment of SUHRC and the new research centres
 3. establishment of industry sponsored research centres
 4. provisions of the New Education Policy which recognises private and public universities as equals
 5. establishing stronger interdisciplinary research networks through international MOUs
 6. providing adequate support to publish patents
- Foster collaborative online international learning through global linkages
 - Development of e-content for SWAYAM and SIU MOOCs

Institutional Challenge

The university faces the following challenges and is working towards strategies for countering these:

- With the growing number of private and public HEIs in the country, the university is likely to face increased challenges in attracting talented and meritorious students
- Possibility of foreign universities setting up campuses in the country
- Retention of faculty given the new employment opportunities that are available in the country
- Attracting meritorious talented students to choose to join the teaching profession (given the hugely lucrative corporate jobs that are available) and the growing aspiration to become entrepreneurs
- Rapidly changing work/technological environment will require agile curricula
- Growing student/parent aspirations from higher education
- Changing perception regarding the value of education: A narrow view of the value of education (ROI!), with lucrative placements being considered as the end goal of higher education, will create dissonance with the University's (and faculty's) philosophy of preparing students for long-term personal, civic and professional contentment.
- The manner in which we deliver education in the future will be largely impacted by the fast changing technology. The shape of universities in the future is difficult to predict given the innovative and student centric edutech that is becoming popular.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SIU offers a programme mix which is in tune with its vision of '*Promoting International Understanding through Quality Education*'. 78 programmes, their curricula and andragogy ensure that SIU contributes not only to the national development goals in terms of access, equity, social justice, skill development, employment and entrepreneurship, but also helps develop global citizens who demonstrate ethical values, sensitivity to environmental concerns, appreciation of diversity and technological perspectives. All the programmes are reviewed annually based on stakeholder feedback and are approved through a rigorous governance process which adopts a bottom-up approach; starting with the Programme Review Committee at every institute and going through the Board of Studies, Academic Council, and Board of Management to ensure their alignment with university vision and mission, as well as national and global development goals. POs, PSOs and COs are defined and mapped for all programmes. Outcome attainment is assessed and measures for improvement are taken. All programmes have been reviewed and revised, and over 2360 new courses were approved during the last five years.

All programmes are CBCS aligned, offering inbuilt flexibility and include interdisciplinary courses and service learning to emphasise the development of generic and transferable skills. Several extracurricular activities of community development, global immersion and wellness promotion, in addition to 1070 value-added courses, cater to the varied needs of national and international students and ensure their employability and holistic development.

Teaching-learning and Evaluation

SIU is home to 18,971 students from diverse academic/cultural backgrounds admitted primarily through

programme specific entrance tests organized at national level by Symbiosis. An average demand ratio of 1:35 is testament to the acknowledged quality of education offered across programmes. An early identification of learning levels helps faculty devise strategies to cater to specific needs of advanced and slow learners. A clear articulation of POs and COs ensures that teaching is directed towards their attainment. A robust LMS and ICT-enabled processes help monitor all academic activities. Learning resources are accessible to students 24x7. Pedagogical interventions include such as field trips, tinkering labs, live industry projects, online courses, simulations, mock trials, case studies, and workshops/seminars/conferences. All these make learning immersive and engaging. Apart from classroom engagement by qualified and experienced teachers, use of e-resources including databases, MOOCs, Bloomberg terminals, simulation and statistical software enrich the learning. A healthy faculty-student ratio of 1:33 ensures personal attention and supports faculty as they mentor students on academic and non-academic issues. Quality of learning is reviewed through continuous assessment and term end evaluation. Fully computerized examination systems are reviewed annually, leading to fair and improved processes which in turn ensures timely declaration of results (within 28 days) and also reduces examination related grievances to a negligible 0.15%. The average pass percentage of 94.52% (2019-20) across programmes endorses full attainment of learning outcomes. The entire teaching-learning process serves as a strong foundation for student satisfaction and progression; validated by an average overall placement of 82.4% with the rest choosing higher education/entrepreneurship.

Research, Innovations and Extension

Research, innovation and extension activities are promoted, coordinated and monitored through three central departments: SCRI, SCEI and SCOPE.

SCRI is responsible for validating the research output of faculty, evaluating the research output of candidates applying for faculty positions to ensure the hiring of academics with high research credentials, conducting Ph.D. admissions, monitoring the work of Ph.D scholars, monitoring the work of research centres, offering FDPs on research, providing state-of-the-art research laboratories, databases and software. The Research Policy provides incentives based on research performance, seed money and fellowships, financial support for presenting papers abroad and support for development of intellectual property.

Between 2015 and 2020, faculty members have published 3,555 papers in journals indexed in Scopus and WoS. 1748 books, book chapters and proceedings papers have been published. The number of Scopus and WoS citations received is 18,805 and 15,553, respectively, and the Scopus and WoS h-index is 53 and 48, respectively. 109 research conferences were organised. 1123 students are pursuing their Ph.D. at SIU. Rs. 4,577.39 lakhs has been generated through consultancy and corporate training. SCEI promotes entrepreneurship and innovation, and a DST funded Incubator has been set up with a grant of Rs. 11.10 Crores and an SIU contribution of Rs 6.33 Crores.

At present 25 startups are being incubated, 53 patents are published, 711 workshops/seminars conducted (on research methodology, IPR, entrepreneurship, skill development) and 966 awards for research and innovation received by faculty and students.

SCOPE and SMCW organise, implement and monitor extension activities and outreach programmes. Activities including legal aid, medical camps and clinics, and literacy campaigns on computers, nutrition and finance are conducted in 22 adopted villages.

Infrastructure and Learning Resources

SIU has 5 well-maintained picturesque campuses in Pune, Bengaluru, Nagpur, Noida and Hyderabad; each is equipped with state-of-the-art learning resources including 352 ICT enabled classrooms, 41 seminar halls, 10 auditoria, 35 conference rooms, 08 workshops, 07 studios and recording rooms, 04 moot courts, 35 research labs, 85 computer laboratories, 103 specialized laboratories, 06 Bloomberg labs, 27 institute libraries, 01 Central Library, and 13 Wi-Fi enabled hostels with 4156 boys and 5236 girls staying there. Infrastructure is thoughtfully created, maintained and augmented from time to time.

Since 2015, SIU has spent Rs. 1,95,336.59 lakhs and Rs.1,97,492.57 lakhs for infrastructure augmentation and maintenance of physical and academic support facilities respectively, and Rs. 6,183.75 lakhs on library resources.

SIU has a *One Network One Campus One Firewall* Policy providing centralised monitoring with more than 4 GBPS bandwidth and seamless Wi-Fi connectivity. There are 6514 computers and 431 laptops, and students/faculty are provided with a firewall login id for use on laptops and smartphones. Administrative processes are managed through ERP systems. A centralized LMS supports effective planning of teaching-learning and is also an effective tool for preparing AQAR and SSR.

Institute libraries are fully computerized, stacked with 3,87,380 print copies of textbooks and reference books, and interconnected using OPAC with 'KOHA'. The library portal facilitates access to 2,21,573 e-books, 98,050 e-journals, and 117 databases with around 62541 individual logins on the library portal in 2019-2020, and physical and e-library (e-hits) footfalls on an average per day are 10100.5 (i.e. in the AY 2019-20: 345808 physical footfalls and 3340876 e-hits). During the covid period (April 2020 to Nov 2021) when students were not on the campus, the total e-hits through remote access were 13,29,899 and total library portal individual logins were 77,368.

In addition to the above, all campuses have the necessary infrastructure to facilitate cultural, sports, health, and welfare activities.

Student Support and Progression

Student activities aligned with the mission statements '*to develop global competencies amongst the students*' and '*to enhance employability and contribute to human resource development*' have resulted in 82.4 % students being recruited on campus (average salary: Rs. 16.25 lakhs for PG and Rs. 8.6 lakhs for UG) with other students opting for higher education and entrepreneurship. Around 445 workshops on soft skills, personality development, emerging technology trends, communication skills and life skills were conducted for capacity development and skills enhancement.

In keeping with the mission statement '*to nurture creativity and entrepreneurship*', a TBI 'NIDHI' established by SCEI (with GoI grant of Rs. 11.10 crores + SIU grant of Rs. 6.33 crores) has incubated 25 start-ups on campus. Guidance programmes have benefitted 88.68% students opting for competitive exams in state/national/international examinations. University scholarships, free ships, and fee-waivers (Rs. 58.52 crores) have been awarded to deserving, meritorious students. Additionally, scholarships worth Rs. 28.49 crores have been received from government/non-government agencies. Close to 1,500 cultural and sports events organised through student clubs / committees ensured the holistic development of students. Students have won around 1,200 awards at multiple level sports competitions and cultural events.

The Symbiosis Centre for Alumni Engagement promotes alumni engagement and networking. Over the years, alumni have progressed well both nationally and internationally not only in the corporate sector but also as entrepreneurs and in the social sector, etc. These alumni are actively engaged with the university as mentors, placement and internship partners, etc.

In addition to ensuring student progression, SIU also adopts a transparent mechanism for redressing all types of student grievances and creating a safe environment for students.

Governance, Leadership and Management

The vision and mission statements provide direction while the core values provide ethical and operational framework. The leadership, under the guidance of university authorities, has leveraged the power of shared knowledge and consensus-driven decision making processes resulting in a robust governance mechanism that ensures stakeholder satisfaction. Extensive adoption of e-governance across functions has facilitated transparency and enabled informed decision making. Meticulous implementation of the five-year strategic plan (2016-2021) developed in consultation with the deans and directors has resulted in the establishment of:

- a campus at Nagpur with four institutes
- the Faculty of Architecture and Design
- new institutes offering new programmes
- a multi-speciality hospital
- a Quality Management and Benchmarking Department with more resources thus strengthening IQAC to:
 - enhance quality initiatives
 - conduct quality audits - IQAC, Academic and Administrative
 - review performance/progress of institutes using the internally designed performance measurement toolkit - OMPI

SIU is currently mentoring four institutions under the NAAC- Paramarsh Scheme.

During the period 2015-2020, SIU had invested Rs.1242.84 lakhs in training and development of faculty/staff to provide exposure to new trends and need-based upskilling / reskilling. As a result, 14805 faculty participated in 631 programmes/conferences and 17981 staff members benefitted from 254 training programmes.

Robust governance practices, quality initiatives and investment in staff development have all underpinned the quality of education imparted at SIU. In recognition of this quality, SIU has been ranked in NIRF (#38) and THE World Ranking (#800 - 1000) and has received many national and international awards.

Institutional Values and Best Practices

The five core values of SIU are *Vasudhaiva Kutumbakam*, Diversity and Inclusion, Integrity and Honesty, Transparency and Accountability, and Social Commitment and Gender Equity. All university activities are grounded within this value framework.

SIU champions the cause of environmental consciousness and sustainability and has facilities for alternate sources of energy. SIU was selected by the 2000W Smart Cities Association, Switzerland, as the first university

in India to undergo the Smart Campus Certification process and participated in several training programs and submitted information and documentary evidence of all sustainable practices, that SIU follows. The Swiss Federal Office of Energy (SFOE) has authorised the 2000Watt Smart Cities Association to award this certification in India and Europe. The key verticals for the certification process include Smart Governance, Smart Centrality, Smart Mobility, Smart Energy and Environment, Smart Buildings and Smart Food Production and Tech Centres. SIU has adopted energy conservation measures such as solar panels, biogas plants, sensor-based energy devices and LED bulbs on all its campuses resulting in savings of approximately Rs 5.97 crores.

SIU has made conscious efforts for recycling waste water and harvesting rainwater. The main campus at Lavale has two check dams - *Bandharas* - having a total rain water storage capacity of 300 lakh litres. To ensure the efficacy of these measures, regular environment and energy audits are undertaken. The Biodiversity Committee creates awareness through education and fosters respect for nature thus nurturing biodiversity.

Infrastructure is barrier free and disability-friendly. A culture of inclusion – across gender, learning abilities, social vulnerabilities, and the differently abled - is nurtured through appropriate policies and activities.

SIU's Code of Conduct is disseminated to students, faculty, administrators and staff reinforcing human values of compassion, tolerance, respect for others, and professional ethics. All institutes celebrate national and international days to instill constitutional values and responsibilities. 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. Concerts and lecture-demonstrations are organised to promote Indian culture, especially dance, music, poetry and theatre.

Independence Day and Republic Day are celebrated to recommit ourselves to freedom and our constitutional ideals. Tree plantation drives are organised on World Environment Day and on International Students' Day. Poster competitions, lectures, discussions and visits to botanical gardens are organised. Rashtriya Ekta Divas celebrated on 31st October focuses on 'Integrity and Unity'. Rashtriya Samvidhan Diwas and Sadbhavna Divas' are celebrated to reaffirm national integration, peace and communal harmony.

A book highlighting 40 best practices has been published in addition to the three best practices showcased in this report.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)
Address	Gram - Lavale, Tal. - Mulshi
City	Pune
State	Maharashtra
Pin	412115
Website	www.siu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Rajani Gupte	020-28116200	9075090280	020-28116206	registrar@siu.edu.in
IQAC / CIQA coordinator	Manisha Ketkar	020-25593318	9372340222	020-25593333	headqa_qmb@siu.edu.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	06-05-2002
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	25-04-1977

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	06-05-2002	View Document
12B of UGC	11-09-2018	View Document

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

NAAC

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Gram - Lavale, Tal. - Mulshi	Rural	251.9	66811.53	18 programmes are being conducted at Gram - Lavale, Tal. - Mulshi		
<i>Institutes</i>	<i>Range Hills Road, Kirkee, Pune - 411020</i>	<i>Urban</i>	<i>4</i>	<i>6788.76</i>	<i>2 programmes are being conducted at Range Hills Road, Kirkee, Pune - 411020</i>	<i>06-05-2002</i>	<i>10-11-2006</i>
<i>Institutes</i>	<i>Plot No. 15, Phase 1, Rajiv Gandhi Infotech Park, Hinjewadi, Pune - 411057</i>	<i>Urban</i>	<i>12.44</i>	<i>22569.6</i>	<i>10 programmes are being conducted at Plot No. 15, Phase 1, Rajiv Gandhi Infotech Park, Hinjewadi, Pune - 411057</i>	<i>06-05-2002</i>	<i>10-11-2006</i>
<i>Institutes</i>	<i>Senapati Bapat Road, Pune - 411004</i>	<i>Urban</i>	<i>5.84</i>	<i>16044.99</i>	<i>5 programmes are being conducted at</i>	<i>06-05-2002</i>	<i>10-11-2006</i>

					<i>Senapati Bapat Road, Pune - 411004</i>		
<i>Institutes</i>	<i>Atur Centre, Gokhale Cross Road, Model Colony, Pune - 411016</i>	<i>Urban</i>	<i>0.93</i>	<i>6406.46</i>	<i>10 progr ammes are being conducted at Atur Centre, Gokhale Cross Road, Model Colony, Pune - 411016</i>	<i>06-05-2002</i>	<i>10-11-2006</i>
<i>Institutes</i>	<i>Survey No. 227, Plot 11, Rohan Mithila, Opp. Pune Airport, Symbios is Road, Viman Nagar, Pune - 411014</i>	<i>Urban</i>	<i>7.15</i>	<i>17744.33</i>	<i>9 progra mmes are being conducted at Survey No. 227, Plot 11, Rohan Mithila, Opp. Pune Airport, Symbiosi s Road, Viman Nagar, Pune - 411014</i>	<i>06-05-2002</i>	<i>10-11-2006</i>
<i>Institutes</i>	<i>Survey No. 231, Viman Nagar, Pune - 411014</i>	<i>Urban</i>	<i>9.19</i>	<i>40759.11</i>	<i>3 progra mmes are being conducted at Survey No. 231, Viman Nagar,</i>	<i>06-05-2002</i>	<i>10-11-2006</i>

					Pune - 411014		
Institutes	Plot No. A-23, Shraavan Sector, New Cidco, Nashik - 422008	Urban	4.76	8146.97	1 programmes are being conducted at Plot No. A-23, Shraavan Sector, New Cidco, Nashik - 422008	06-05-2002	10-11-2006
Off Campus	Village - Mauje Wathoda, Taluka - Nagpur (city), Dist. - Nagpur - 440008.	Urban	75.02	124735.1	7 programmes are being conducted at Village - Mauje Wathoda, Taluka - Nagpur (city), Dist. - Nagpur - 440008	06-05-2002	22-08-2019
Off Campus	Survey No. 292 Off Bangalore Highway, Modallaguda, Nandigama, Rangareddy, Dist. Hyderabad, Telangana - 509217	Rural	41	85663.29	4 programmes are being conducted at Survey No. 292 Off Bangalore Highway, Modallaguda, Nandigama, Rangareddy, Dist. Hyderabad,	20-12-2014	20-08-2018

					Telangan a - 509217		
Off Campus	Plot No. 47/48, Block A, Sector -62, Noida - 201301	Urban	9.88	28604.24	4 progra mmes are being conduce d at Plot No. 47/48, Block A, Sector -62, Noida - 201301	03-12-2010	17-08-2018
Off Campus	Address - 95-1,9 5-2, Ele ctronics City, Phase I, Hosur Road, B engalur u - 560100	Urban	3.92	39837.36	5 progra mmes are being conduce d at Address - 95-1,95-2 , Electroni cs City, Phase I, Hosur Road, Bengalur u - 560100	06-05-2002	17-04-2008
Institutes	Lavale, Pune - 412115	Rural	119.47	242721.1	34 progr ammes are being conduce d at Lavale, Pune - 412115	06-05-2002	10-11-2006

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	36
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
INC	108423_6336_7_1629116711.pdf	
BCI	108423_6336_8_1633325676.pdf	
COA	108423_6336_18_1629104584.pdf	
MCI	108423_6336_2_1636717054.pdf	
AICTE	108423_6336_1_1636715361.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	93				179				442			
Recruited	39	41	0	80	72	49	0	121	171	199	0	370
Yet to Recruit	13				58				72			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				963
Recruited	544	319	0	863
Yet to Recruit				100
On Contract	121	91	0	212

Technical Staff				
	Male	Female	Others	Total
Sanctioned				418
Recruited	285	108	0	393
Yet to Recruit				25
On Contract	75	22	0	97

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	39	41	0	67	47	0	116	120	0	430
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	5	2	0	52	76	0	135
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	259	78	0	337

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Faculty of Humanities and Social Sciences	Ram Sathe Chair in International Studies	Symbiosis International University
2	Faculty of Media and Communication	R. K. Laxman Chair in Journalism	Symbiosis International University
3	Faculty of Health Sciences	Culinary Arts	Symbiosis International University
4	Faculty of Management	C K Prahalad	Symbiosis International University

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2079	3836	221	85	6221
	Female	1901	3499	359	92	5851
	Others	0	0	0	0	0
PG	Male	1155	2580	52	83	3870
	Female	805	2083	50	91	3029
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	349	363	0	0	712
	Female	413	424	0	0	837
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	304	76	1	7	388
	Female	319	91	0	1	411
	Others	0	0	0	0	0
Diploma	Male	98	32	0	6	136
	Female	79	28	0	3	110
	Others	0	0	0	0	0
Certificate / Awareness	Male	10	15	1	2	28
	Female	5	7	0	0	12
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	8

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	432	1432	36	12	1912
Female	613	1694	85	14	2406
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
A	3.35			
				NAAC-Certificate-2009.pdf
Cycle 2	Accreditation			
A	3.58			
				NAAC-Certificate-2016_with_Extension.pdf
A+	3.5			
Cycle 3	Accreditation			

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Symbiosis Centre For Corporate Education Pune	View Document
Symbiosis Centre For Health Skills	View Document
Symbiosis Centre For Information Technology	View Document
Symbiosis Centre For Management And Human Resource Development	View Document
Symbiosis Centre For Management Studies Nagpur	View Document
Symbiosis Centre For Management Studies Noida	View Document
Symbiosis Centre For Management Studies Pune	View Document
Symbiosis Centre For Media And Communication	View Document
Symbiosis Centre For Research And Innovation	View Document
Symbiosis College Of Nursing	View Document
Symbiosis Institute Of Business Management Bengaluru	View Document
Symbiosis Institute Of Business Management Hyderabad	View Document
Symbiosis Institute Of Business Management Nagpur	View Document
Symbiosis Institute Of Business Management Pune	View Document
Symbiosis Institute Of Computer Studies And Research	View Document
Symbiosis Institute Of Design	View Document
Symbiosis Institute Of Digital And Telecom Management	View Document
Symbiosis Institute Of Geoinformatics	View Document
Symbiosis Institute Of Health Sciences	View Document
Symbiosis Institute Of International Business	View Document
Symbiosis Institute Of Management Studies	View Document
Symbiosis Institute Of Media And Communication	View Document
Symbiosis Institute Of Operations Management	View Document
Symbiosis Institute Of Technology	View Document

Symbiosis Law School Hyderabad	View Document
Symbiosis Law School Nagpur	View Document
Symbiosis Law School Noida	View Document
Symbiosis Law School Pune	View Document
Symbiosis Medical College For Women	View Document
Symbiosis School For Liberal Arts	View Document
Symbiosis School Of Banking And Finance	View Document
Symbiosis School Of Biological Sciences	View Document
Symbiosis School Of Culinary Arts	View Document
Symbiosis School Of Economics	View Document
Symbiosis School Of International Studies	View Document
Symbiosis School Of Media And Communication Bengaluru	View Document
Symbiosis School Of Planning Architecture And Design Nagpur	View Document
Symbiosis School Of Sports Sciences	View Document
Symbiosis School Of Visual Arts And Photography	View Document
Symbiosis Statistical Institute	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Current status: Multidisciplinary/interdisciplinary</p> <p>SIU is a multidisciplinary University offering programmes in eight disciplines – Law, Management, Computer Studies, Health Sciences, Humanities and Social Sciences, Engineering, Media & Communication, and Architecture & Design . As a multidisciplinary university, SIU has a unique academic governance structure for programmes and course creation. The structure being organised around eight Faculties and each Faculty having discipline based Sub-Committees makes it conducive for ensuring multidisciplinary/interdisciplinarity. Hence, currently it is possible to offer courses drawn from various disciplines as a part of any Programme. For example, the programme on Healthcare</p>
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Management offers a course on Medico – legal issues drawn from the Faculty of Law.

