



॥वसुधैव कुटुम्बकम्॥

SYMBIOSIS INTERNATIONAL UNIVERSITY

(Established under section 3 of the UGC Act, 1956
vide notification No.F9-12/2001-U 3 of the Government of India)



NAAC Reaccreditation (Cycle 2) SELF STUDY REPORT PART - I

SUBMITTED TO
NATIONAL ASSESSMENT & ACCREDITATION COUNCIL



Vision

- Promoting international understanding through quality education

Mission

- to inculcate the 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 the community
- to instill sensitivity amongst the youth towards the community and environment
- to produce thought provoking leaders for the society

SYMBIOSIS INTERNATIONAL UNIVERSITY

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A. Evaluative Reports of the Constituent Institutes/ Departments

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PREFACE

Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.

- Aristotle

I am happy to submit the Self Study Report to the National Assessment and Accreditation Council (NAAC) for the second cycle of accreditation. Since the last cycle of accreditation in 2009, Symbiosis International University has focused on quality improvement initiatives in teaching-learning processes, research, administration, community outreach and internationalization aligning them to the vision-mission statements of the university. In the course of this journey, the internal stakeholders of the university felt the need to revisit the vision and mission statements to bring to focus the objective of 'promoting international understanding through quality education' that led to the establishment of Symbiosis. In the context of a more closely connected global environment, this vision has gained more relevance. The mission statements have now been realigned to the vision statement.

Since 2009, the University has made significant progress as a result of enhanced focus on the following:


- Academic collaborations forged with foreign Universities
- Scientific process of curriculum development, delivery and evaluation
- Research output and citations
- Programmes in niche areas that address employability and entrepreneurship
- Number and quality of teaching staff
- Intensive use of ICT in the teaching-learning processes and in academic administration
- Consultancy and training projects
- Scholarships
- Establishment of the university as a health-promoting university with a focus on health, fitness and sports
- Community outreach activities
- Interface with the industry and other external stakeholders

This document captures the journey and culmination of the progress made by the university during this period and has been presented in the format prescribed by NAAC. We look forward to the opportunity to present our University to the peer team.

Dr. Rajani Gupte
Vice Chancellor

17th September 2015





राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
 विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile


Name of the Institution : Symbiosis International University
Place : Lavale, Symbiosis Knowledge Village, Tal. Mulshi, Dist. Pune, Maharashtra


Criteria	Weightage (W)	Criterion-Wise Grade Point Averages (Cr, GPA)	W, X Cr, GPA
I. Curricular Aspects	150	3.93	590
II. Teaching-Learning and Evaluation	250	3.52	880
III. Research, Consultancy and Extension	200	2.05	410
IV. Infrastructure and Learning Resources	100	3.90	390
V. Student Support and Progression	100	3.30	330
VI. Governance and Leadership	150	3.80	570
VII. Innovative Practices	050	3.60	180
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 W_i X Cr_i GPA = 3350$

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 (W_i X Cr_i GPA)}{\sum_{i=1}^7 W_i} = \frac{3350}{1000} = 3.35$$

Grade = A **Descriptor** = VERY GOOD

Date : January 29, 2009




Director

- This certification is valid for a period of Five years with effect from January 25, 2009
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denoted C grade (Satisfactory)
- Scores rounded off to the nearest integer

EC/17/A & A/43

NAAC for Quality and Excellence in Higher Education

Peer Team Report
Institutional Assessment & Accreditation

Symbiosis International University, Pune
Maharashtra

10th- 12th November, 2008



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bangalore - 560 072, INDIA

Chandrasekhar Alagappa

Section 1: General Information

Name of the Institution: **Symbiosis International University, Pune, Maharashtra**

1.1 Year of Establishment: 2002

1.2 Current Academic Activities at the Institution:

- Faculties: 13 Institutes
- Programmes /Courses offered: 71 (PG - 21, UG -11, Research -1, Other Diplomas- 38 at present through the thirteen Centres of learning spread over 7 Campuses, six in Pune City and one in Nasik).
- Permanent Faculty Members: 167
- Permanent Support Staff: 432
- Students: 11537

1.3 Three Major Features in the institutional context:

- Symbiosis International University, Pune was established on 6.5.2002 as Deemed to be