The process of classifying courses of a programme as ‘belonging to the discipline’, ‘from another discipline’ or ‘inter-disciplinary’ is already in place and accordingly, the percentage of multidisciplinary and interdisciplinarity in a programme is calculated.

Pre-NEP, SIU had a flexible approach when it came to introducing multidisciplinary in the programmes.

Plans for implementing NEP 2020:

1. SIU had set up an expert group comprising of members from within the University and three members external to the University. The members deliberated on initiatives and preparedness of the University towards promoting multidisciplinary education. The expert group met several times and presented their recommendations. Based on these recommendations, a road map for implementation of NEP for multidisciplinary educations was created.

2. A more nuanced Multidisciplinary-Interdisciplinarity Assessment Tool is being developed for making the process in line with NEP. The University has taken the initiative of ensuring a minimum desired level of multidisciplinary across all its programmes. The suggested range would depend on the type and nature of the programme.

3. The different approaches to ensure multidisciplinary education include:

- a) Introduction of courses of different disciplines in the programme while retaining the core characteristic of the programme
- b) Introduction of multidisciplinary projects where students specializing in different disciplines work towards a common project.
- c) Faculty can be trained to teach courses from multiple perspectives.
- d) Encouraging students from different disciplines/institutes to enrol for a common course together to encourage peer to peer learning beyond disciplinary boundaries.

2. Academic bank of credits (ABC):

Current status : Academic Bank of Credits (ABC)

	<p>SIU has been a proponent of student mobility and credit transfers and has already implemented inter-institutional credit transfer (IICT) courses under its 'Floating Credits Programme' at the UG level since long.</p> <p>The university already has the following in place-</p> <ol style="list-style-type: none"> 1) Choice Based Credit System for all programmes 2) Well defined credit structure for all courses. 3) Credit Transfer Policy 4) Programmes with wide choice of electives to students <p>SIU is a registered participant of the UGC scheme of Academic Bank of Credits.</p> <p>Action Plan for further implementation under NEP 2020 :</p> <ol style="list-style-type: none"> 1. SIU proposes to launch an intra SIU- ABC scheme and offer more courses for credit transfer across all SIU UG and PG programmes. 2. SIU will identify courses to be offered to other participating Universities of the ABC scheme of UGC.
<p>3. Skill development:</p>	<p>Current status: Skill development</p> <p>For Students:</p> <p>SIU has created an eco-system to hone career relevant skills of the students. Skill enhancement in students is ensured through the following interventions:</p> <ol style="list-style-type: none"> 1. Each institute identifies the requisite skills essential to achieve the graduate attributes. 2. All programmes have skill based experiential learning as a core component of every course. 3. SIU offers a few programmes which are specifically aimed at imparting precise skillsets to the students; for example, Culinary Arts, Photography and Design. 4. Under the Floating Credits Programme, UG students can take up courses from other UG institutes of SIU such as Game Design, Sketching & Drawing, Photography, Entrepreneurship, Internet of Things, Exhibition Design, Public Relations, Event Management, Creative Writing, etc. 5. Symbiosis Centre for Skill Development (SCSD) in Nagpur offers programmes in Mobile Repairing

and Beauty & Wellness. SCSD has collaborated with the industry to ensure employability too.

6. 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.

For Faculty-members:

Need-based FDPs are curated to train the in-service faculty members in three major areas:

- Teaching: SIU empowers the 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: Faculty development programmes (FDP) 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 and also perform administrative duties well.

Action Plan for further implementation under NEP 2020 :

For Students:

1. SIU will offer a bouquet of skill courses ranging from entry-level skills to highly specialized skills in each of the Faculties at SIU.
2. SIU will establish 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:

1. 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.

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

Current status:

- A two-credit, value-added course on 'Vasudhaiva Kutumbakam' was offered to students and faculty

across the University to promote global citizenship.

- Liberal Arts, Language, Architecture, Design, Media and Communication institutes at Symbiosis currently offer courses on Indian Knowledge Systems, Languages, Culture and Values.
- The objective of 'Shilpkatha', an annual craft initiative at the Symbiosis Institute of Design is to bring about product diversification of heritage Indian crafts. Since 2008, students have been working closely with artisans to study and document their craft and the history associated with it.
- In collaboration with ICCR and SPIC MACAY, demonstration lectures and events to promote our heritage are organised.

Action Plan for further implementation under NEP 2020 :

1. Proposed Centre for Indian Knowledge Systems
 - Mandatory course on Vasudhaiva Kutumbakam for every student at Symbiosis
 - Collaborations with SIU partner universities, world-class universities and experts to design and teach multidisciplinary courses on Indian Knowledge Systems, Languages, Culture and Values
 - Certificates, diplomas, multidisciplinary programs and degrees on Indian Knowledge Systems and Indian heritage.
 - Outstanding local artists and crafts persons to be invited as Artists-in-Residence and master instructors to promote local music, art, languages, and handicraft.
 - A 'Study India Program' to cultivate an appreciation of our diversity, culture, and traditions
 - The center will host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.
 - Annual International Conference.
 - Build a repository, a library and documentation center, that will create pre-recorded teaching-learning material, e-content and documentaries that will allow for the spread and promotion of our heritage.

5. Focus on Outcome based education (OBE):

Current Status:

SIU has adopted Outcome Based Education (OBE) for all its programmes. A programme has been adopted as a 'unit' for outcome-based framework

	<p>implementation.</p> <p>Learning Outcomes have been appropriately defined at Programme level (POs/PSOs) and Course level (COs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality.</p> <p>Action Plan for further implementation under NEP 2020: The process outlined above would be further strengthened and attainment levels will continue to be monitored closely to modify the pedagogy and /or the evaluation, if necessary.</p> <p>The mapping of indirect assessments and their attainment will now be the focus in the next phase of OBE implementation</p>
<p>6. Distance education/online education:</p>	<p>Current Status:</p> <p>The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups.</p> <p>Current status: The University has undertaken the following initiatives to enhance equity, inclusion and diversity: 1. 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 Diploma and 3 Certificate Programmes in Open and Distance Learning mode. Several students have availed this opportunity for lifelong learning.</p> <p>Online Education:</p>

SIU has been enlisted to offer degree programmes in the online mode by the UGC as per the provisions of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Technology Upgradation:

SIU has made substantial investment to upgrade and integrate technology to suit advancements needed in teaching learning content and pedagogies. SIU is making use of Learning Management Systems (LMS) to support online classes.

SIU has also launched the SIUx platform offering several online certificate programs in the synchronous mode where learners can learn from their home/office at their convenience. SIU is focussing on creating digital and interoperable infrastructure that can be utilised by multiple platforms.

Action Plan for further implementation under NEP 2020 :

- Recently, SIU has made an application to offer various degree programmes in the Open and Distance Learning mode to the University Grants Commission and approval for the same is awaited.
- SIU also proposes to offer short certificate courses in the online mode in various cutting- edge domains to provide access to students aspiring to acquire employment /entrepreneurship oriented skills.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
78	68	68	65	60
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 36

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
18971	17401	16437	15355	13966
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
6058	5592	5325	4841	4632
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
18432	16963	16076	15010	13827
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
1092	1602	1362	1185	1111

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6929	7050	6517	5106	2469
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
571	562	522	487	446
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
714	674	610	581	567
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
253487	229023	216513	187609	157024
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
2103	1720	1647	1592	1522
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 393****4.4****Total number of computers in the campus for academic purpose****Response: 6945**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
152383.64	115846.15	68369.11	61841.39	42187.22

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

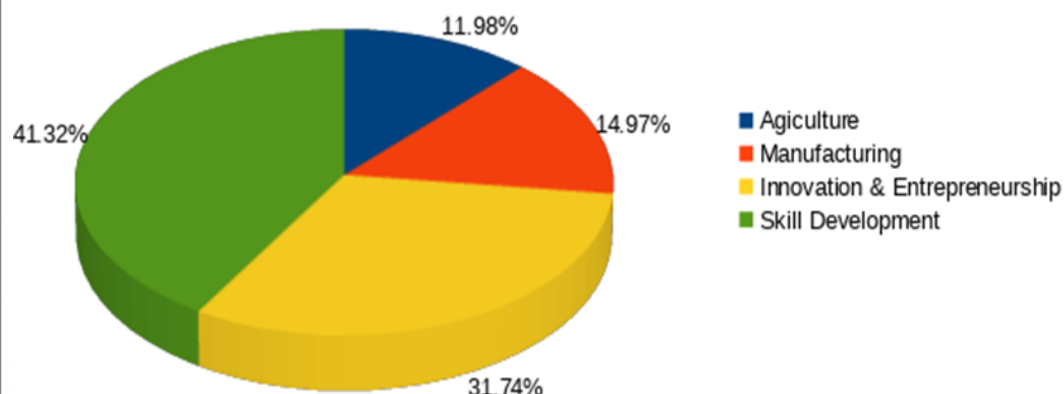
The curricula of programmes are aligned to the needs of the nation and are based on an assessment of societal and industry needs; for instance, SIU is lauded for being the first in the private sector to offer postgraduate programmes in International Business, Agri-business, Energy and Environment, Medical Technology, and Telecom Management. It was also the first in 2011 to offer a four year transdisciplinary and comprehensive UG programme in Liberal Arts which is now recommended in the National Education Policy 2020.

This rootedness built into the programme structures is seen in the clear outlining of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) in accordance with UGC's Learning Outcome-based Curriculum Framework (LOCF). **The details of this alignment are provided in the annexures given in additional information.**

Relevance/Value of Programmes:

Local Relevance:

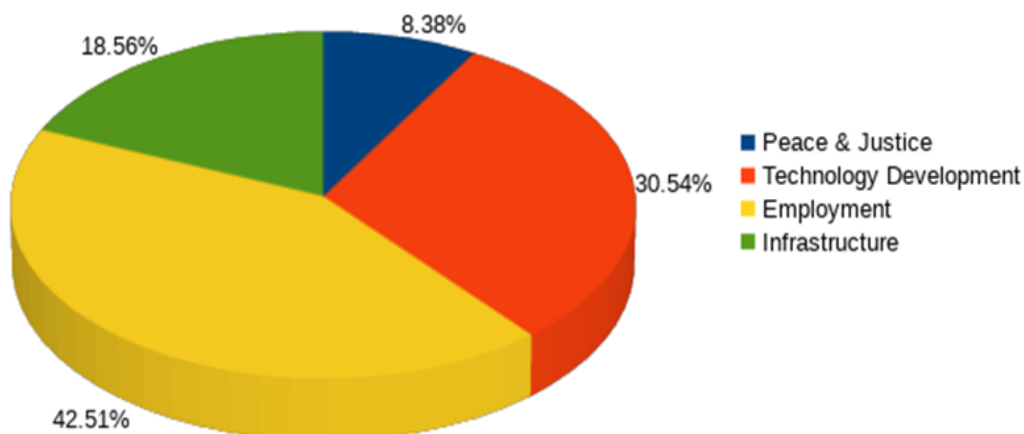
- **Local causes:** Specialized programmes like Infrastructure and Geoinformatics support the Smart City Initiative in Pune. Students of social sciences work in projects such as ascertaining the efficacy of the Police department, evaluating NABARD initiatives, district mapping of SDG goals in Maharashtra (Annexure 1.1.1.i).
- **National missions:** The curriculum ensures mandatory service-learning helping propagate national missions like Swachh Bharat, Financial Literacy, Nutrition and Health, Renewable Energy, and Information Technology (Annexure 1.1.1.ii).
- **Volunteering:** Students support NGOs and NFPs and also gain insight into the complexities of inequality, a paucity of local resources, needs of vulnerable groups, etc (Annexure 1.1.1.iii).

% of programs having relevance to National / Local Needs**National Relevance:**

- **Employable Youth:** Programmes are regularly updated to ensure a robust connection with the industry/domain requirements. This is validated by the demand ratio of 1:35 during the year 2019-2020 for all programmes. All our programmes enjoy an excellent placement such as 95% in the Faculty of Computer Studies and 94% in the Faculty of Management.
- **Entrepreneurship Development:** Entrepreneurship development is supported through E-cell activities, E-Summits and Pre-incubation support for implementing ideas. A dedicated MBA-Innovation & Entrepreneurship is offered by one of the institutes where more than 40 startups have been incubated. 325 of our alumni (who initiated student startups) now have successful ventures. SIU has established a Technology Business Incubator on campus with support from DST, Govt of India with a vision of promoting technology entrepreneurship (Annexure 1.1.1.iv).

Study in India: SIU actively supported the Government of India in developing the 'Study in India' programme based on our expertise in internationalisation. SIU also is active in offering ideas for furthering internationalisation at the national level and is working closely with AIU to establish the Indian network for internationalisation of higher education (Annexure 1.1.1.v).

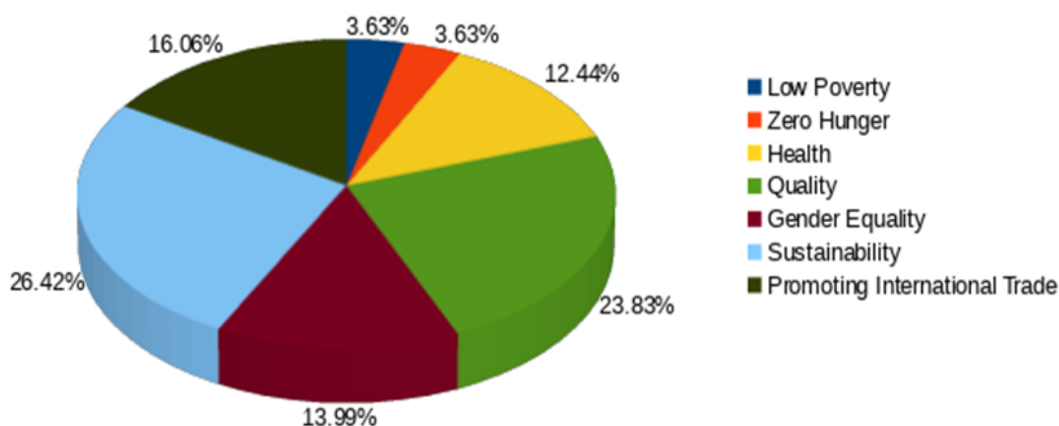
% of programs having relevance to Regional / National Needs



Global Relevance:

Quality Education and Global Citizenship: Internationally valued curricula, 21st-century skills and intercultural competencies are nurtured through collaborative initiatives including global immersion and a commitment to internationalisation@home (Annexure 1.1.1.vi). Curricula are aligned with sustainable development goals (SDG) specifically Target 4.7 - ‘Education for sustainable growth and global citizenship’ which has been the guiding principle of Symbiosis since its inception in 1971, rooted as it is in the Vedic principles of ‘Vasudhaiva Kutumbakam’ meaning, ‘The World is One Family’.

% of programs having relevance to Global Needs



File Description	Document
Link for Additional information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.**Response:** 100**1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 78

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

Response: 78

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

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years**Response:** 100**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6929	7050	6517	5106	2469

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 54.15</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 2360</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 4358</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 78</p>	

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

1.3 Curriculum Enrichment

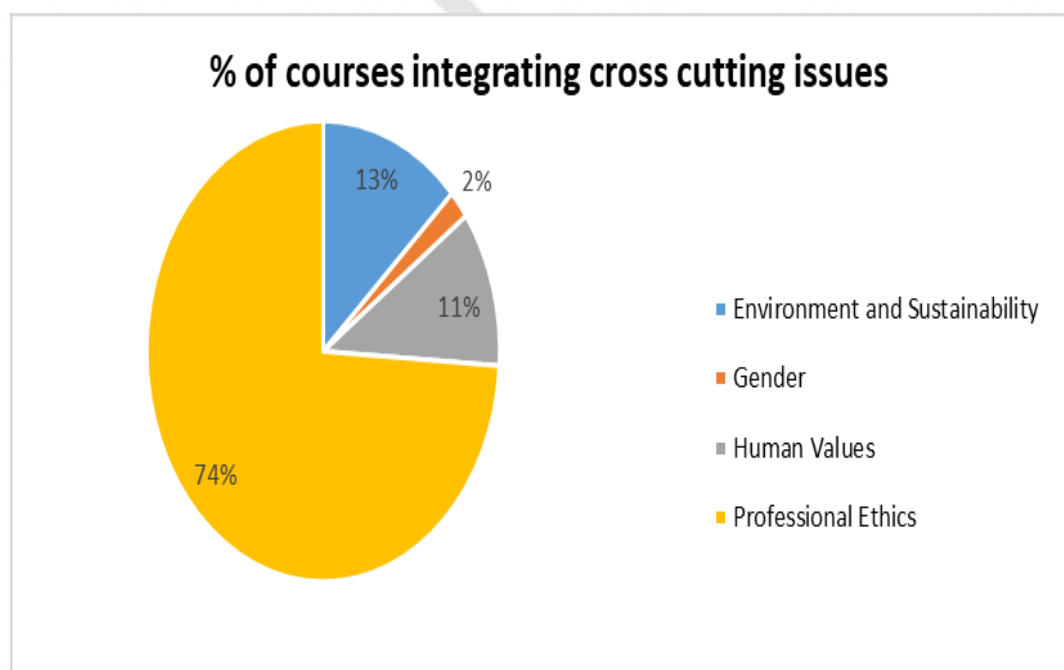
1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

SIU is committed to nurturing socially responsible, eco-literate global citizens. Gender, environment and sustainability, human values and professional ethics are intrinsic to the university and find reflection in its vision, mission, and graduate attributes. **These are integrated into the curricula at programme, specialization, and/or course level, based on the nature of the programme and its desired outcomes.**

Programmes such as MBA Energy and Environment, MBA Infrastructure Management, and B.Sc. Nursing focus on these critical issues. SIU also offers critical specialisations including Women and Gender Studies, Peace and Conflict Studies, and Sustainability Studies.

A plethora of courses including Foundation of Ethics, Gender Justice and Feminist Jurisprudence, Human Rights Law and Practice, Environmental Law, Corporate Governance and Finance, Introduction to Indian Philosophy, Women and Work, etc. focus on developing cross-cutting disciplinary perspectives.



The curricular ecosystem is complemented by workshops, conferences and sessions on ethics, gender sensitisation, gender stereotypes, dispelling gender myths, and cross cultural understanding, to name a few.

Additionally, a course on Integrated Disaster Management (IDM) is mandated across all programmes to ensure that students are trained in techniques for effective management of disasters, epidemics and crises (Annexure 1.3.1.i). Environmental studies are mandated across all undergraduate programmes. As part of the Service Learning Project, undergraduate students undertake activities including installation of solar panels, lights and fans in ZP schools, conducting awareness sessions on organ donation and other health issues, developing websites for various NGOs, and many more (Annexure 1.3.1.ii).

The significance of values and ethics is constantly reinforced upon students through communication regarding the university code of conduct, student manual, examination manual, anti-ragging affidavit and policy, no donation-no capitation policy for admission, smoking/drinking/substance free campus, zero tolerance for violence and IC processes. An appreciation for diversity is inculcated through extracurricular interventions including the celebration of cultural, religious, national festivals by students from across India and abroad, and days such as Ekta Diwas, National Yoga Day to name a few (Annexure 1.3.1.iii).

Symbiosis Community Outreach Programme and Extension (SCOPE) conducts activities like awareness sessions on women's health, anaemia, cervical and breast cancer, sexual and reproductive health, and sex education. Celebration of international days such as breastfeeding week, international women's day, international women's health day, nutrition week, etc. help generate awareness regarding critical issues (Annexure 1.3.1.iv).

Symbiosis Centre for Waste Resource Management (SCWRM) under Unnat Bharat Abhiyan works towards achieving segregation and disposal of household waste in neighbouring villages. It also conducts 'Sanitation for All' campaigns in these villages. **Symbiosis Teaching Learning Resource Centre (STLRC)** conducts workshops for faculty members on topics including Gender Perspectives in Teaching and Research Practices, Seven Mantras for Personal Effectiveness, Anger Management, Toxin-Free Lifestyle, Managing 'Me', etc (Annexure 1.3.1.v).

Additional Information provides details about 'Activities describing the cross-cutting issues'

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

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

Response: 1070

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

Response: 1070

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

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

Response: 73.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
15004	14301	11683	10488	9484

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

Response: 92.7

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

Response: 17586

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

1.4 Feedback System

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

Response: A. All 4 of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 35.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
6999	5989	5739	5524	5247

File Description

Document

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

[View Document](#)

• Any additional information

[View Document](#)

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

Response: 54.51

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

2019-20	2018-19	2017-18	2016-17	2015-16
1127	966	900	864	820

File Description

Document

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

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The University receives the best of talent (from diverse academic and cultural backgrounds) from across the country and abroad, primarily through the Symbiosis National Aptitude Test (SNAP) for postgraduate programmes and Symbiosis Entrance Test (SET) for undergraduate programmes respectively. The high demand ratio across all programmes ensures a highly meritorious student pool to choose from.

Students are inducted into their programmes through a comprehensive and well-structured orientation that ensures their integration into the learning ecosystem. While student-centric pedagogies and outcome-based curricula ensures an inclusive framework of academic engagement, the University is conscious of the different learning needs of its students. Healthy academic autonomy given to each constituent ensures the freedom to design policy and devise learner diversity strategies for identification and development of advanced and slow learners, keeping in mind specific programme requirements. An array of identification techniques including pre-induction tasks, diagnostic tests and continuous assessments are used to identify these learner cohorts. Diagnostic parameters include basic domain knowledge, conceptual clarity, writing ability, numerical ability, general aptitude and reasoning skills.

To enrich the motivation and learning potential of advanced learners, the following opportunities are made available:

- Advanced learners are eligible to pursue a Semester/Study Abroad or enroll for Summer/Winter Schools with partner universities (with scholarship/fee waivers) through the Global Immersion Program (GIP). Opportunity is provided to intern with international partner universities like DePaul University, Chicago and J.F. Oberlin University, Tokyo and also engage in their community outreach programmes.
- Guidance for presenting research papers at conferences, collaborating with faculty for research publications, consultancy projects and live industry projects, and contributing to publication of research based industry forecasts and trends, etc.
- Students are encouraged to enroll for MOOCs and acquire additional certifications.
- Students are nominated on important student/institute committees and encouraged to participate in academic competitions, seminars, workshops and exhibitions at national and international level.
- Semester toppers are felicitated with awards/scholarships/certificates of honour.

To enhance the learning potential of slow learners and provide support, the following opportunities are made available:

- An academic improvement programme ensures that extra classes are conducted in small groups for more effective student-teacher engagement.
- Courses are conducted before the commencement of actual classes to bridge the learning gap between the students' prior knowledge and the programme requirements.
- Language proficiency is improved through workshops/classes conducted by the university's English Language Teaching Institute (ELTIS).
- Remedial sessions are conducted for courses usually found difficult to learn such as Basics of Excel, Economics, Statistics, Business Mathematics, Financial Management, Accountancy, Operations Research, etc.

A **variety of internal-assessment/evaluation** components such as class tests, presentations, vivas, out of class assignments, etc. ensure that learners have an opportunity to perform well at evaluations that test

more than just rote memory and writing ability.

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

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

Response: 33:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Learning is dependent upon the pedagogies that teachers '*decide to choose*' and the University is cognizant of the need to encourage teachers to select wisely keeping in mind the learning outcomes and requirements of stakeholders. Teachers are trained to be competent with a variety of pedagogical tools and choose according to the subject matter to be taught, discipline requirements, and diverse learning needs of the students (highlighted during the recent COVID-19 crisis). Minimum 10% of the total programme credits and 20% mandated within each course are required for out-of-the classroom experiential learning and linked to internal/overall evaluation. The Learning Management System (LMS) monitors this. Learning is enquiry based with the faculty playing the role of a facilitator. The University's commitment to inspire and mentor faculty in their role as teachers, researchers and as mentors is evident from the extensive training given to all the teachers through its Teaching and Learning Centre (STLRC). The regular faculty development programmes conducted by STLRC create a cohesive and value based culture for the faculty, while encouraging sharing of teaching experiences and collaborative research. The teaching effectiveness of faculty is sharpened through intense faculty development programmes on Andragogy and Research Methodology. The University's interventions through regular workshops has ensured that faculty are familiar with learner centric MOOCs. This has helped faculty members to submit their MOOC proposals to CEC-UGC.

Diverse student centric methods of teaching (experiential, participatory and problem solving) are regularly adopted.

- Field Trips
- Industry visits
- Participation in competitions/exhibitions

- Collaborative Online International Learning (COIL)
- Guest lectures, Seminars/workshops
- MOOCs/Swayam/NPTEL courses blended into the teaching-learning process
- Design Showcases and Craft Exhibitions.
- Reflective Learning Diaries and Journals.
- Peer and collaborative learning
- Research based assignments and projects
- Class Presentations.
- Learning through internships: creating pathways for career identification and successful transition
- Designing and maintaining a herb garden
- Use of Google Ad-words and Hub Spot certification
- Mock Trials and Moot Courts
- Live Industry Projects
- Blended Learning- Flipped Classrooms
- Simulations (Stocks/International Relations)
- Model United Nation Summits
- Panel Discussions
- Open Book Tutorials
- Bloomberg Assignments
- Ad Creation
- Tinker/Maker Lab
- HBR Case Studies
- Brainstorming Exercises
- Ethnographic Studies
- Community work through Service Learning
- Value-based Leadership Workshops
- Hospital Clinicals

These bring vibrancy to the classroom, provide students with an opportunity to work with a range of material, ideas and content, and improve their ability to apply theory and methods learned in the course. Adequate weightage given to objective based tests ensure conceptual clarity.

To make students' career ready, grooming workshops, skill set mapping, Mock GDs and PIs are conducted with inputs from alumni. Students undertake mandatory Summer Internship Programs and Live Projects enhancing their application of skills. Faculty create and upload videos on specific topics and engage in discussions based on them. Faculty have adopted the Flipped Classroom methodology where students attend asynchronous online sessions and then attend synchronous/face-to-face, teacher-guided discussions.

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

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

Response:

ICT enabled teaching-learning-evaluation processes supported by a dynamic Learning Management System (LMS) ensures that learning is optimised with a healthy application of ICT tools and extensive e-resources. Interactive, enquiry-based learning is facilitated by a favorable student-computer ratio and a teacher-student ratio. Classrooms are ICT enabled (some with smart boards) that enrich the learning experience by integrating dynamic elements catering to differentiated learning. Classrooms are equipped with wifi facility, computers, projectors, microphones, speakers, etc. Session plans are prepared by faculty incorporating e-resources and shared with the students through the LMS. Skype, Zoom, Google Hangouts/Meet, Google Suite, video conferencing, etc. ensures participative learning; even with faculty from foreign partner universities.

Teaching aids/equipment including smart TVs, projectors, smart boards, drone cameras, software like Adobe Illustrator/Photoshop/Corel, HD cameras and television screens make the teaching practical and engaging. Kahoot, Acadly, Prezi, IBM Cognos, Excel based modelling, R, Python, Bloomberg terminals, SPSS, Turnitin software, etc. enrich the teaching learning process.

E-resources are centrally subscribed and made available through KOHA Integrated Library Management software. OPAC (Online Public Access Catalogue) for books, AV material, print journals, magazines, theses, etc. are accessible from any university location. Workshops are conducted on the effective use of these e-resources, and for faculty on embedding these resources effectively into the teaching-learning process. Opportunities are provided to the teachers to develop MOOC courses. The following e-resources are used for a variety of academic purposes:

Name of the e-resource	Enrich curriculum	Reference Assignments Projects and Class Presentations	For dissertations thesis research papers and projects	Used to acquire skills certifications and CV/confidence building
SWAYAM	Y	Y	Y	Y
National Digital Library	Y	Y	Y	--
Harvard Business Review Collection	Y	Y	Y	Y
Sage Online Collection	Y	Y	Y	--
Grammarly	--	Y	Y	Y
Sage Research Methods	Y	Y	Y	--
CMIE -Prowess Database	Y	Y	Y	--
Social Media Podcasts	Y	Y	Y	--
Google Analytics	Y	Y	Y	Y
Videos on	Y	--	--	--

Biostatistics modelling				
CLA Online (Online Library on Corporate / SEBI and Business Laws)	Y	Y	Y	--
JSTOR	Y	Y	Y	--
Elsevier: Science Direct –Management	Y	Y	Y	--
Emerald Management E-Journal	Y	Y	Y	--
Factiva	Y	Y	Y	--
Frost & Sullivan	Y	Y	Y	Y
Mendeley	--	Y	Y	Y

Post COVID-19, the University transitioned to participative avenues (Google Classrooms/Hangout/Meet, Zoom, Teams, etc.). Learning continued without disruption through a judicious mix of asynchronous / synchronous teaching-learning-assessment. Faculty-created video lessons were integrated in the LMS helping students learn at their convenience/destination. Scheduled evaluations were smoothly conducted through the online mode.

TED Talk videos are used in the classroom to give students diverse perspectives. Academic integrity is upheld through the use of Turnitin software to check student assignments and project reports. A lecture capture facility at some institutes ensures that students can revisit the learning at their own pace and convenience. All faculty create video content for their courses and upload them in the LMS system.

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

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

Response: 28:1

2.3.3.1 Number of mentors

Response: 677

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 82.28	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years				
Response: 66.16				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
432	402	354	291	250
File Description	Document			
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document			
Any additional information	View Document			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)
Response: 6.46

2.4.3.1 Total experience of full-time teachers

Response: 3690.2

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

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

Response: 0.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

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

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

Response: 28.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
26.95	27.32	28.06	28.88	28.82

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

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

Response: 0.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	38	21	19	15

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

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

Response:

The University has a well-developed examination software system with fully automated processes including student registration, release of hall tickets, result processing, convocation, issue of transcripts/degree certificates, verification and attestation of documents, etc.

Entry of programmes/courses with necessary details (mode of delivery, credits, evaluation pattern) is made in the software. Courses are linked to credits/faculty/students with component wise bifurcation of marks.

Students' personal details (with photographs) are maintained for identification and release of academic documents. Circulars for exam-form filling and time tables are generated through the system with students making online payments for backlog examinations and requests for revaluation.

Appointments of senior supervisors, vigilance squad, paper setters, re-evaluators and term end assessment as well as labels and templates for question papers, model answer keys is automated.

Grades are computed on the entry of marks, moderation and grace marks are permitted as per policy. Grade

range and grade wise distribution of each component of each course is auto finalized. Revaluation and backlog results are auto generated. Finally, the system generates a list of candidates eligible for the award of degree for each programme.

This efficient auto-linking of processes results in reduced manual work, errorless functioning, quick generation of reports/documents, secure control over processes, and ability to transition seamlessly into online (synchronous and asynchronous) assessments as was needed during the recent COVID-19 crisis.

Unique highlights and reforms of the SIU examination system:

1. Adoption of Cumulative Grade Point Average (CGPA) on 10-point scale
2. 100% continuous internal assessment in some programmes/courses
3. Internal Audit Committee monitors the plan and implementation of continuous evaluation
4. Multi-level continuous assessment with components including classroom / online tests, open book tests, research essays, assignments, quizzes, case studies, practicals, presentations and orals/ vivas.
5. Open Book examinations with application based questions
6. Formula Sheets during examinations
7. Moderation and Scrutiny Committee at each constituent to ensure quality of question papers and spread of grades
8. Accepting grades/credit transfer of Global Immersion Programme (GIP) to encourage internationalization
9. Special examinations conducted for students representing the University in sports at national / international level
10. Mandatory research paper for post-graduation students.
11. Computer lab based examinations
12. Course outcomes linked with assessments and term end question papers
13. Malpractices and Lapses Committee investigates lapses committed by the examination staff and faculties.
14. Committee to deal with unfair means resorted by students.
15. Dispatch of degree within 8 days from the date of convocation to absent candidates
16. Online examination feedback mechanism
17. OMR sheets for MCQs
18. Online results declared and visible on University website
19. Answer script review facilitated after revaluation to address student grievances
20. Student documents uploaded on National Academic Depository (NAD)
21. PhD scholars are given structured format of presentation for pre-submission seminar ensuring efficient articulation and comprehensive content
22. PhD students are encouraged to publish minimum of 2 research papers (Scopus and/or Web of Science journals) before their pre submission seminar
23. Three reviewers for each Ph.D. thesis from 2017 onwards: two domestic reviewers and one reviewer from a foreign university
24. Proctored exam was conducted during the COVID-19 pandemic

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

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

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

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

2.6 Student Performance and Learning Outcomes

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

Response:

SIU has adopted Outcome Based Education (OBE) for its programmes with the intent of establishing a virtuous cycle of academic quality improvement where outcomes are defined, curriculum is designed and delivered to meet the outcomes, performance on the outcomes is assessed, and lessons learnt from the outcome attainment analytics is used to improve curriculum design and delivery. A programme has been adopted as a 'unit' for outcome-based framework implementation and has a unique set of outcomes defined at the programme level.

As a part of OBE implementation, Learning Outcomes are appropriately defined at Programme (POs/PSOs) and Course Level (COs), and learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality.

As part of the same commitment, the mapping of Programme Outcomes/Programme Specific Outcomes (POs/PSOs) to the University Graduate Attributes (to ensure the alignment of programmes to the university

vision and mission) and mapping of Course Outcomes (COs) to assessment/evaluation of courses has also been effectively completed.

Each constituent establishes these outcomes after an intensive stakeholder consultation involving faculty, domain experts, industry experts and alumni in cognizance of the latest technology/business needs, career prospects, academic requirements of higher education, and societal expectations. The draft POs after wider consultation with experts are finalized and duly vetted by the Programme Review Committee (PRC) of the constituent institute offering the programme in accordance with the framework prescribed by the University. The detailed 'curriculum map' with degrees of mapping is prepared to ensure that the POs are adequately addressed and there are no POs that remain unmapped to courses and their outcomes.

A comprehensive training programme is provided to all the faculty on the preparation of the outcome-based session plan. The faculty prepares their session plans by incorporating appropriate teaching methods, pedagogies and learning resources suitable to achieve the Course (Learning) Outcomes. All the session plans are aligned with the Course Outcomes, which in turn are mapped to the Programme Outcomes.

These Programme Outcomes are displayed on the websites of the constituent institutes in addition to being communicated to students through online and offline modes. The Course Outcomes are communicated to the students as part of the session plans and through the Learning Management System (LMS) regularly used by the institute and its students. Courses commence with the faculty explaining the course objectives and expected outcomes to students. The planned assessments, both formative and summative, are mapped to the course outcomes with appropriate degree of mapping (Strong/ Moderate/ Weak/ Nil). Faculty choose the components of their continuous and term end assessments in line with the learning outcomes and the assessment rubrics are prepared to measure student performance effectively.

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

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

Response:

Programme Outcomes (POs) and Course Outcomes (COs) have been defined for all degree programmes after consultation with relevant stakeholders. The minimum expectation from each student is predefined in terms of the performance standard for all outcomes. All the outcome specific session plans are designed to deliver specific interventions to support the desired student performance. Assessment plans devised to measure specific outcomes are communicated to the students well in advance.

The attainment of the outcomes, both at programme and course level, is computed by aggregating the marks obtained by students in all the assessments conducted as a part of course evaluations. These include both formative (continuous) assessments and summative (semester end) 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 formula detailed below to compute the performance of students on the respective course outcome.

The proportion of students clearing the performance target set for the CO is taken as the performance on the course outcome.

All such CO performance mapped to a particular PO is aggregated with the degree of mapping to compute the PO performance.

The specifics of computation of attainment of the outcomes are as under:

Prerequisites for CO – PO computation

- PO defined at the Programme Level
- Performance standard for each PO
- Course Outcomes (COs) specified for each course
- CO performance standard specified for each CO
- Each CO mapped to POs
- Degree of Mapping (Dm) specified for CO-PO mapping
- Weightages assigned to degree of mapping (w)
- Each CO mapped to the assessments conducted for the CO
- Degree of Mapping between assessment and CO specified
- Student Performance in terms of marks of the assessments to be recorded
- Weightage for degree of mapping specified (w)

Computation:

1) CO specific performance of student

All assessments mapped to a CO are aggregated for each student using the following formula:

$$CO_{specific\ performance\ of\ Student} = \frac{\sum_{i=1}^n m_i w_i}{\sum_{i=1}^n m_i w_i} \times 100 \dots\dots\dots(1)$$

where,

- m_i is the marks obtained by i^{th} student in assessment n mapped to the CO
- w_i is the weightage assigned to the degree of mapping (Strong =1, Moderate=0.5, Weak =0.25) of the assessment n to the CO
- m_i is the maximum marks of the assessment

The performance is computed for all COs and all students

2) CO attainment at course level

The CO attainment is computed using the following formula:

$$Attainment\ of\ CO = \frac{n}{N} * 100 \dots\dots\dots(2)$$

n = Number of students clearing the CO performance standard

N = Total number of students for the course

3) PO attainment computation

$$Attainment\ of\ PO = \frac{\sum_{i=1}^n CO_i w_i}{\sum_{i=1}^n w_i} \dots\dots\dots(3)$$

where,

- CO_i is the attainment of CO_i mapped to the PO
- w_i is the weightage assigned to the degree of mapping (Strong =1, Moderate=0.5, Weak =0.25) of the CO_i to PO_i

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

<p>2.6.3 Pass Percentage of students(Data for the latest completed academic year)</p> <p>Response: 94.52</p>
<p>2.6.3.1 Total number of final year students who passed the examination conducted by Institution.</p> <p>Response: 5726</p>
<p>2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.</p> <p>Response: 6058</p>

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.8	
File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

SIU, in its pursuit of excellence in creation and dissemination of knowledge, has been continuously upgrading its research ecosystem through timely policy interventions, investment in state-of-the-art research laboratories and instrumentation facilities, provision of scholarly resources such as journal databases and analytical software, academic interventions and collaborations with other research-oriented organizations. For supporting the new initiatives related to research, and frequently updating the research facilities, the university has a budgeted of **Rs. 201.86 Crores** in the last five years.

The tables referred to in this note carry detailed information and are given in the “**Annexure 3.1.1 – Tables**” provided under Additional Information.

Research Facilities and Resources:

SIU invested **INR 159 Crores (3.1.1-Table-1)** for upgradation of **research facilities (3.1.1-Table-2)** and scholarly **resources (3.1.1-Table-3)** during the review period. These facilities include - new research centres, instruments/equipment, studios, laboratories, journal databases, software tools and others, which provided an excellent ecosystem for research.

Research Initiatives:

During the period of evaluation from 2015-16 to 2019-20, SIU has taken several new initiatives to promote research such as -

- Constitution of Research Advisory Board, Academic Integrity Committees and Research Clusters;
- Establishment of six research centres in the areas of Stem Cell, Medical Image Analysis, Nanoscience and Nanotechnology, Waste Resource Management, Applied Artificial Intelligence, and Behavioural Studies;
- Introduction of Senior Research and Post-Doctoral Fellowships, practice-based Ph.D., seed money of INR 10 Lakhs per major research projects;
- Inclusion of research parameters for Performance Appraisal Review of teachers;
- Adoption of relevant guidelines such as research integrity policy, GARP, etc.

Research Governance:

Several pre-existing policies and guidelines related to the intellectual property, extramural funding, independent ethics committee, doctoral research programme and others have been revised in this period. The comprehensive research manual of the University is revised in 2018 and has been uploaded on the website.

The constitution of these **research bodies (3.1.1-Table-4)** are notified, meetings are held periodically and

minutes are circulated and maintained. The University has a dedicated support department, Symbiosis Centre for Research and Innovation (SCRI) for promotion and governance of research.

Administrative and Academic Support:

SIU provides regular academic support to its teachers through FDPs on basic and advanced subjects related to research methodology. Summer Schools and Supervisors' Conclaves are held for advancement of knowledge of the researchers. All teachers of the University receive information on prospective extramural funding opportunities and required administrative support for preparation and submission of research proposals. Adequate support is provided for the creation and registration of Intellectual Property and publication of research papers. Appropriate measures are taken for ensuring the quality of doctoral research in the University.

Research Outcome:

The outcome of the investment in upgradation of research facilities is visible in the progress in **research achievements** of the University during the period of review (3.1.1-Table-5).

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

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

Response: 562.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
429.35	768.02	1078.52	310.18	225.37

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

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

Response: 11.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
102	87	52	26	26

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

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

Response: 337

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

2019-20	2018-19	2017-18	2016-17	2015-16
132	71	53	43	38

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

3.1.5 Institution has the following facilities to support research

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

Response: A. 4 or more of the above

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

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

Response: 27.78

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

Response: 10

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

3.2 Resource Mobilization for Research**3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**

Response: 867.87

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise

during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
403.28	215.13	144.25	19.12	86.09

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

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

Response: 1207.24

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

2019-20	2018-19	2017-18	2016-17	2015-16
502.03	246.39	252.44	104.95	101.43

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

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

Response: 1.34

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

Response: 139

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

Response: 517

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

3.3 Innovation Ecosystem

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

Response:

SIU has developed a vibrant ecosystem for promoting and facilitating innovation by establishing Symbiosis Centre for Entrepreneurship and Innovation (SCEI) in 2016. SCEI is Technology Business Incubator (TBI) supported by Department of Science and Technology (DST, Govt. of India), with a grant of INR 11.10 Crores from DST and INR 6.97 Crores from SIU. As an incubation centre, SCEI has incubated 25 start-ups in the last 3 years. In addition to that the institutes of SIU are nurturing more than 40 startups initiated by students.

SCEI extends the support to incubatees and SIU students in following ways:

- Technology and business mentoring support through a distinctive pool of faculty members across various disciplines.
- Support for legal processes and intellectual property registration through legal experts.
- Access to innovation and entrepreneurship ecosystem in India, national level organisations like Invest India and investor network.
- Competitions and hackathons to encourage students to work on innovative ideas.
- Skill based mentoring support through workshops and seminars.

Along with SCEI, SIU has established seven research centres for promoting research based innovation in specialized areas. Along with the state-of-the-art laboratories of these research centres, many of the Institutes such as SSBS, SIT, SSP, and SIMC have innovation-oriented laboratories/studios. For encouraging and training faculty members for adopting innovative pedagogy, Symbiosis Teaching and Learning Resource Centre (STLRC) conducts an annual competition for the teachers on “Innovative use of technology in teaching learning”.

SIU has also created an ecosystem for developing a culture of innovation among the students and teachers 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. These students driven cells conduct workshops, seminars, guest lectures and boot-camps to encourage students to develop innovative solutions for real life problems. Students gain entrepreneurial experience by running in-house business ventures through laundry, cultural festival and merchandising in some constituents. Students are encouraged to participate in all-India competitions on business plans / innovative ideas and win prizes. E-Cells in the constituents conduct Entrepreneurship Development Programmes and Awareness Camps and some of these are supported by DST-NIMAT. SIMS has an incubation centre for MSMEs funded by the Government of Maharashtra.

The Intellectual Property Rights (IPR) Cell of SIU in association with Law Schools provide legal support to students and teachers for registering IP. During the evaluation period, SIU has 1 granted and 53 published patents along with registered designs and copyrights. Several students have registered their business ideas on Startup India. They are working on these ideas with the support of the E-Cells at their institutes. University has a detailed plan for implementing National Start-up and Innovation Policy (NSIP) for students and teachers.

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

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

Response: 711

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

2019-20	2018-19	2017-18	2016-17	2015-16
309	145	124	73	60

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

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

Response: 740

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

2019-20	2018-19	2017-18	2016-17	2015-16
459	113	97	46	25

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

3.4 Research Publications and Awards

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

Response: A. All of the above

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

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

Response: A.. All of the above

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

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

Response: 53**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
39	11	00	01	02

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

3.4.4 Number of Ph.D's awarded per teacher during the last five years.**Response: 1.67****3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 216

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

Response: 129

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

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response: 5.51****3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1247	502	366	332	407

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 3.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
452	339	289	315	353

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

3.4.7 E-content is developed by teachers :

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

Response: A. Any 5 of the above

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

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

Response: 6.23

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 37.5

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

3.5 Consultancy

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

Response:

With the intent and objective of facilitating significant interactions between academia and industry, SIU values the undertaking of Consultancy Services, Management Development Programs [MDPs] and Corporate Education Programs [CEPs] by its faculty members. Consultancy Services and MDPs/CEPs form an essential part of its engagement with Industry, particularly, in encouraging a close relationship with the community (including industry), business and commerce.

SIU has a comprehensive policy on Consultancy with provision for 52 days that can be devoted to consultancy every year and allows for the revenue sharing between the faculty members and SIU in the proportion of 70% and 30%, respectively. It provides a valuable opportunity to the faculty members to understand and address the challenges of industry. The economic benefits to the teachers are not limited to sharing of revenue from the consultancy/corporate training but also extend to the appraisal scores for annual increment and incentives.

Undoubtedly, Consultancy Projects have the potential to bring in several benefits to the Faculty, Staff, University and its Institutes such as:

- Building links with Government bodies and private sector companies
- Offering an efficient, reliable and competitive service to any segment of the community at a local, regional, national or international level that could benefit from the extensive educational and research expertise available at the University.
- Developing and enhancing contacts with commercial organisations, leading to collaborative research.

- Providing supporting information for teaching and research and developing new skill sets and experience.
- Enabling staff whose expertise has a significant practical value to benefit financially as well as professionally from their external work.
- Generating recognition for fostering enterprise activity and credit in an evaluation of academic performance.
- Providing opportunities to the faculty to showcase and employ their capabilities in solving the problem of the industry and society.

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

The areas of expertise of the teachers for undertaking consultancy projects for solving industrial problems range from all aspects of Business Management to Feasibility Studies, Technology/Design Assessments, Materials Management, Enterprise Resource Planning (ERP), Product Design, Health Services, Energy & Environmental Assessments, Waste Resource Management, Geographical Information System, Agribusiness, Economics, Social Impact Assessment and many others. During 2015-2020, faculty members of SIU have undertaken consultancy in the areas of ERP, supply chain, human resource and leadership, biodiversity, forest development, waste resource management, bio-medical image processing and others. **About 114 consultancy and 330 corporate training assignments** have contributed **INR 4577.39 Lakhs** to the University's revenue. This earned intellectual capital has benefited the students, teachers and industry effectively. SIU **established Symbiosis Centre for Corporate Education (SCCE)** for offering Corporate Education and Management Development Programmes for industry professionals. Its activities help in building strong relationship with industry contributing to curriculum development, learning from industry interactions and consultancy projects.

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

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

Response: 4577.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
948.11	976.59	870.26	945.03	837.4

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

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Aligning with its mission “to instill sensitivity amongst the youth towards the community and environment”, all undergraduate programmes at SIU have a service learning course of four credits in the curricula. About 8012 students have spent 531340 of hours of service learning in the domains of education, community health, women empowerment and environment.

All Post Graduate programmes have course/course-components involving extension activities for developing the empathy and positive attitude towards community and environment for the attainment of sustainable development.

SIU has set up **Symbiosis Community Outreach Programme and Extension (SCOPE)** department to identify, facilitate, implement, monitor and assess the extension and outreach activities of its Institute. It has adopted 22 **access-compromised and service-deficient villages** in the immediate neighbourhood of the University campus and two PCMC urban sites to serve. Based on the need, **preventive, promotive, curative and referral services** are provided through Family Doctor Clinics and Mobile Medical Units. Since 2015, over 70000 patients have been given consultation and treated for communicable and non-communicable diseases and over 4000 patients referred to tertiary centres for treatment. Through SCOPE, the Institutes have delivered numerous **health education sessions** for the benefit of community. SIU has held **legal aid clinics, and financial and legal literacy** drives for the villagers. Off-campus constituents have also worked in the villages through formally constituted cells for community development.

Activities aligned with the national priorities, have been taken up by the Institutes either alone or in collaboration with Government and Non-Government Organizations. For some of these engagements, students’ participation is evaluated in terms of extent of engagement, learning and the outcome. Following the University’s mission “**to promote health and wellness amongst students, staff and community**”, for example; SSSS organized School Sports Festival for the students of Zilla Parishad schools. SSBF, SIMC, SSE and SIOM have taken up research projects on socially relevant topics such as **sustainable development goals, microfinance, social entrepreneurship, women empowerment, civic engagement**

and others. Students of SIOM have received accolades for their work on creating awareness about menstrual hygiene management and Right to Education act.

Outreach Activities: Apart from aforesaid extension activities, Institutes have also been conducting outreach activities under Swachha Bharat Abhiyan, and Digital India etc. in adopted villages. Under UBA, till date over 250kg of wet waste has been composted at source.

Under Swachhata initiatives, SIU promoted Open Defecation Free (ODF) status and good sanitary practices in the villages. With community participation and involvement of over 30 teachers and 1300 students, village cleanliness and plastic free drives, awareness sessions on personal hygiene, government schemes, community resource mapping etc. were carried out. As a part of the renewable energy initiatives, SIU installed solar cells and batteries in 4 ZP Schools located in Mulshi taluka

SIU has made an impact in the adopted villages through its activities for **Animal Welfare, Water, Sanitation, Hygiene, Geriatric care, Advocacy, Rural Development** and others. As a result the university received a grant under the Unnat Bharat Abhiyan scheme of Government of India.

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

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

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

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

Response: 3087**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
963	688	601	482	353

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 55.39**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
13363	12829	7498	7496	5353

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

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 1052.6**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
1904	1671	656	495	537

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

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

Response: 385

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

2019-20	2018-19	2017-18	2016-17	2015-16
86	89	78	67	65

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

SIU plans and ensures adequate availability of physical infrastructure based on the introduction of new programmes, setting up of new constituent institutes and campuses, and corresponding addition to infrastructure by firmly following relevant statutory body norms and the provisions in the SIU Projects Manual. SIU has earmarked **Rs. 42500 Lakhs** in the last five years towards Campus Development, Furniture and Equipment Fund. It follows a robust process to ensure that it provides more than adequate facilities in terms of classrooms, laboratories, etc.

Since the last accreditation, one new campus at Nagpur housing 4 constituent institutes (SLS-Nagpur, SIBM-Nagpur, SSPAD-Nagpur, and SCMS-Nagpur), three new constituent institutes at Pune (SSI, SSSS, SSCA), and the Symbiosis University Hospital and Research Centre (SUHRC) have been established. Symbiosis has spent **Rs. 1, 95,336.59 Lakhs** towards the development of infrastructural facilities in the last five years. SUHRC, a 900 bedded teaching hospital, is multi-speciality, tertiary care and super speciality hospital with state-of-art infrastructure and the latest technology. Additionally, SIU has spent a total of **Rs. 35,109.08 Lakhs** in the last five years for creating and maintaining new teaching-learning facilities including Wi-Fi, PCs, accessories, software IT upgrades, and physical upgrades in laboratories and equipment across all constituent institutes.

Classrooms and other infrastructure for teaching-learning support

All **352 classrooms**, **41 seminar halls**, **35 conference rooms**, and **10 auditoria** are acoustically designed, ICT enabled and equipped with LCD projectors/smartboards, audio-visual technology, and internet connectivity to keep pace with modern teaching-learning pedagogies. These are also utilized to facilitate academic interactions, training programmes, conferences/seminars.

Computer and other laboratories

SIU has adequate laboratories with necessary instruments, equipment, and requisite IT infrastructure as necessitated by programme requirements. There are **85 computer labs**, 6514 terminals, 431 laptops, authentic software, internet facilities, LCD projectors, whiteboards, and audio-visual aids. There are **35** laboratories for dedicated research and **103** specialized laboratories for experiential learning.

Computing equipment and facilities

The adequacy of IT infrastructures like networking, **internet bandwidth of more than 4 GBPS**, servers, the configuration of computers, and related equipment for multimedia usage in classrooms, webinars, and academic support is ensured. SIU has invested **Rs. 17,757 Lakhs** in the last five years on enhancement, up-gradation, and maintenance of IT infrastructure to keep pace with growing academic requirements and developments in technology.

All campuses are Wi-Fi enabled and internet access points throughout the campus provide seamless internet access including in libraries, laboratories, and hostels. Requisite educational proprietary **license software** is available for use in teaching, learning, research, and other processes.

Additional teaching-learning facilities

All libraries are equipped with computers to facilitate the access of e-resources and online databases for research. In addition, there are Moot Courts, Multi-Purpose Halls, Studio Rooms (Photography, Management, and Architecture) and Workshops (Geo-informatics, Engineering, and Design) to facilitate teaching-learning processes, and Incubation Centre to nurture the entrepreneurial mindset. The nursing and medical technology college students receive intensive training at the teaching hospital which is equipped with world-class healthcare and clinical material, and through active ambulance operations for learning effective emergency medical services (EMS).

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

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

Response:

SIU realizes and greatly values the importance of sports, games and recreational activities in the holistic development of a student. This commitment is seen in its mission statement: *'To promote health and wellness amongst students, staff and community.* Participation in sports activities promotes teamwork, social-skills, helps create camaraderie amongst team members, and builds self-confidence and self-esteem; keeping students and staff physically fit and mentally active. This helps balance the daily stress of academics and work and encourages a healthy mind. With this belief, **SIU established the University Sports Board (USB) and 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, 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. The following facilities are open to all students, faculty and staff at no cost.

Sports and Recreation Infrastructure:

	Sport Facility	No. of Facilities
Outdoor Sports Facilities	Cricket and Football Field	05
	Volleyball Court	12
	Multipurpose Sports Area	03
	Basketball Court	08

	Tennis	03
	Box Cricket/ Cricket Practice Pitch	02
	Squash	01
	Futsal	03
	Handball	01
Indoor Sports Facilities	Carrom and Chess	36
	Pool Table	06
	Badminton Court	07
	Table Tennis	13
	Foosball and Snooker	03
	Skating Rink	01
Recreation and Wellness Centre	Gymnasium	12
	Swimming Pool	03
	Auditorium	10
	Aerobics Hall/Yoga Hall/ Group Studio	11

The main SIU campus has a state-of-art day and night **6-acre turf cricket** and football ground. **Symbiosis Centre for Yoga** conducts academic programs and offers yoga classes for staff and students with a special emphasis on stress management. Programmes conducted annually by DSRW for staff and students include the *Fitness for Freedom Run*, *Mr. & Ms SymbiFit*, outbound programmes, International Day of Yoga, Symbiosis Staff Sports Fests and *Happy Healthy Campus* events. Based on the usage by staff and students, the average usage rate for sports and recreational infrastructure in the last five years is **62%**.

Facilities for cultural activities:

Cultural performances are conducted in facilities which include huge auditoria with projection and audiovisual systems (**10** with combined seating capacity **5718**), **02** multipurpose halls, music rooms, common rooms, large number of amphitheatres, atria for informal performances, culinary facilities to provide special cuisine related to various festivals and much more.

SIU organizes popular events such as 'International Students Day', National Sports Day, 'Foundation Day', 'International Yoga Day', 'Sanskritik Mahotsav' and cultural programmes of the North East under the aegis of 'Ishanya'. Sports competitions, cultural activities (music/dance) and culinary competitions exclusively for international students from across Pune colleges are popular events in the city. Over the last five years, SIU has spent **Rs. 10,660.56 Lakhs towards sports, recreational, wellness activities** including sports scholarship, prizes, other awards to outstanding sportsmen and women and participation in various cultural fests within and outside the University.

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

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University comprises 08 Faculties, 36 constituents, 09 support departments, 11 departments of skills and open education, 07 research centres, and 78 programmes, has its main campus in Pune and four off-campus centres at Bengaluru, NOIDA, Hyderabad, and Nagpur. The picturesque main campus spread over 371.37 acres is home to a large variety of flora and fauna. Campuses are green with trees, shrubs, potted plants, and landscaped lawns with more than 1,07,000 trees planted across campuses. Besides facilities mentioned in 4.1.1 and 4.1.2, all campuses provide access to facilities such as:

- Ramps, railings, elevators, and modified washrooms for the differently-abled at academic blocks, hostels, cafeteria, parking, etc.
- Mess, food courts, common rooms, separate hostels for girls and boys, and restrooms for students and staff.
- Well-equipped common rooms for female students and employees
- 24x7 security and housekeeping agency to ensure safe and clean campuses
- Power supply backup and fire extinguishers installed at easy access sites
- Health care centres, ATMs and on-campus banks, cafeteria, stationery and provision stores, laundry and parlour
- Medical facilities with a 24x7 ambulance service available at all campuses and a full-fledged 899 bedded hospital at the main campus
- Well-maintained and well-lit pedestrian roads lined with trees and appropriate signages
- Shuttle buses provided for students/ staff to travel to the city centre on weekdays and also to the city centre from residential campuses on holidays
- Community bicycles at Lavale, Nagpur, and Hyderabad campuses for movement within the campus
- Most staff and students use public transport to commute. University provides bus facilities on campuses availability of public transport is limited. 64 buses are provided from Lavale/Hinjewadi/Vimannagar/Bangalore campus for students and staff and 1989 staff and students avail this facility daily.

SIU adopts practices for eco-friendly campuses and this includes the use of:

- Induction lamps for floodlighting, LED lamps, and other 5-star rated energy devices
- Heat pump technology, solar power plants (PV panels) for water heating and street lighting
- Biogas plant installation designed to conserve natural resources
- **Rainwater harvesting** by recharging the existing bore wells and augmenting the water table through them, building underground tanks and bunds for collecting rainwater, building two Bandharas (Earthen Dams) with a capacity totalling **300 lakh litres**.
- Solar panels (approx. 2998 nos.) Which generate power to the tune of **8947 kWh/day**
- Electric-powered vehicles to facilitate mobility within the campus
- Classrooms with cross-ventilation and sufficient natural lighting to minimize the use of electricity
- Minimized use of plastics (polythene, thermocole, PVC, etc.) and recycling of waste plastics.
- **88 Fem Care units** placed in ladies' toilets for safe disposal of sanitary napkins
- SIIB has Smart Sensor Meters which measure electricity usage and help conserve power.

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

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

Response: 36.68

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

2019-20	2018-19	2017-18	2016-17	2015-16
88681.90	62862.61	20204.57	19303.92	4283.60

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

4.2 Library as a Learning Resource

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

Response:

Library Automation System

SIU has 27 constituent libraries and a Central Library located at Lavale, Pune. SIU uses a single portal system under one unified **ILMS** called **KOHA** for all its libraries. KOHA is used for acquisition, cataloguing, circulation, serial control, patron management, and flexible reporting. It provides automated services which include tagging, commenting, social sharing, customizable searches, email notifications, SMS service, online circulation-reservation-renewals, Web **OPAC** (Online Public Access Catalogue), **MARC-21** as a universal standard format, barcode printing, **electronic in-and-out footfall system**, and a host of other useful library services to all its users. **SIU has implemented an RFID system** in its Central Library with a self-issue and return kiosk facility. All libraries follow the Open Access System and Dewey Decimal Classification system for the subject classification of resources.

Digital Library System

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, OpenAthens and the University Library Portal.

In the last 5 years, SIU has spent Rs. 3210.06 Lakhs towards subscription of e-resources and is registered with open access resources like NDL, NPTEL, Shodhganga, and Shodhsindhu. In AY 2019-20, around 19,542 students and faculty used e-resources with approximately 3,34,0876 hits. SIU promotes the use of open access resources like Directory of Open Access Journal (DOAJ), Directory of Open Access Book (DOAB), Project Gutenberg, DART, DiVA, etc. SIU has 26 institutional memberships including the All India Management Association, British Library, DELNET, Gokhale Institute of Politics & Economics, IACC, MCCIA, and Jaykar Library (SPPU).

All Ph.D. theses are uploaded on Shodhganga and some e-resources are a part of e-Shodhsindhu consortium of INFLIBNET. Information about print and non-print resources, library rules and regulations, and access to subscribed e-resources are provided through awareness/literacy sessions and the SIU library website.

Facilities for the users

SIU libraries have 286 nodes and are Wi-Fi enabled with requisite printers/scanners. The Library Gateway Portal facilitates 24x7 remote access to all digitized / subscription resources via individual credentials. Online Feedback System is in place with analysis and action pertaining to the feedback. Users can submit their suggestions/grievances through **WEBOPAC**, suggestion box, and by email, which is then discussed in the Library Committee meeting for necessary follow-up. JAWS screen reader software is installed in all libraries for visually challenged users.

Specialised services and digitisation facilities

Specialised services provided by the library include inter-library loan service, document delivery, reference service, and information literacy services. Digitisation facilities are available for students and faculty and SIU holds digitised institutional resources such as theses, manuscripts, old question papers, newspaper clippings, etc. for future reference.

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

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

Response: A. Any 4 or more of the above

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

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

Response: 1236.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
1648.55	1574.68	1160.56	1010.63	789.33

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

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

Response: 51.69

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

Response: 10101

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

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)**Response:** 100**4.3.1.1 Number of classrooms and seminar halls with ICT facilities**

Response: 393

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

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

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 of 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.

SIU continually upgrades hardware and software to keep up with the latest teaching-learning needs and trends. Each academic year commences with a need assessment for IT infrastructure up-gradation based on suggestions from heads of the departments, lab technicians and IT administrators and review of course requirements. Budgetary provisions for IT enhancement, up-gradation, and maintenance of IT infrastructure have risen from **Rs. 1250 Lakhs** in 2015-16 to **Rs.7069 Lakhs** in 2019-20; including investments in Green IT hardware and software to be utilised at new campuses, institutes and departments.

Expenditure Summary: Enhancement, up-gradation, maintenance of IT Infrastructure

F.Y	2015-16	2016-17	2017-18	2018-19	2019-20
IT Expenditure (in Lakhs)	837	2,412	3,141	5,317	6,050

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 frequency**. 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. The **computer-student ratio** (around **1:3**) as prescribed by statutory bodies is maintained and labs are scheduled in batches to ensure the availability of computers to all students. Teaching-learning has been enhanced with intelligent panels/ smart boards (**30** numbers) over traditional whiteboards. The computational growth in the last 5 years is 4500 to **6514** computers and bandwidth from 400 mbps to **4715** mbps. To improve the performance of system demand (in terms of connections, data etc.) on-premises and off-premises, virtualization technologies have been implemented, more on the cloud and some on critical locations with Data Centers. **Virtualized Data Centers** are implemented in greenfield campuses with an **investment of Rs. 432.07 Lakhs**. Websites are hosted on a public cloud like Amazon Web Services whereas other applications are hosted on in-house data centers.

Digitization of assets has been accomplished centrally since 2016. All legal documents related to land and building procurement and operations are digitized and stored in a Legal Compliance Module on Symbiosis premises. This enables personnel to use soft copies for online viewing and sharing. 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. All institutes have a requisite design, analysis and educational software tools depending on student requirements and courses of study.

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

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

Response: 3:1

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

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

Response: A. ?1 GBPS

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

4.3.5 Institution has the following Facilities for e-content development

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

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 50.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
51916.82	42631.39	39257.04	33544.97	30142.36

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

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

Response:

SIU has centralised 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. They are responsible for housekeeping, cleanliness, pest control, mosquito control, maintenance of buildings/lawns/green areas, landscaping, general lighting and security of all campuses. Automated systems track, coordinate and monitor optimum utilisation of academic facilities (*case study attached as an annexure*). Campus Administration Offices also supervise the regular maintenance of academic, hostel and other campus facilities. For efficient administration, **381** administrative staff have been provided to the Campus Administrators. Immediate repairs are managed by in-house mechanics, plumbers, carpenters and electricians. Purchase of spares required for repairs are budgeted by Campus Administrators in their annual budgets and are provisioned for and stored on campus. Minor maintenance work is routed through registered vendors by the campus offices while major repairs/maintenance tasks are executed through the central Estates Department.

Campus housekeeping and security services are outsourced; these contracts are finalised by the Estates Department. Campus Administrators ensure regular execution and monitoring. Periodic and preventive activities like servicing of DG sets, maintenance of STP plants, air conditioners, filters and coolers for drinking water, cleaning of water tanks, upkeep of the CCTV cameras, solar energy/biogas plants, electrical power distribution system, etc. are managed through AMCs or via the equipment supplier contracts. A total of **187** AMCs 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 (total 148 staff members across campuses) maintain hardware and software, handle scheduled and corrective in-house maintenance and repairs of IT assets in the laboratories, classrooms and administrative blocks. These assets primarily include laptops, desktops and other IT peripherals. The policies pertaining to purchases, maintenance and proper disposal of IT infrastructure, networking upgrades and requirements across all campuses are centrally regulated. The purchase and maintenance of laboratory equipment (other than computers and IT equipment) are managed by the individual constituent institute and is governed by the respective central policies and procedures. The Estates Department conducts annual asset audits across campuses to monitor equipment across laboratories, academic and administrative blocks.

The central Library has laid down centralised procedures pertaining to the actions and decisions of all libraries. All constituent institute libraries adopt and operate as per these guidelines. Regular library committee meetings and training for librarians ensure updated repository, smooth functioning and updated facilities at all libraries. On average, University spends **Rs. 39,498.51 Lakhs** each year on upkeep and maintenance of all physical infrastructure and academic support facilities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.84

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

2019-20	2018-19	2017-18	2016-17	2015-16
1933	1402	1287	1113	818

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

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

Response: 71.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
18200	12472	11064	9547	8176

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

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

Response: A. All of the above

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 88.68

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg:

IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
203	170	128	33	31

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

2019-20	2018-19	2017-18	2016-17	2015-16
207	172	135	35	54

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

5.2.2 Average percentage of placement of outgoing students during the last five years**Response:** 82.41**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
4771	4836	3960	4128	4038

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).**Response:** 8.63

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 523

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

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

Response: 1136

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

2019-20	2018-19	2017-18	2016-17	2015-16
388	306	165	180	97

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

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

Response:

Each constituent of SIU has a student council and/or student committees/cell. **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 (under the guidance of faculty members). 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.

There are committees at the university level too, which have **student representation, like those for sports, library, mess, campus wellness advisory, university anti-ragging, international students' council** and others. These students (both junior and senior) are drawn from councils/cells active at the constituent level. Students are **nominated for various roles on these academic and administrative bodies after an assessment of their capabilities by their faculty.** Their role is to work as liaison between faculty and students, help committees be in touch with students' needs and suggestions, and motivate other students to participate in university activities.

Committees active at the constituent level include the following:

Sr.No	Committees	Activities
1.	Academic Committee	Conducting activities like quizzes, debates, presentations, seminars, etc.
2	Accommodation Committee	Facilitates stay arrangements of guests, speakers, visiting faculty
3	Administration Committee	Providing administrative support for all activities
4	Admission Committee	Handling aspirants' enquiries and helping with admission process
5	Anti-ragging	Awareness creation to curb menace of ragging
6	Alumni Committee	Networking and establishing contacts, organizing alumni meets
7.	Campus Wellness Advisory Committee	Participate in resolving wellness related issues
8	Catering Committee	Assisting in organizing catering facilities for any event/ speakers/ dignitaries.
9	Corporate Interface Committee	Networking and establishing contacts
10	Crisis Management Committee	Participating in resolving crises, representation of any issues to management
11	Cultural Committee	Ensures active participation in extracurricular activities from students, organizing events.
12	Current Affairs Committee	Create the information database, circulation of news
13.	E Cell /Committee	Conducting workshops related to entrepreneurship

14.	Biodiversity Cell	Spreading awareness and instilling consciousness related to environment, conducting activities
15.	Event Management	Conceptualisation and management of events (inter & intra)
16.	Quality Improvement Cell	Represent student suggestions and events
17.	IT Committee	Provide IT support as and when required
18.	Library Committee	Suggest learning resources, policies for student satisfaction
19.	Media & PR Committee	Brand Building and Promotion by initiating various activities.
20.	Mess	Finalizing menus, representing food issues to management
21.	Placement Committee	Identify, approaching and inviting companies for placement.
22.	Research & Scholastics Committee	Conducting research, writing research papers/ working on publications
23.	Social Responsibility Committee	Service learning, conducting community outreach programme
24.	Sponsorship Committee	Assisting in getting sponsorships for event/s.
25.	Sports Committee	Organizing and handling sports activities
26.	Travel Committee	Assisting with travel arrangements for events

File Description	Document
Upload any additional information	View Document

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

Response: 293.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
328	322	291	283	244

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

5.4 Alumni Engagement

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

Response:

Alumni have greatly contributed to building the brand of 'Symbiosis', nationally and internationally. The constituents have built a strong connection amongst the alumni and the industry they work in. These constituents have alumni cells, which have been engaging alumni in philanthropic, academic, networking events, and other programmes. They organize alumni meets on a regular basis (approximately 186 meets to date) within India and abroad (Canada, Singapore and UK). SIU has recently established the **Symbiosis Centre for Alumni Engagement (SCAE)** to work as a central body for alumni related matters. It has created a strategic blueprint to facilitate structured and long-term engagement with alumni.

Since 2015, approximately 34,000 UG, PG, PhD degree and diploma awardees have been added to the alumni database. SCAE conducts online surveys to understand their ideas for contributing to initiatives such as career counselling, mentoring, guest lectures, reviewing of programmes and events, and the possible establishment of endowments, sponsorships and scholarships.

SCAE communicates regularly with alumni (emails/newsletters) on achievements and updates concerning SIU and its constituents. Senior leadership reaches out to alumni through SCAE. It continuously engages with alumni in meaningful dialogue through personal meetings / virtual meetings and webinars. Alumni across India have contributed Rs.152.77 lakhs to their respective constituents for scholarships, awards or endowment funds. Since 2015, approximately 600 plus alumni have participated in the following non-financial initiatives of their constituents:

- Involved in teaching assignments as experts /guest lectures
- Mentoring /guiding students
- Advising on business incubation/fostering startups /mentoring young entrepreneurs
- Sharing career experiences and knowledge through career guidance, mentoring and coaching
- Generate placement and project internship opportunities
- Participation in SIUs outreach and extension activities
- Joint Industry workshops for R&D
- Members of Dissertation (Viva) Project Panel
- Members of Selection Panel for admission process

- Keynote Speaker / Chief Guest during induction/conferences/seminars
- Member of committees such as IQAC, RRC, PRC, Syllabus Review, Board of Studies, Sub-committees, etc.

Symbiosis alumni have achieved professional success across multiple fields earning accolades and prestigious positions:

Mohit James, Human Resources Director - South Asia, L'Oreal	Founder members for startups such as 30 Square, Talent Monk, Systinue Technologies Pvt Ltd, etc.
Mr. Piyush Rohankar, Sub Magistrate, Ministry of Home Affairs, GoI	Moumita Ghoshal Mendiratta, South Asia Lead, Nielsen Consumer Neuroscience at Nielson
Mr. Vikrant Shrotriya, Managing Director and Corporate Vice President, Novo Nordisk India	Dr. Prince Augustin, Executive VP Group Human Capital, Mahindra & Mahindra Ltd.
Sandeep Kulkarni, Global Shared Services, Jaguar Land Rover	Abhishek Mahapatra, Vice President & Head of Communications, Corporate affairs and CSR, Nissan India
Rituparna Bhuyan, Chief Of Bureau, Delhi, CNBC-TV18	Jaidip Kumar, Vice President, Investment Banking, Consumer & Retail, Barclays
Rohit Raj, Co Founder and Chief Creative Officer, The Glitch	Aditi Chada, Senior Director- Corporate Communications, Corporate Marketing & Sustainability, Viacom18 Media
Abhishek Singh, Chairman and Managing Director (CMD) at eArth Samvarta Foundation	Richa Malik, Associate Director, Cipla
Sub Lieutenant Riti Singh One of the Navy's first women combat aviators	

File Description	Document
Any additional information	View Document

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

Response: A. ? 100 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution has clearly articulated vision and mission statements which are reflected in its academic and administrative governance systems and also 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.

Vision: Promoting international understanding through quality education	
Academic Governance	<p>Academic programmes are designed to nurture students as global citizens through:</p> <ul style="list-style-type: none"> • curricula that brings in international perspectives to give them a world view • workshops that enhance intercultural sensitivity • nurturing an environment that respects diversity in thought and opinion • providing relevant exposure that builds a better understanding of world events and issues <p>The Programme Review Committee and Quality Improvement Cell at each constituent ensure alignment with the vision.</p>
Administrative Governance	<p>SCIE, established to promote internationalisation:</p> <ul style="list-style-type: none"> • is led by a senior administrator • supported by 25 administrative staff • has an adequate approved annual budget • has a faculty/staff in-charge of internationalisation at each constituent • meticulously plans and monitors progress in internationalisation initiatives

The mission statements are accomplished through the interventions highlighted below.

Mission Statements	Academic Governance

<p>* To inculcate the spirit of 'Vasudhaiva Kutumbakam'</p> <p>* To contribute towards knowledge generation and dissemination</p> <p>* To promote ethical and value-based learning</p> <p>* To foster the spirit of national development</p> <p>* To inculcate cross cultural sensitization</p> <p>* To develop global competencies in students</p> <p>* To nurture creativity and encourage entrepreneurship</p> <p>* To enhance employability and contribute to human resource development</p> <p>* To promote health and wellness amongst students, staff and community</p> <p>* To instil sensitivity amongst the youth towards the community and environment</p> <p>* To produce thought provoking leaders for the society</p>	<p>SIU:</p> <ul style="list-style-type: none"> • strengthens the university's research profile and promotes student and faculty exchange through collaborations with 81 international partners • promotes multicultural, global competencies through global immersion programs, community outreach and service learning projects • enhances the overall quality of education at SIU through internationalization at home • actively contributes to the consortium comprising national and international universities under Erasmus + for research • offers English language courses to international students • hosted 192 International faculty during the last five years for teaching and research • organized research conferences and workshops to deliberate and disseminate new knowledge • regularly reviewed and updated curriculum resulting in providing well trained and competent human resource to the nation • offers programmes and courses in innovation / entrepreneurship • offers programmes in Sports Management, 'Well for Life' course as an elective- to promote good health and fitness, Health Education series in SymbiCare mobile application <p>• Administrative Governance</p> <ul style="list-style-type: none"> • SIU has established appropriate departments to provide necessary support to promote- • quality consciousness • internationalisation • research • faculty development • entrepreneurship • health and wellness • sports and yoga.
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The University provides a comprehensive range of curricular, co-curricular and extra-curricular interventions, transforming students into responsible, global citizens. As a result, every year, about 5000 students graduating from the university:

- are placed in the best private or government organisations globally

- establish entrepreneurial ventures
- join NGOs
- proceed for higher education in renowned universities.

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

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

Response:

The University was established by an academician who believes in the power of shared knowledge and consensus-driven decision making process. As a result, the University has evolved and institutionalised a robust governance mechanism that is de-centralized and one that encourages stakeholder participation in decision-making. This ensures operational autonomy in development and delivery of academic programmes, admission of students, administration of departments and constituents and activities that enrich student experience.

Participative Management

The university ensures participative, transparent and decentralized governance through the various bodies and committees that has representation of several stakeholders (directors and Heads, teachers, administrative staff, students, alumni, parents, civil society) depending upon the nature and purpose of the Board/Committee. (Annexure 6.1.2- i)

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

- Statutory bodies such as the Board of Management, Academic Council, Planning and Monitoring Board, Board of Studies, Finance Committee.
- Bodies constituted by the University drawing powers from its MoA - the Board of Examinations, Board of University Development, IQAC, Quality Improvement Cells etc.

These bodies exercise their authority through a participatory and consultative decision making process following the UGC regulations.

Decentralized Management

In addition to participative management, the University has empowered the Deans and Directors of the constituents by decentralizing a number of academic and administrative processes. For example, the entire

process of designing a programme is initiated at the constituent level through the Programme Review Committee. Chaired by the Director, the committee includes teachers of the constituent, alumni, industry representative, this body is empowered to recommend new courses or programmes in response to the learning needs of students. Similarly, SIU has constituted a standing committee that reviews applications of faculty seeking permission and funding to present research papers at conferences abroad. With representation from SCIE, SCRI and external experts, this committee reviews applications received from faculty and on approval, forwards them to the Vice-Chancellor for funding. Further, at each constituent institute, a large number of student committees are empowered to undertake activities that hone a variety of skills, facilitate industry interface, internships and even placements.

The transparent and efficient governance mechanisms have led to several achievements of the faculty and students of the University. The effectiveness demonstrated by the leadership in governing SIU has been recognised and their nomination on various policy-making bodies mentioned below is testament to their accomplishments and thought leadership.

The Chancellor of the University was bestowed the D. Litt. degree and honoured with several awards for his stellar contribution to the education landscape in India. The Pro-Chancellor is the FICCI Chair for HE and is a member of EQUIP. The Vice Chancellor has been the Chairperson of several NAAC peer team visits. Dean, Academics & Administration is on the committee constituted by Ministry of Education's Innovation Cell to design the ARIIA framework for non-technical institutions, Dean, Faculty of Health Sciences was member of the Medical Council of India and the Dean, Faculty of Law was the only woman on the Law Commission.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The strategic and perspective plan for the period 2016-17 to 2025-26 was drafted by the leadership team of the university and the same was approved the BoM. For the first phase 2016-17 to 2021-22 one of the activities undertaken was to strengthen the research environment of the university. The initiatives implemented during the last five years towards accomplishing this goal have been described below as an example of successful implementation.

The objectives of this initiative are to:

1. improve the 'faculty to publication' ratio
2. enhance the quality of publications
3. increase the number of patents and other IP assets of the University

4. 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:

- Setting up research centres
 1. Symbiosis Centre for Stem Cell Research
 2. Symbiosis Centre for Medical Image Analysis
 3. Symbiosis Centre for Nanoscience & Nanotechnology
 4. Symbiosis Centre for Waste Resource Management
 5. Symbiosis Centre for Behavioural Sciences.
 6. Symbiosis Centre for Applied Artificial Intelligence.
- Constitution of Advisory Committees comprising experts from India and overseas to guide and review progress of each centre.
- Setting up a Research Advisory Board to guide the overall strategy.
- Setting up of research clusters cutting across all the Faculties
- Clearly outlining policies to facilitate all aspects of research
- Enhancing Library facilities including e-resources
- Necessary infrastructure including laboratories and IT support

2. Establishing the following departments to extend specialised support to faculty

- IP department
- a department to support and monitor internal and external funded projects
- a department to enhance publications

3. Providing training to faculty for capacity-building through STLRC in:

- Teaching- Learning- Evaluation
- Research methods and the use of the latest research tools
- Effective use of Library and e-resources

Table showing the impact of research interventions leading to an increase in the input or output parameters in 2015-16 to 2019-20 as compared to 2009 -10 to 2014-15

Nature of intervention	2009-10 to 2014-15	2015-16 to 2019-20
Increased research expenditure (Rs. Lakhs)	1603	15908
Seed funds to faculty for research (Rs. Lakhs)	102	2811.44
Expenditure on FDP and resources (Rs. Lakhs)	961	2653

Increase in digital databases (Number)	75	117
Faculty received more external grants because of support from the Research Projects Department (Rs. Lakhs)	134	2075
Guidance from IP department led to increased patents published (Number)	2	53
More publications (Number) because of: <ul style="list-style-type: none"> • Continuous support of publications department • Research Incentives • Weightage in Annual Performance Appraisal • Research Funding to faculty 	1708	5014
Percentage of papers in SCOPUS/SCI / WoS	35%	70.90 % in 2019
Increase in quality publications	590	Scopus: 2375; WoS: 1180 Total: 3555
Improved 'faculty to publication' ratio	$1708/500=3.41$	$5014/517.6=9.68$
Better Citations	Scopus: 305	Scopus:18805 WoS: 15553
Increased H Index	Scopus: 8	Scopus: 53 WoS: 48
PhD Scholars	520	1123

As evident from the table above, the University could accomplish the objective of significantly enhancing the research output by providing requisite resources and support to the teachers.

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

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

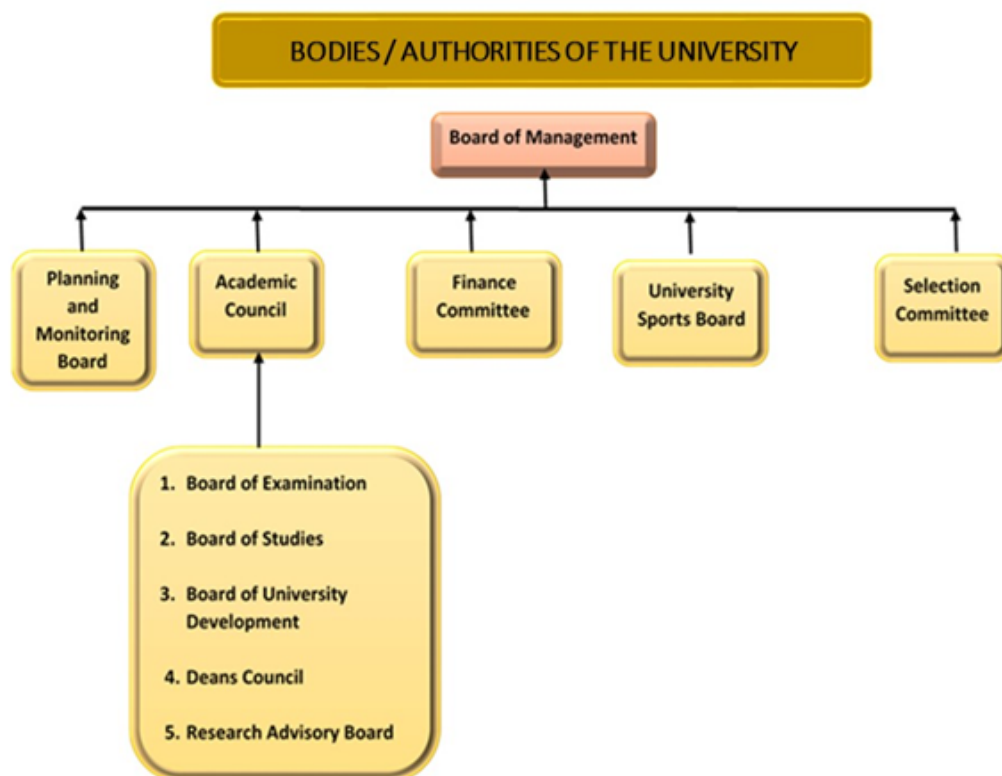
Response:

Policies, Rules and Procedures for functioning of the University

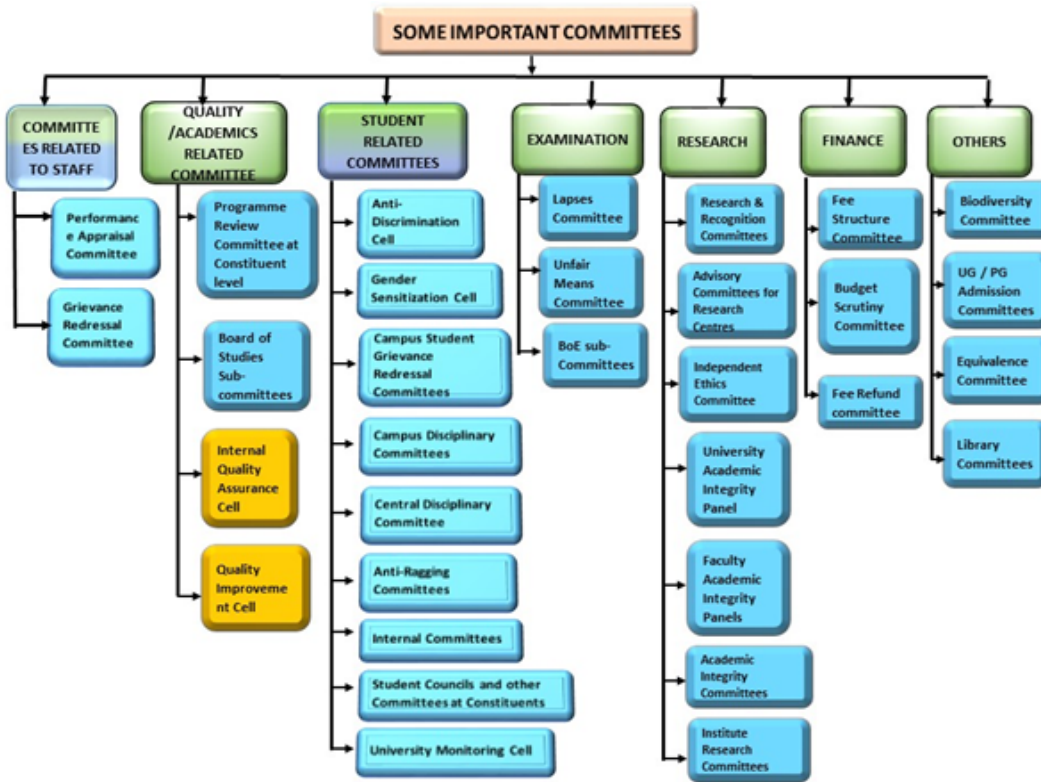
- The functioning of the Deemed to be Universities is regulated by UGC [Institutions Deemed to be Universities] Regulations notified from time to time; the University has modified its Memorandum of Association (MoA) in accordance with these Regulations.
- The University has prepared its Administrative Manual, Policies, Rules and Procedures for functioning of its Bodies, Committees, Administrative Sections, Constituent Institutes and other academic and student-related matters in accordance with the Memorandum of Association of the University, other regulations issued by UGC and other regulatory authorities from time to time.
- Appointment and service rules for the teaching staff, officers and non-teaching staff are prepared in accordance with the UGC Regulations on Minimum qualifications for teaching staff 2018 notified by UGC and other regulatory authorities, Government rules.

Bodies, Committees for effective functioning of the University

The University has constituted the Bodies and Committees to implement and ensure the effective functioning of the University.

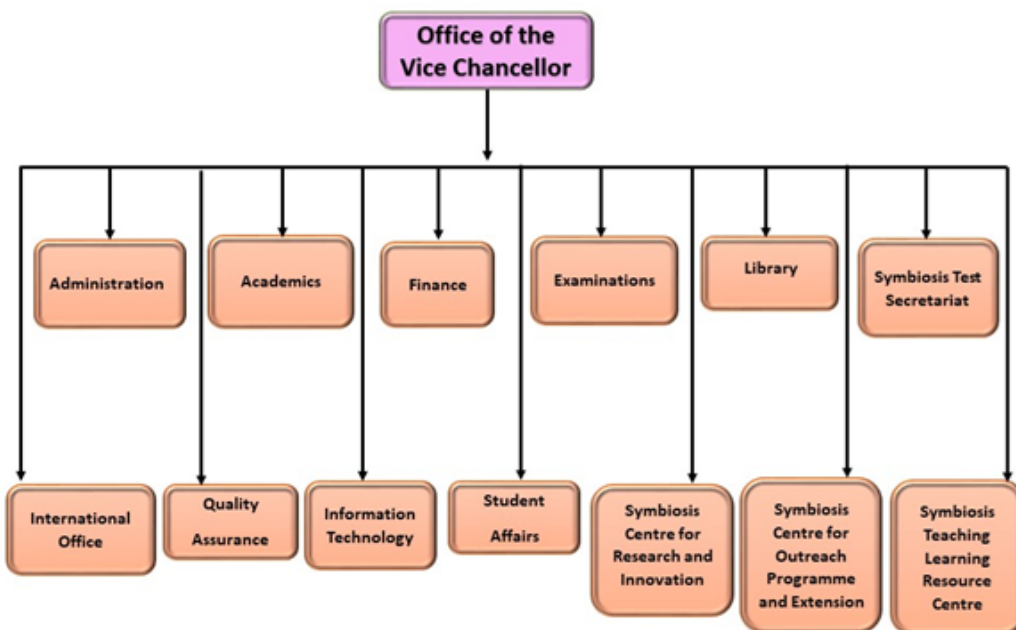


The bodies mentioned above meet regularly to decide on important issues which are implemented (Annexure 6.2.2.i). In addition, the University has constituted various committees to decide on matters and implement the policies.



University

For effective and efficient implementation of the decisions taken by the Authorities/ Bodies/ Committees and routine functions, the University has established several Administrative sections with defined duties and responsibilities.



The University has appointed Officers/ Directors of Constituent Institutions/ Teachers/ other staff as prescribed in the UGC Regulations / MoA / HR Manual.

<https://siu.edu.in/naac/>

Administrative Set-up at Constituent Institutes

The University has 36 Constituent Institutes imparting education in Post-Graduate and Under-Graduate programmes under eight Faculties and has appointed Directors, Deputy Directors, Administrative Officers and other staff in every Constituent Institute. The sole responsibility of the functioning of the Constituent Institute efficiently and effectively is with the Directors.

Periodic Review of Functioning

- The University Grants Commission, under its power, has reviewed the functioning of the University along with AICTE representatives during the period 20-22 April, 2017 and expressed satisfaction regarding functioning of the University.
- The University performs Academic and Administrative Audit of Constituents and Administrative Sections to assess the academic and administrative functioning and Financial Audits every year to ensure accountability and efficiency.

Major Milestones achieved during last five years:

During this period, the University has commissioned an off-campus centre at Nagpur, established a new faculty, constituents, research centres and introduced new academic programmes. (Annexure 6.2.2 ii)

Glimpses of Achievements (Details in Annexure 6.2.2 iii)

- Declared as a Category-I University
- Granted the 12B status
- Identified by UGC as NAAC-Paramarsh-Mentor Institution
- Identified for partnership under Samavesh, an initiative of NITI AAYOG, to be developed as Centres of Excellence
- Ranked 43 among Universities in the NIRF ranking in 2020
- Ranked 23 in QS India ranking in 2020
- Ranked 3 in Swacchata Ranking in 2019
- Only Indian University to receive the Asia Pacific Quality Award

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

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

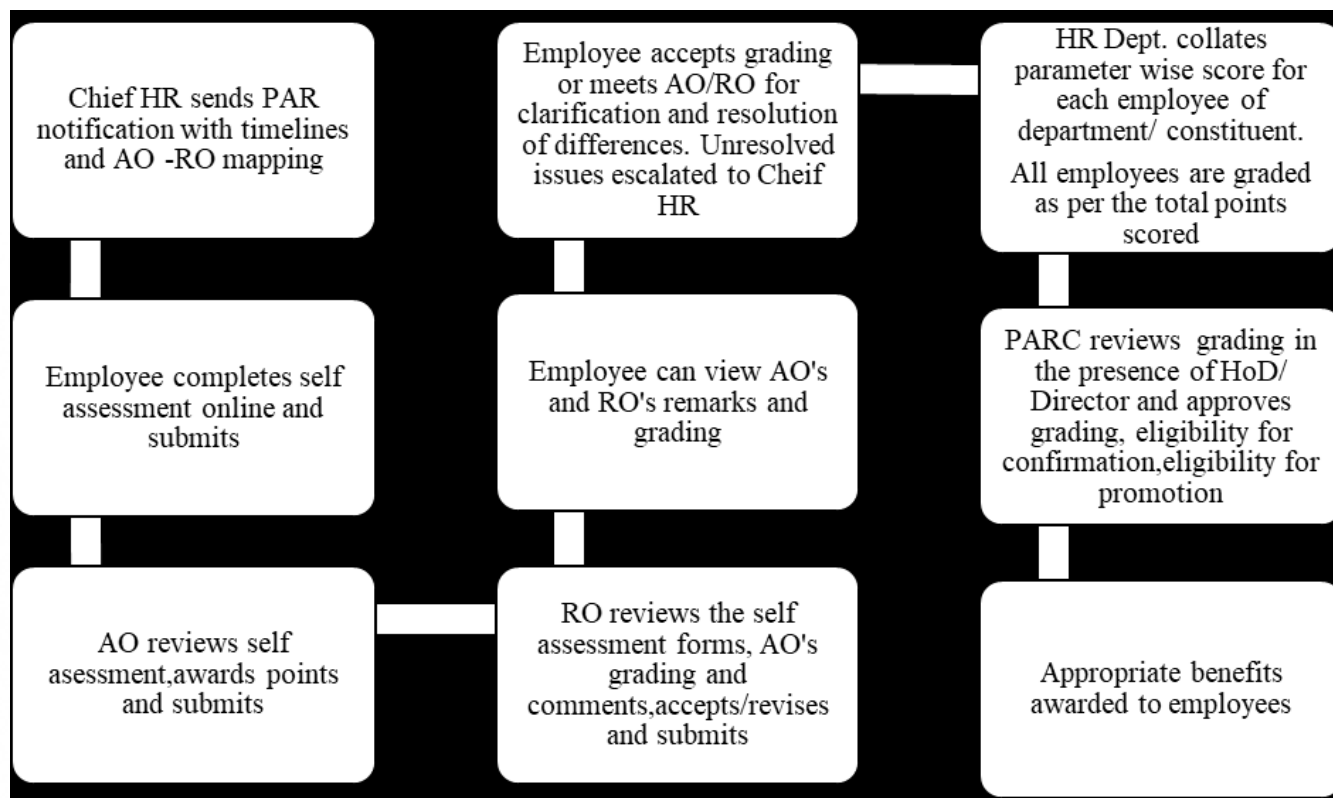
The University plans and recruits qualified and accomplished teaching and non-teaching staff through a well-defined selection process. Annually, the university undertakes a comprehensive **Performance Appraisal Review (PAR)** for all its teaching and non-teaching staff.

All employees are evaluated on qualitative attributes through an internally developed process. In addition, the teaching staff are evaluated through the Academic Performance Indicators (API) notified by the UGC with more stringent thresholds. The composite score is then calculated for each faculty and considered for appraisal.

The University views PAR as a tool for the development of employees and has evolved an online and transparent performance appraisal process to recognize and reward good performers and provide the average performers opportunities to improve. SIU invests significantly on faculty & staff training through established departments. An employee is given an opportunity to present to the HoD his/her work and receive feedback on the performance.

PAR Committee comprising directors of constituent institute, representative of the HR department, and representative of the University administration is constituted every two years and reviews the appraisal reports of all employees of all constituents. The employees are placed in five categories viz. A, B+, B, C and D as per their performance and the performance related incentive are paid to the top four categories @ 8%,6%,5% and 3% of their basic pay **in addition** to the regular increments and DA that is paid to all

employees. The flow-chart showing the PAR process is given below



Promotion: Symbiosis has always provided avenues for growth for all its employees and encourages employees to take up leadership positions such as Directors, Heads of University Departments or Deans of Faculty. Similarly, non-teaching staff have several growth opportunities in our progressive university. Based on the fulfillment of eligibility requirements as laid down by UGC rules / SIU's HR manual, their academic upgradation and consistent good performance, many of our employees have risen from the ranks and have been promoted.

Staff welfare is at the core of the HR department's initiatives. In addition to the monetary incentives and other welfare measures, Symbiosis has laid emphasis on promoting good health and wellness practices among its employees. SCHC was established as an 'In-house Health Care Unit' of Symbiosis. Under the Health Promoting University (HPU) initiative, SUHRC provides a host of healthcare services for employees at all the campuses of Symbiosis. Detailed information on the various welfare measures are given as *Annexure 6.3.1.i*

Some notable welfare measures are mentioned below:

- All full time staff members of Symbiosis are insured under the Group Insurance Scheme, whereby 100% premium is paid by Symbiosis.
- Concession in the fee to the wards of employees studying in Symbiosis School
- Subsidized bus services
- Child guidance clinic and pastoral care
- Day care centre for children of employees
- Subsidized meals at Mess
- Open schooling for Grade IV employees
- Annual Health and Wellness checkup
- Special/ extraordinary leave without impacting continuity or seniority

- Counselling on Health, diet & lifestyle related issues
- Psychological Counsellors
- Gymnasium and Swimming facilities

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

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

Response: 97.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
560	556	512	480	421

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

Other Upload Files

1 [View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 177

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

2019-20	2018-19	2017-18	2016-17	2015-16
318	173	124	126	144

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 71.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
564	493	285	275	266

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

6.4 Financial Management and Resource Mobilization

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

Response:

The Finance Officer (FO) of the University is the Head of the Finance Department and oversees the mobilisation, planning, allocation and management of financial resources.

Sources of Revenue

The major sources of Revenue for the University and its constituent Institutes are as follows -

1. **Fees from students** – Collected only through electronic transfers or card payments. Amount to be paid by student is clearly mentioned in the Prospectus. There is no collection of fees in cash. No Capitation Fee/Donation is charged to any student for admission at any Programme in SIU
2. **Grants & Sponsorships** – Grants are mostly received from Government Organisations for Research purposes. Sponsorships for various student activities are accepted from third parties only in line with mutually agreed MOUs
3. **Management Development Programmes & Consultancies** are conducted by Symbiosis faculty members in collaboration with Corporates, Banks and other organisations.
4. **Registration fees** are collected from the aspirants for the entrance examinations conducted at PAN INDIA level for the Postgraduate and Undergraduate Programmes at SIU.
5. **Endowments and Contributions** received from Alumni for scholarships, Hospital etc.
6. **Interest on Investments**

Funds Management:

There is a dedicated section for funds management in the Finance Department. It is ensured that the funds are spent on the objectives of the University.

1. Optimum utilisation of Funds:

The Standard Operating Procedure for Funds Management and Investment (SOP) (Annexure 6.4.1 i) is rigorously followed which ensures that:

i. Funds do not lie idle in any of the Savings Account, as the balances to these accounts are strictly monitored and weekly transfers are made to a Central Account of the University.

ii. Funds accumulated in this Account are invested in Fixed Deposits so as to enable the University to earn a higher amount of Interest. Funds received from external agencies for Research are invested and utilised as per the respective terms and conditions of the funding agencies.

2. Budgetary Framework

The Budget in respect of the subsequent financial year for every Institute, Centre and Department of the University is finalised and duly approved by the Finance Committee and the Board of Management by the third week of February, every year. All expenses are thereafter monitored to ensure that the approved budgetary limits prescribed for each expense head as per the Chart of Accounts, are not exceeded.

3. Monitoring of Funds

The University and its constituent Institutes operate 190 Bank Accounts for the day to day transactions. Funds are transferred to/from these accounts on a weekly basis from/to the Central Account of the University. The amounts are collected in the Receipt Account and only on submission of detailed plan of expenditure for the forthcoming week, requested funds are transferred to Payment Accounts. Before remittance of the requested amount, it is ensured that the planned expenditure is as per the approved budget. The balances lying in these accounts are regularly monitored and unutilised funds, if any, are immediately transferred back to the Central account of the University

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

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

Response: 616.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
63.09	333.71	74.46	31.28	114.07

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

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

Response: 420.78

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

2019-20	2018-19	2017-18	2016-17	2015-16
119.01	17.92	27.09	10.31	246.45

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

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University has implemented a 3 Tier Audit Mechanism comprising (A) an in-house Internal Audit (B) an internal audit by an external professional agency, qualified to conduct internal audit and (C) an external/ statutory audit. The Finance Committee and the Board of Management of **the University selects and appoints the Internal and the Statutory Auditors** every year. Audited Financial Statements along with the Audit Report are sent to the UGC and MHRD as per the statutory requirement.

Annual Audit plan is prepared in advance and is shared with the Constituent institutes and Departmental Heads along with the Audit Check list.

(A) Internal Audit by the University's Internal Audit team:

The Finance department has designed a system of internal checks and control whereby; the internal audit team will achieve two objectives:

1. Conduct audit regularly to monitor compliance with the processes laid down for the constituent Institutes and Departments.
2. Confirm whether the systems, internal control and internal checks are robust enough to highlight discrepancies.

(B) Internal Audit by External Auditors:

As mentioned in the first paragraph, the University appoints external auditors to conduct internal audit during the year in the following ways:

1. The external auditors conduct internal audit twice every year. Interim audit for the first half of the Financial Year is conducted around October - November. Final Audit for the second half of the Financial Year is conducted in the month of March - April

2. Pre-audit is conducted for **all** project expenses, for **all** the payments above Rs. 5 Lakhs and for purchase orders above Rs. 1 Lakh.

3. Audit is also conducted specifically for areas like Payroll, Full and Final settlement, Admissions, Statutory compliances etc.

The Internal Audit reports are discussed with the respective Directors and Heads for compliances and the timely implementation of the recommendations given by the internal auditors. The half yearly Internal Audit reports are submitted to the Vice Chancellor for review.

(C) External/ Statutory Audit:

Statutory Auditors conduct the audit independent of the internal auditors. They also have their own checks and balances to ensure that all the Audit queries are resolved satisfactorily. Audit is conducted in accordance with auditing standards generally accepted in India. University has been getting consistently the Clean Audit Reports from the Statutory Auditors for all the Financial Years since its inception.

The steps followed in the audit processes are given below:

Steps	Description
Step 1	Audit Schedule and check list is finalized by the Audit Department with the Auditors
Step 2	Queries/ Observation raised by Auditors during the audit are resolved
Step 3	The Internal Audit reports are discussed with the respective Directors and Heads
Step 4	The half yearly Internal Audit reports are submitted to the Vice Chancellor for review
Step 5	Finance Committee reviews the Audited Annual Accounts and recommends to the Board of Management for approval
Step 6	Board of Management reviews and considers the recommendations of the Finance Committee for approval of the Audited Accounts
Step 7	Approved Annual Audited Accounts along with the Audit Report are submitted to MHRD and UGC within 9 Months from closure of the Financial year

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

6.5 Internal Quality Assurance System

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

Response:

The University has constituted a Quality Management and Benchmarking Department (QMB) to create a facilitating eco-system to foster a culture of quality consciousness. **The IQAC** as an integral part of the QMB **drives all quality assurance initiatives** of the University and helps in practicing the core values and accomplishing the vision and mission of the University. This QMB (Annexure 6.5.1.i) is appropriately strengthened with resources and will be supported by the Institutional Research Centre envisaged to collect and collate data.

The IQAC at the University level and the Quality Improvement Cell (QIC) at the institute level review the academic inputs, processes, output and the structures facilitating the processes. The IQAC and QIC periodically review/recommend the following and actions are initiated based on the review.

1. Review academic policies and modifications
2. Monitor implementation of performance on the outcomes and suggest improvements
3. Seek feedback from various stakeholders and monitor action on the feedback
4. Adopt technology to improve academic quality
5. Review academic and administrative audit reports
6. Create/modify governance structures for effective quality management

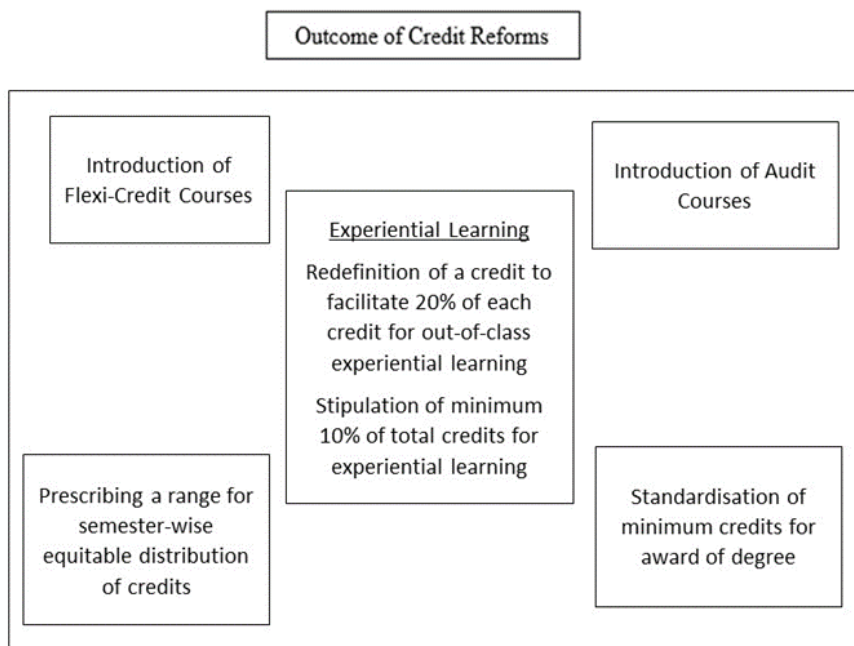
Details of the two most impactful practices initiated by IQAC are explained below.

1. Credit Reforms: An Academic Policy Intervention

A key feedback received from various stakeholders indicated that flexibility would encourage students to reflect and innovate. This IQAC feedback was discussed in the Deans' Council which set up a committee to review the subject matter comprehensively and suggest corrective measures.

After in-depth study and deliberations, the Credit Review Committee tabled a comprehensive report in the Academic Council for its consideration. After approval of the Academic Council, the suggestions were implemented.

This IQAC initiative culminating into academic reforms that encouraged experiential learning, provided for advanced learning opportunities for students, and afforded innovation and flexibility within the programme structure. Listed below are the salient outcome.



- Introduction of flexi-credit courses
- Enhanced experiential learning components
- Range of credits to ensure equitable distribution of credits
- Introduction of Audit courses
- Standardisation of credits for award of degree

2. Establishment of Programme Review Committee: A Structural Intervention

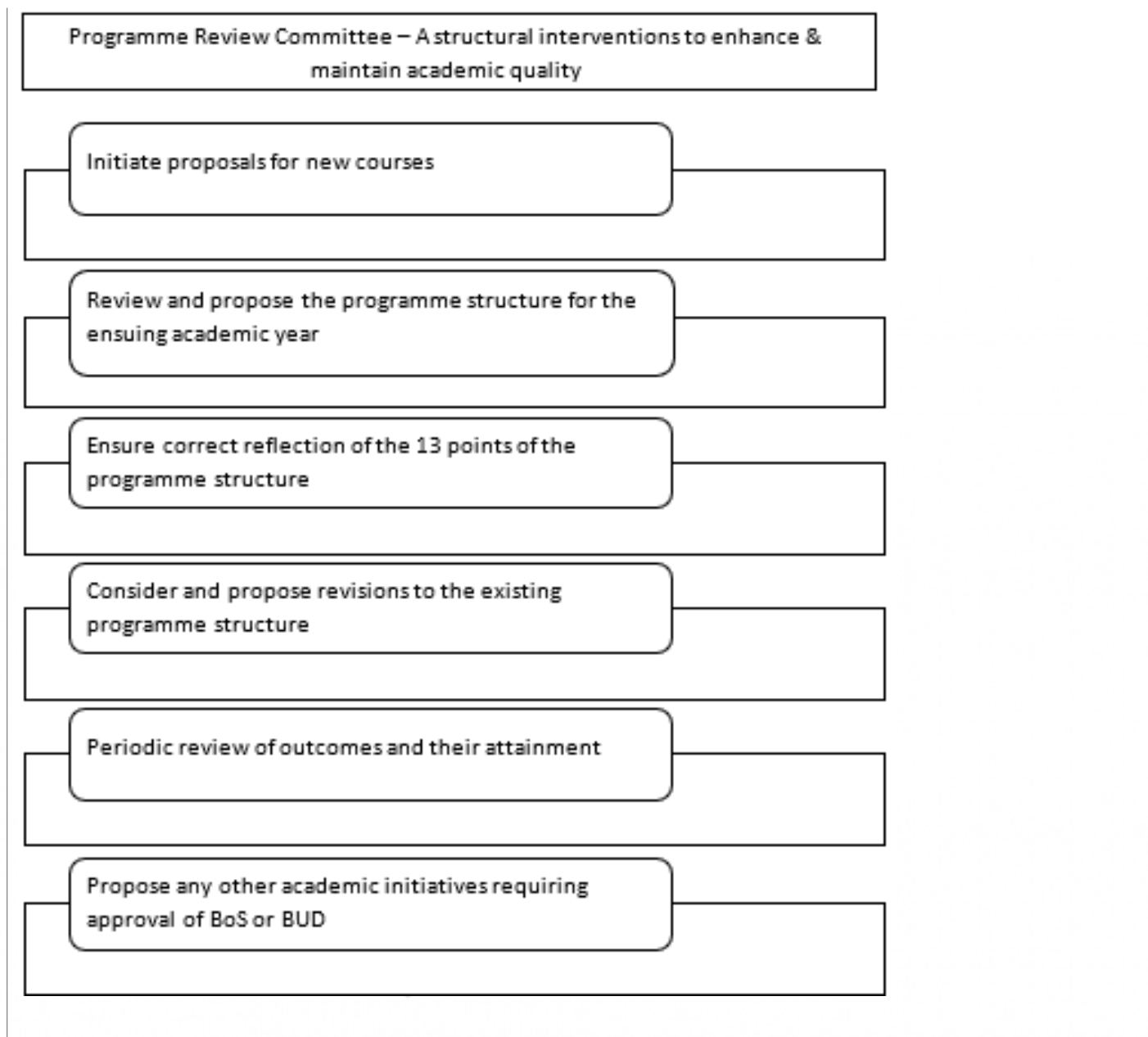
IQAC observed the need to standardise the process and structure for designing the programme structure at the institute level based on which a committee was set up to give its recommendations. The committee recommended the constitution of an institute-level 'Programme Review Committee' (PRC) as a structural intervention to facilitate all institutional academic quality practices.

These include:

- Programme design and revision
- Feedback analysis
- Outcome based approach and
- Ensuring compliance with university requirements

On approval of this IQAC proposal by the university authorities, it was notified to all constituent institutions giving details of the required representation, scope and procedural requirements.

As a result, across SIU, the PRCs have been established at all constituent institutions as mandated. The structural intervention has helped the university to institutionalise standard quality practices which include OBE implementation and their attainment leading to a virtuous cycle of academic quality improvement at the constituent level. A chart showing the role of the PRC is given below



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

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

Response: A. Any 5 or more of the above

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

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

Response:

Post accreditation, the University has undertaken several initiatives for quality enhancement in the academic and administrative domains. While the quality initiatives in academics are given below, a note on post-accreditation quality initiatives in administration has been uploaded as additional information.

The qualitative improvements in academic processes with respect to design, content and pedagogy over the previous assessment cycle are shown below.

Programme Design

All courses are designed with learning objectives as per Bloom's Taxonomy

- Introduction of several initiatives in programme design:
 - Flexi-Credit Courses to add flexibility and provide scope for innovation in programme design
 - Audit courses to offer advanced learning opportunities
 - Redefinition of credit to include experiential learning hours: 20% of each credit is mandated to be experiential learning (EL)
 - In addition to the above, other EL courses can be 10-20% of total credits of the programme and 10-30% in case of skill based programmes.
- Value added courses for skill building
- Implementation of Outcome Based Education Model
- Provision for students to earn a maximum of 20% credits through SWAYAM. Evaluation to be conducted
- Service Learning as an integral part of the programme structure for all UG students and offered as an elective for PG students
- 'Well for Life' course offered at all constituents as an elective
- Students undergo Industry internships and earn credits
- Students studying overseas on semester exchange/global immersion can transfer credits at international level
- Measuring attainment of course outcomes and programme outcomes to aid faculty to improve and

modify the pedagogy

- High degree of inter-disciplinarity in programme structures

Course Catalogue

- Created an integrated catalogue of courses for all Faculties
- Catalogue Rationalization Exercise: Expert Subcommittees reviewed 4000+ courses in the Master Catalogue and 850 courses were made dormant on account of their losing relevance or having inadequate or outdated content

Programme Structure- governance

- Implemented online system for programme structure approvals
- Classified all courses in the programme structures in line with UGC -CBCS

Examinations

- Open book examinations permitted on request
- Formulae sheets provided to students in select courses during term end examinations to answer application-based questions

Academic Audit

- Improved implementation of the audit process: Internal and external audits of programmes have been done.
- Third party academic audit was undertaken.

Faculty Development Programmes

- Initially the duration of FDPs ranged from 1 day to 6 days.
- STLRC designed a 10 day FDP on Andragogy and Research Methodology (ARM) in 2018 that has a three stage process:
 - Online sharing of resources followed by an Assimilation Test.
 - 10 days' face-to-face interaction: 6 days for andragogy and 4 days for research methodology.
 - Assignments requiring incorporation of T-L-E practices learned during the FDP in regular teaching
 - followed by classroom observation and feedback sharing

Research Initiatives

- Sharpened focus on research with several initiatives to support faculty members
- Increase in the number of the subjects for the Ph.D. entrance examination
- Increased number of JRFs and SRFs
- Dedicated sections under SCRI to support faculty members in publishing papers, patents and submit proposals for external funding

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

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

SIU is committed to instilling values of gender equity and social justice which is stated in the Gender Policy. This is achieved through curricular and other interventions:

Curricular:

31 courses on gender issues such as Women Philosophers, Understanding Feminism, Sociology of Gender and Sexuality, Gender and Law, Representation of Gender in Word and Image (Film/TV/Literature/Advertising/Music) etc. are offered to students.

SIU provides scholarships to girl students from the neighbouring villages around the main Pune campus for skill oriented programmes such as Nursing, Computer Studies and Medical Technology. Through these scholarships, SIU aims to empower girl students, creating a more inclusive, equitable and just society. From 2016 onwards, a total of over Rs. 68 lakhs have been spent on these scholarships.

Symbiosis Medical College for Women (SMCW) established in 2021, is a women-only residential college and the first to offer full programme scholarship of more than Rs. 50 Lakhs to five meritorious students of every batch.

Co-curricular:

SIU follows a zero-tolerance policy towards gender discrimination. In the last five years, it has conducted over 240 workshops, talks, lectures, seminars on issues related to gender sensitisation, self-defense, girl safety, menstruation, feminine health and hygiene, etc. All committees at SIU and its constituents have female members.

Administrative:

Pro Chancellor, Vice Chancellor, and many leadership positions are held by women. The percentage of women working at SIU is 41% and there are 47% female students across all constituents.

The transgender option in admission forms of all the constituents is available. Mother's name is now mandatory on degree certificates issued by the University.

Maternity Leave as per statutory provisions is given to women employees. On rejoining they are offered flexible working hours, feeding breaks, day-care and child-care facilities.

Facilities:

a) Safety and Security

SIU has appointed security guards across all campuses. CCTV cameras are provided at strategic locations in academic blocks and common areas.

Girl students (4804) stay in hostels within the campuses of constituents. Salons/Parlour services are available on campus. Women wardens and guards are appointed for each hostel 24x7 who stay in the hostel and address all hostel issues on a day- to- day basis.

b) Counselling

The Symbiosis Centre for Emotional Wellbeing (SCEW) comprising trained psychologists counsel students/staff with a special focus on emotional support and guidance required by female students/employees.

c) Common Room

There are common rooms for girl students and women employees with the required amenities.

d) Day Care Facility

Symbiosis Day-Care for the use of Symbiosis staff and faculty, is a warm and beautiful place for little ones. It offers state of the art facilities - a dining room, restrooms, spacious and well-equipped activity rooms, beds for nap times, cubbies for their belongings, etc. Furniture is nontoxic and child-friendly and surroundings clean and hygienic. Children engage in stimulating activities and free play. They are served nutritious and balanced food.

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

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

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

Response: A. 4 or All of the above

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

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

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

Response:

To promote environmental sustainability, SIU established the Symbiosis Centre for Waste Resource Management (SCWRM). It is involved in:

- Developing new technologies and improving existing ones to address waste management challenges
- Developing research collaborations with international/national institutions/local governing bodies
- Providing free consultancy to the city corporation for (a) sanitation monitoring (b) solid waste collection & transportation system (c) technical consultancy for solid waste management (d) installation and monitoring of waste management systems (e) inspection of biogas plants.
- Processing 'Mid-day Meal Waste'
- Distribution of 'NISARGLAXMI' (a bio-culture developed from uncooked kitchen waste)

Solid Waste Management:

- Dry and wet waste segregation units are installed on campus
- About 62% of the solid waste generated is 'wet waste'
- Uncooked kitchen refuse is converted into organic manure through NISARGLAXMI
- Cooked food waste is processed through biogas plants
- Plastic (PET, PE and PP) is processed using bio-crux and a reactor.
- Paper is processed through shredding machines. Shredded PET, paper and other solid waste (metal, glass, wood, etc.), are disposed of through government approved vendors for further recycling.

Inspired by these waste management initiatives a Start Up (Envirevo Pvt Ltd) to convert slurry to fertilizer was set up by a student.

Liquid Waste Management:

Wastewater is treated through reed beds and STP systems for reuse. Treated water is used for irrigating lawns, gardens, landscapes and in biogas plants for mixing feed.

Bio Medical Waste Management

As per Bio Medical Waste Management and Handling Rules and Maharashtra Pollution Control Board norms, SCHC, SUHRC and SSBS undertake proper segregation and disposal of bio medical waste through government approved agencies.

E-Waste Management:

SCWRM conducts e-waste awareness and collection drives for staff and students. E-waste generated is partially downgraded or reused in the labs, while the balance is processed and disposed of by government approved vendors.

Waste Recycling System:

SCWRM has developed an efficient process of converting waste vegetable oil into hydrocarbon. The centre has designed prototypes of chemical reactors for recycling of 'waste vegetable oil or used cooking oil' and waste plastic (PP and PE) through batch processing. The reactors recycle the waste into crude hydrocarbon as a source of energy through a catalytic reaction at elevated temperatures. This is done at laboratory scale for further research.

Hazardous chemicals waste management:

Hazardous and Other Wastes (Management and Transboundary Movement) Rules, 2016 have categorized used oil and waste oil as 'commonly recyclable hazardous waste' under Schedule IV.

SIU generates a small quantity of 'used cooking oil' through the mess and canteens on campus. It is collected separately in closed containers for recycling.

SIU's commitment to cleanliness, sanitation and scientific waste management was acknowledged under the Swachhata rankings of the Ministry of Human Resource Development by being ranked no.1 in 2018 and no.3 in 2019.

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

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling

5.Maintenance of water bodies and distribution system in the campus**Response:** A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

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

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

Response:

Inclusive environment

The motto of Symbiosis is Vasudhaiva Kutumbakam meaning the *world is one family*. SIU provides equal opportunity to all irrespective of race, gender, class, generation, geography, or any other background. People freely express themselves; participate in teaching, learning, and other activities; feel safe from abuse, harassment or unfair criticism. SIU creates this supportive, safe environment for all learners and staff. SIU has 25.5% seats reserved for admissions of underprivileged and differently abled sections of the society.

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 in their backgrounds and understand 'who they are and where they come from'. Students celebrate national festivals, regional festivals as well as Ethnic Day, LGBTQ Day and many more.

Students from different states of India and international students from 85 countries bring diversity to the classrooms and the campus. 31st July is celebrated as International Students' Day. International Food Festival is organized on this day to help appreciate the great diversity in international cuisine. Intercultural

sensitization is also enriched through sports tournaments and cultural activities by international students.

A ceremonial international flag presentation is a Symbiosis ritual during all important functions. Students from different countries dressed in their national attire, present flags of their country to the chief guest, as a mark of international integration and harmony.

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 Institute of Foreign and Indian Languages (SIFIL) trains more than 1500 students every year in foreign languages, thereby promoting international understanding.

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

Dr. Babasaheb Ambedkar Museum and Memorial is an inspiration and fosters the spirit of inclusivity.

SPIC MACAY and other concerts/lecture-demonstrations are organised to promote Indian culture, especially dance, music, poetry and theatre. Sessions at Initiatives of Change, Panchgani and courses like Diversity Studies, offer students an opportunity to introspect on their own value systems and beliefs and maybe initiate a transformation in their life.

The annual International Relations conference brings together practitioners of international relations from around the world creating a cosmopolitan learning environment for students.

SIU has created a hostel policy which encourages students coming from different countries/ different states of India to live together. This helps in promoting tolerance and harmony towards cultural, regional, linguistic, socioeconomic and other diversities.

Promoting socio-economic diversity

SIU offers a 4 credit course on Service Learning as a component under the Floating Credit Programme which integrates meaningful community engagement with strong learning experiences.

Students participate in Unnat Bharat Abhiyan Surveys, an initiative of the Ministry of Human Resource Development. Students also contributed to the 50- hour Swachh Bharat Summer Internship Program.

To promote a cashless society, students organized awareness drives on digital payment platforms.

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

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

Response:

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

SIU offers a certificate course on 'The Constitution of India' which provides a rich contextual knowledge about the legal framework of the country and orients students towards becoming responsible citizens. Students also attend workshops on Constituent Assembly Debates which make them understand constitutional history.

Various competitions, quizzes, guest talks are arranged to increase awareness about the fundamental rights and duties enshrined in the Constitution. The democratic set up of our country values each individual's opinion. The Student Council spreads awareness about the importance and process of democracy, and helps student-citizens cast 'informed' votes.

Inculcating values:

Students and staff perform the following duties as responsible citizens:

- Independence Day and Republic Day are celebrated to recommit ourselves to freedom and our constitutional ideals.
- Tree plantation drives are organised on World Environment Day (5th June) and on International Students' Day (31st July). Poster competitions, lectures, discussions and visits to botanical gardens are also organised.
- Rashtriya Ekta Divas celebrated on 31st October focuses on 'Integrity and Unity'.
- Rashtriya Samvidhan Diwas is celebrated on 26th November.
- 'Sadbhavna Divas' (20th August) is celebrated to reaffirm national integration, peace, affection and communal harmony.
- Community Engagement: Visits and projects with neighbouring villages, NGOs, vulnerable groups, etc. helps students/staff make a difference in their own life and in the lives of others.
- Free legal aid clinics are organised by students of Symbiosis Law School, in the neighbouring villages.
- Blood Donation drives are organized on a regular basis.
- Awareness drives on organ donation and body donation are also organised.
- Students participate in health awareness drives such as Pinkathon (awareness for Breast Cancer).
- Model United Nations Summits: an initiative to make students global leaders of tomorrow. These provide a platform for general and global awareness, while ensuring that students develop a range of skill sets such as diplomacy, teamwork and collaborative problem solving through direct simulations of the United Nations and its committees.
- International students from 85 different countries studying at SIU, find this a discrimination free, safe place to study, interact, play, and have fun with other students coming from different parts of the world and across India. They cherish their 'home away from home' experience here.
- Symbiosis Community Outreach Programme and Extension (SCOPE), provides primary health services to thousands of devotees who are part of the Pandharpur Wari. Medical services are provided with five well equipped mobile medical units (MMU), trained doctors and nurses and

more than 250 student volunteers for three consecutive days. Devotees are treated for ailments like gastroenteritis, fever, minor injuries, and other aches and pains.

- For additional information please visit https://naac3r.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.

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

Response: A. All of the above

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

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

Response:

SIU is home to students from all states and union territories of India along with 1033 international students from 85 countries. They bring with them their culture, history, ethnic backgrounds, and unique heritage of their region. Each campus therefore is uniquely distinctive and rich in cultural and other diversity.

This unique plurality offers SIU the opportunity to help students/staff understand the range and depth of multicultural life experiences they are privileged to be exposed to.

Each constituent /campus celebrates national and regional festivals along with days of national significance.

Republic Day and Independence Day are celebrated with enthusiasm and zeal with cultural programmes by students performing patriotic songs, skits, dance, etc. The national song Vande Mataram is broadcast each morning on every campus.

On Martyrs' Day (Shahid Divas, 30th January), silence for two minutes is observed in the memory of the Father of the Nation, and on 23rd March homage is paid to the three revolutionaries, Bhagat Singh, Sukhdev and Rajguru. Contributions made by the national leaders Mahatma Gandhi, Lal Bahadur Shastri, Sarvapalli Radhakrishnan, Babasaheb Ambedkar, Swami Vivekanand and others are also acknowledged. By way of these celebrations, it is hoped that students will get inspired and understand their responsibility towards nation building.

Being an academic institution, Saraswati Pooja is celebrated campus wise by the constituents.

Regional festivals like Pongal, Onam, Ganesh Utsav, Lohri, and Durga Puja are celebrated with as much fervor as are festivals like Diwali, Dussehra, Holi, Christmas, Eid and Raksha Bandhan. International students participate enthusiastically in all these celebrations.

Matrihasha Diwas is celebrated on 21st February to recognize linguistic diversity and promote multiculturalism. The day aims at spreading awareness about the importance of our mother tongue and sensitizing people about the rich cultural heritage linked to our local languages.

International Yoga Day is celebrated on 21st June, to promote holistic wellbeing. Rashtriya Ekta Diwas (31st Oct), National Sports Day (29th Aug), Hindi Divas (14th Sept), Armed Forces Flag Day (7th Dec), are also celebrated enthusiastically. On 2nd October (Gandhi Jayanti), Swachhata Abhiyan is carried out across the University.

SIU celebrates 31st July as International Students' Day. International students sing their national anthem and display their national flag. The two-day celebration brings together international and Indian students to enjoy each other's food, dance, song and music. The International Food Festival attracts visitors from across the city, to experience traditional food cooked by international students. Chefs judge this competition and international student groups vie for these prestigious awards in addition to showcasing their national cuisine.

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

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

7.2 Best Practices

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

Response:

Best Practice 1

1. Title of the Practice: Health Promoting University: Promotion of Health and Wellness among stakeholders of the University

2. Objectives of the practice: Establishing and improving primary health care (physical, mental, social and spiritual).

1. Providing healthy & supportive working and social environments.
2. Facilitating personal and social development.
3. Encouraging wider academic interest in health promotion.
4. Promoting healthy and sustainable policies throughout the university.
5. Developing links with the community to positively impact community health.

Underlying principles or concepts of the practice:

1. Contributing to the health & well-being of the communities by creating healthy & sustainable living environments.
2. Integrating health and sustainable development as multi-disciplinary, cross-cutting themes in curricula, increasing the health promotion aspects in teaching and research.

3. The Context:

The concept of a Health Promoting University (HPU) recognizes the pivotal role of higher educational institutes (HEIs) in inculcating healthy behaviours amongst its stakeholders.

The triple burden of diseases in India is a major threat to human health, economic growth, productivity and national development. It is critical to understand the interplay of health care, economics and development (Domino Effect) with specific reference to India's youth power.

The diversity of students at SIU across geographies, socio-economic, ethnic and cultural backgrounds exposes the students to new cultures and practices. Students are vulnerable and experiment with new found freedom. This prompts students to indulge in various risk behaviours, making them susceptible to various disorders, commonly referred to as 'lifestyle related disorders'. Unfortunately, students, being young, are erroneously assumed to be healthy and are not the favoured lot when it comes to policy formulation and resource allocation.

4. The Practice:

In our quest to establish SIU as an HPU, we have undertaken a series of initiatives to provide holistic (preventive, curative and promotive) healthcare to our stakeholders.

Refer https://naac3r.siu.edu.in/view_7.2.1/additional_info

Uniqueness in the context of Indian higher education:

The higher education sector has experienced explosive growth since independence. There are around 1000 universities and over 41000 HEIs wherein, 37.4 million students pursue higher education. Given this large number of students, there is a crying need to inculcate healthy practices during their sojourn at HEIs. All the goals mentioned in the National Youth Policy of India, 2017 can be achieved through HEIs.

The National Youth Policy of India 2017 and the National Education Policy 2020 state the importance of inculcating healthy practices among the youth through counselling, preventive healthcare and community medicine. Since 1996, Symbiosis has invested its energies and resources in establishing health centres, facilities on campus and services for staff and student health. From medical insurance and psychological counselling for all, to medical and wellness facilities for the community, SIU has pioneered the concept of a Health Promoting University in India in line with WHO norms.

Constraints / limitations:

1. Absence of national framework for development of an HPU.
2. Mindset challenges: Motivating all students/staff to participate in health promotion activities
3. Inclusion in mainstream academics: offering courses in Sports/Fitness/Wellness to 20,000+ students in light of tight academic schedule of students.
4. Indifference & neglect of health concerns by students: Given their youth, apparent absence of an obvious medical disorder, long latent period of lifestyle related disorders and misplaced priorities, students are apathetic to health concerns.
5. Lack of authentic validated data leading to dearth of research-based evidence

5. Evidence of Success:

Refer

https://naac3r.siu.edu.in/sites/default/files/aim/images/7.2.1_Evidence%20of%20Success%20for%20Best%20Practice%201_4.pdf

The success of the HPU movement is based on the university's ability to integrate a commitment to health into its policies (mission statement 9 of University) and practices. Our success is documented by the extent to which the health status of our students, staff and the wider community has improved and by the extent to which health has been ingrained into the culture, structure and processes of the university. Change in knowledge and behaviour have also been noticed. All this is expected to contribute to improvement in Quality of Life. With reasonable success, we have been able to overcome constraints of societal mindset, manpower crunch and finances.

However, on a national scale, the concept of an HPU in all its dimensions is alien to HEIs in India. Health promotion activities needs to be planned, implemented, monitored and evaluated. Reducing the health inequities and addressing the social determinants of health are important.

SIU pioneered convening the first national consultation to formulate policy on Indian Health Promoting Universities by the University Grants Commission of India on 28th February 2019.

SIU was invited to contribute to the deliberations on the concept of 'Fit India Movement' on 29th August 2019.

6. Problems encountered and resources required:

The major problem(s) encountered are mentioned above. It is important to overcome constraints of mindset and resources (beyond finances alone). Investing in developing an HPU is an investment for the future.

Justification for funding these health-promoting programs is beyond goals which are conventional and thus does not fit into the classical *Return on Investment* (ROI) bucket. The goals of an HPU are broader and more visionary. Measurement of this goal thus fits better in the more innovative '*Return on Allocated Resources*' (ROAR) bucket!

7. Notes: Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions

1. American College of Health Association (ACHA) Notes published in College Health & Wellness in Action Summer 2019 by American College Health Association USA, acknowledge the pioneering efforts taken by SIU in introducing and promoting the concept of HPU in India. <http://www.acha.readz.com/acha-ceo-participates-in-round-table-on-health-pro>
2. SIU has been admitted as a Member of the Steering Group established following the 2015 International Conference on Health Promoting Universities & Colleges.
3. Work is in progress with AIU, UGC and networking with other stakeholders towards propagating the concept of HPU, developing an accreditation framework etc.

Best Practice 2

1. Title of the Practice

Quality Assurance Management and Benchmarking Strategies

2. Objectives of the practice:

The University is committed to providing quality education and services that exceed stakeholder expectations and result in international recognition. As such, the objectives are:

1. To collaborate with stakeholders of higher education institutions nationally and internationally for quality evaluation, promotion and sustainance
2. To provide the necessary instruments, tools and infrastructure to collect, collate and analyze data regularly
3. To make available the adequate resources to effectively sustain the quality management system
4. To ensure requisite regulatory compliances and meeting of accreditation standards

3. The Context

The Indian higher education system is in the process of phenomenal transformation. The National Education Policy has several recommendations to enhance access, equity and excellence in higher education so that the GER of 50% is achieved by the year 2035. Further, there is a significant emphasis on internationalisation of higher education where building networks and collaborations are strongly advocated. There has always been a trade-off between access and quality and it is imperative that every HEI ensures widening access without compromising quality.

SIU has been recognised as one of the premier Universities in India providing quality education. Given the new opportunities that NEP provides, the quality initiatives of SIU should align with the best practices across the globe. Quality assurance systems were driven by the IQAC and the QIC at the institutes. To better monitor the functioning of the institutes, SIU felt the need for a quality assurance toolkit.

4. The Practice

The quality of Indian higher education is defined and monitored (evaluation, accreditation, ranking) by several external agencies. SIU has created its own self-assessment system to create a quality culture and ensure timely and smooth adherence to the compliance requirements of the external agencies. The online self-assessment tool created in 2017 is called the Outcome Metrics and Performance Indicators (OMPI).

The OMPI is implemented in three stages:

1. Self-assessment by each constituent institute
2. Audit of self-assessment scores by SIU
3. Sharing the scores and best practices with all institutes to facilitate the benchmarking process

Given the comprehensive nature of SIU's mission, the OMPI is designed to appreciate the uniqueness of each of its institutes and its contribution to one or more of the mission statements. The table below shows the broad indicators measured through OMPI:

OUTCOME METRICS AND PERFORMANCE INDICATORS			
(OMPI)			
Summary			
	Category	Points	Minimum Expected
I	Academic Outcome	175	105
II	HR Outcome	100	40
III	Financial Outcome	100	40
IV	Research Outcome	225	135

V	Community Service	50	40
VI	Internationalisation	100	40
VII	Health & Wellness	50	40
	Total	800	

Given our commitment to building quality assurance systems, SIU was pleased to accept an invitation to be one of the partners of the Erasmus+ project 'Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities' (EQUAMBI) to enhance quality assurance and management of HEIs in India. This project was led and coordinated by the University of Barcelona with ANECA, Spain, and NAAC India.

The expected outcome of this project was that each participating HEI would create a quality and benchmarking toolkit. For SIU this would help strengthen the OMPI.

As an outcome of all EQUAMBI deliberations, SIU created a new quality assurance tool with the following parameters:

Parameter	Descriptors for each parameter
<ol style="list-style-type: none"> 1. Structure of the QMB Department 2. Quality Policy and Objectives 3. How does the university ensure the quality of its programmes? 4. Development of teaching and other actions aimed at students 5. How does the university ensure and enhance the quality of its academic staff? 6. Strategic drivers of the university concerning quality management 7. Research Development 8. Community Engagement 9. Internationalization strategy 10. Analysis and application of the outcomes to/by the decision-making process of the university 11. Transparency, Equity and Ethics 12. SIU as a Health Promoting University 	<ol style="list-style-type: none"> a. Objectives of the Quality Policy regarding the specific parameter. b. Strategies to reach these quality assessment objectives. c. Procedures and activities to properly develop such activity regarding the specific parameter . d. Indicators, used to measure and assess the quality in that specific parameter . e. Benchmark used to assess the degree of fulfilment of the quality policy f. Statistics and data used as evidences of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark. g. Recommendations, in the event the benchmark is not reached and new benchmarks in case it was reached. h. The quality system should include a cyclical quality system-assessment of the appropriateness of its objectives, strategies, procedures, and indicators.

With the learnings from the EQUAMBI project, SIU took the following actions/decisions:

1. Established a dedicated Quality Management and Benchmarking department with a data management centre (institutional repository) to collect and collate data using technology. This department would also facilitate collaboration with national and international quality assurance agencies and networks.
2. Established an Advisory Board comprising experts for quality management agencies and academics from India and abroad to provide direction to the QMB department
3. Built strong collaboration with other HEIs and networks in India and abroad
4. The Outcome Metrics and Performance Indicators (OMPI) is being further strengthened and has been renamed as the *Symbiosis Aatmanirbhar Index (SAI)* which includes more parameters, indicators, and

metrics that are aligned with the requirements of ranking frameworks and NEP recommendations. The expectations of this tool are as follows:

- data will be populated regularly facilitating data collection, analysis, and dissemination
- there will have a definitive impact on access, equity, academic excellence, and internationalization
- it will provide information to monitor incremental improvements and assess performance vis-a-vis set benchmarks

5. Evidence of Success

As an outcome of the establishment of the QMB department, the University's quality assurance initiatives have gone beyond the objective of 'compliance' to setting quality standards that align with international benchmarks. The resultant benefits to the University are as follows:

The continuous monitoring of institutes has led to improvement in the areas of teaching- learning- evaluation, research, extension and outreach, internationalisation resulting in better ranking in NIRF and QS.

The University was awarded the APQN Quality Label in 2018-19

The Pro Chancellor of the University is the first Chair of the Obreal India Chapter, spearheading inter-regional collaborations. The Faculty of the University travelled to Europe and participated in seminars and workshops to learn and share best practices.

Several online meetings and Webinars were conducted connecting Universities from across Europe, Africa and Latin America.

Two conferences and a Round Table meeting were conducted to promote sharing of international best-practices on quality assurance

An in-house portal was developed to collect, collate and analyse data to support quality enhancement activities of the university

Quality Audit practices were improved and implemented through IQAC

6. Problems encountered and resources required

A survey conducted as part of the EQUAMBI project to understand the Quality Assurance Management Systems of HEIs across the country received only 6% completed response. The responses of a vast majority reflected the general apathy to conversations on quality

Quality departments of HEIs are handled as an additional responsibility by existing faculty members. Therefore, Quality assurance initiatives receive relatively less importance. There is a need to identify and recruit dedicated faculty for the quality assurance activities of the University. However, there is a shortage of quality professionals in the education sector.

Collecting data for the numerous academic, co-curricular and extra-curricular activities for all constituents

across a University is a humongous task. Further, there is a challenge in integrating several function-specific software.

Faculty-members focus only on the activity that is undertaken but fail to document the same which aggravates the challenges of data collection and verification process. There is a need for training and capacity building in these areas.

7. Notes :

For details of all activities undertaken during the EQUAMBI project (2017-2021), please visit <https://www.equambiproject.org/activities>

Best Practice -3

1. Title: Sabal Shikshak, Sabal Shikshan: Empowered Faculty, Robust Education

2. Objectives of Practice

- 1) To provide training interventions that facilitate
 - i) Enhancement of capabilities of faculty
 - ii) Adaptability of the faculty with respect to modern techniques in teaching and research
 - iii) Appreciation of nuances of Andragogy and provide faculty with appropriate training
2. To provide stress-relieving health and wellness interventions such as yoga, meditation and recreation.
3. To enhance faculty satisfaction through welfare measures.

The details of this best practice are given in the additional information. Refer https://naac3r.siu.edu.in/view_7.2.1/additional_info/bp2

In addition to the best practices explained above, SIU has published a book of 40 Best Practices which has also been included in the additional information.

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

7.3 Institutional Distinctiveness

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

Response:

Distinctiveness of the University: Internationalisation

Symbiosis: Genesis

An African student staying at the Fergusson College Hostel alone during Diwali holidays fell ill and a Botany Professor responded with compassion and vision.

This is how Symbiosis was established in 1971 by that visionary Botany Professor, now Chancellor SIU, Prof Dr. S.B.Mujumdar. SIU remains uniquely distinctive in its origin and growth since then as a pioneer and leader in internationalisation of higher education in India.

Internationalisation: Woven into the fabric of education

Internationalisation is ingrained in the vision and mission of SIU. The distinctive vision to ‘*promote international understanding through quality education*’ is fulfilled through clear policies and processes managed by a central office, the Symbiosis Centre for International Education.

Responsible for all dimensions of internationalisation across the university, SCIE is one of very few dedicated offices in India with such a clear mandate. Focused on embedding internationalisation across all programmes/campuses, SCIE is professionally organised (with divisions for International Promotions/Admissions, Student Events/Relations, and Initiatives/Collaborations) to cater to the entire international student life cycle, and the staff/faculty needs for a globalized learning ecosystem. With 1049 international students from 85 different countries, Symbiosis consistently receives maximum international students across programmes.

https://naac3r.siu.edu.in/sites/default/files/aib/images/7.3.1_Annexure%201-Role%20of%20Symbiosis%20Centre%20for%20International%20Education%20%28SCIE%29.pdf

Responsible for all global immersion opportunities for all students, SIU receives around 200+ international students annually on exchange/short term programmes from its partners. Similarly, SIU students are offered opportunities to participate in semester exchange, summer/winter schools, volunteering/internship programs, and to study globally relevant courses offered by over 75 collaborative partners. They are supported by scholarships under the University’s Global Immersion Programme. Alumni have ascended to prestigious positions abroad across sectors and continue to live their lives with *Vasudhaiva Kutumbakkam* as their motto.

Faculty are encouraged to collaborate on teaching-learning-assessment-evaluation and explore new areas of research and innovation.

https://naac3r.siu.edu.in/sites/default/files/aib/images/7.3.1_Annexure%202-%20International%20%20Mobility%20%20Projects%20and%20Funding.pdf

UKIERI Projects: Current Year

International collaborations help facilitate faculty exchange, encourage collaborative teaching-learning, and promote joint research. Programs like the 'Scholar in Residence' and 'Visiting Scholars' ensure that international faculty are invited to conduct lectures/FDPs, mentor young faculty, co-design and co-teach courses, participate in conferences, review and help internationalise the curriculum. Faculty are funded to participate in international conferences, network with international scholars and undertake teaching assignments/workshops at partner universities, in addition to being trained in internationalising their courses and student engagement through mandatory faculty development programmes.

The Symbiosis Centre for European Studies (SCES) caters to SIU's close engagement with Europe and partners with European Universities and different consortia (such as Erasmus + Program) with an intention to enhance cooperation for facilitating student, faculty mobility and strategic partnerships for capacity building and exchange of best practices. It aspires to offer expertise on Europe even for potential business collaborations with Europe.

Strong international networks have helped faculty/staff keep abreast of the latest trends in education, benefiting students and staff at SIU and partner universities. Faculty and staff have the privilege of being mentored by world renowned stalwarts in the field of internationalisation including Prof. Hans de Wit, Dr. Jane Knight, Dr. Philip Altbach, Dr Jos Beelen, etc. These experts conduct interactive sessions/webinars, mentor faculty on emerging trends, assist in institution tracking and review, and help in creating a roadmap for further internationalisation.

https://naac3r.siu.edu.in/sites/default/files/aib/images/7.3.1_Annexure%203-%20Global%20Partnership%20and%20Engagement.pdf

Governance: Monitoring of Internationalisation Endeavours

Well defined policies and procedures ensure student and staff mobility and enriching collaborations. Sustainability in promoting internationalisation in the teaching-learning, research, pastoral and service activities is ensured due to the long-term commitment of the senior management and inclusion in the governance parameters (OMPI). The involvement of the staff, buddy mentors, the International Students' Council representatives, and institute mentor faculty who support international students, makes it a successful and sustainable model.

https://naac3r.siu.edu.in/sites/default/files/aib/images/7.3.1_Annexure%204_Global%20Recognitions_0.pdf

Strong Leadership Role

SIU has assumed a strong leadership role based on its pioneering experience and credibility in internationalisation.

The Pro Chancellor (also Executive Director, SCIE) is an internationally acknowledged and well published scholar in this area and holds leadership positions in committees/associations dealing with policy matters related to internationalisation. She is a distinguished member of the Expert Group on Internationalisation under the Ministry of Human Resource Development, Govt. of India initiated project called 'Education Quality Upgradation and Inclusion Project (EQUIP)'.

This commitment to scholarship in the area, experience-based expertise, and strong international network, has led the University to play a leadership role in promoting internationalisation of higher education in India. A proposal to AIU advocating the establishment of a Pan-India network for international education (INIE) for research, policy-formulation and best practices in internationalisation has been submitted.

In collaboration with Association of Indian Universities (AIU), SIU hosts the annual ‘Internationalisation of Higher Education Conference’ on critical themes: *The Changing Landscape of Internationalisation of Higher Education; Internationalisation at Home (IaH): Strategies for Building Global, International and Intercultural (GII) Competencies; Building Strategic Partnerships towards Collaborative International Learning; and Transcending National Boundaries – Diversity & Inclusion: Critical for Effective Internationalisation*. These conferences provide a platform for vice-chancellors, policy makers and academics to deliberate and exchange best practices in internationalisation, and find solutions for challenges faced due to geographical, cultural, economic and political changes. Similar collaborations for conferences with the Indian Council for Cultural Relations (ICCR) and Federation of Indian Chambers of Commerce and Industry (FICCI) offer Indian academics an opportunity to learn and share best practices in this area. The university was an active consultant to EdCIL/GoI on the creation, implementation and promotion of the ‘Study in India’ campaign aimed at repositioning India as a quality destination for higher education and increasing the number of full-time foreign students studying in India.

Global Citizenship

Rich diversity in classrooms and on campus combined with a multicultural focus in all activities has led to the nurturing of global citizenship values. The university is committed to ensuring that students/staff are future ready for a more globalized yet volatile world, and are responsible global citizens.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Highlights:

- Ethical HEI: SIU does not accept any donations/ capitation fees in any form for any of its programmes and publicly notifies this in all its advertisements, websites and prospectus
- SIU collaborates with Pune Municipal Corporation to implement 'Smart Cities' and waste management projects.
- SCHS received the Global Recognition Gold Award (2016, 2017 and 2018). SCHS has trained over 1 lakh healthcare providers till date. SCHS has trained 7000 EMS professionals working on 937 ambulances across Maharashtra, 265 ambulances in Delhi and National Capital Territory, 200 persons for the Tribal School Project, 20 Emergency Medical Professionals for Bike Ambulance under the Atal Arogya Vahini Scheme, and 1000 police personnel of Madhya Pradesh (Dial 100 Project).
- SIU has been awarded 5 ERASMUS+ funded projects in addition to grants from USIEF, Higher Education Funding Council for England's Global Challenge Research Fund, UKIERI and SPARC.
- AICTE mandates an insurance cover of Rs. 50,000/- for students, whereas all SIU students are insured for Rs. 1 lakh each.
- Use of NISARG LAXMI, a culture developed in-house, for converting kitchen waste into manure.

Highlights of the main university campus (346.31 acres) at Lavale:

- Rich in flora and fauna: Active support of the ecology through plantation of over 1 lakh trees.
- A book on 'Fauna of Symbiosis International University' published in 2018
- Sandipani - a Leadership Development Centre with modern infrastructure and residential facilities for corporate training programmes
- State-of-the-art day and night 6-acre turf cricket and football ground
- First residential Medical College for Women (SMCW) by a private university in western India commenced from 2020-21
- **SUHRC:** The hospital was designated as a COVID19 nodal centre under a memorandum of understanding (MoU) with the Pune Municipal Corporation (PMC) and Maharashtra State government.

Concluding Remarks :

In conclusion, SIU endeavours to be rooted in its vision to fulfill its commitment to its stakeholders. While *Vasudhaiva Kutumbakam* remains our commitment, and *international understanding through quality education* is our vision, **building a sustainable culture of excellence and inclusion has been our enduring focus.**

As Symbiosis celebrates its **golden jubilee** year (1971-2021), an introspective look back at the university's growth and achievements is appropriate. The NAAC process has facilitated this in-depth and critical review of all university policies and processes.

As a university committed to being **nationally centred yet globally minded**, the endeavour (in teaching-learning-research, community engagement and student lifecycle management) is to build sustainable systems that improve efficiency, effectiveness and excellence in the **delivery of value** to all stakeholders. The University remains committed to its **leadership role in multi-disciplinary** higher education by **being ahead of the times** as seen through the creation of niche programmes such as the transdisciplinary 4-year Liberal Arts programme (mentioned now in NEP 2020). Promoting the concept of a **health promoting university** in India, offering **skill based programmes** in sports sciences, culinary arts, media, health, and management, and a commitment to **global citizenship and internationalisation at home** ensures that the University remains relevant and contemporary in fast changing times.

The university has contributed to the nation's vision of internationally valued higher education through consultations related to the creation of the *Study in India* programme and a proposal for the *Indian Network for Internationalisation of Higher Education* (INIHE). The university's success at **responding effectively and quickly** to external challenges such as the COVID-19 pandemic and **weaving appropriate technology into** existing systems and practices is more than satisfying.

From being a teaching university oriented towards employment, we are transitioning to being a teaching+research university **focused on research-innovation-employability-entrepreneurship, faculty empowerment and community engagement**. Our commitment to research and innovation (as seen through the development of our research centres) and engagement with partners to design solutions for community problems has led to plans for the establishment of an ambitious health science and technology park.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.4	<p>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>42</td> <td>22</td> <td>33</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has excluded mailed and certificate of appreciation and participation by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	62	42	22	33	24	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
62	42	22	33	24																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	1	1																	
3.3.3	<p>Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.</p> <p>3.3.3.1. Total number of awards / recognitions received for <i>research</i> / innovations won by institution / teachers / research scholars / students year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>593</td> <td>153</td> <td>107</td> <td>78</td> <td>35</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>459</td> <td>113</td> <td>97</td> <td>46</td> <td>25</td> </tr> </tbody> </table> <p>Remark : DVV has excluded shared mailed report and award certificate has not shared by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	593	153	107	78	35	2019-20	2018-19	2017-18	2016-17	2015-16	459	113	97	46	25
2019-20	2018-19	2017-18	2016-17	2015-16																	
593	153	107	78	35																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
459	113	97	46	25																	
3.6.2	<p>Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years</p> <p>3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
51	20	18	13	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

Remark : DVV has not consider shared certificate of appreciation by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1298	688	601	482	353

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
963	688	601	482	353

Remark : DVV has made the changes as per shared report by HEI.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations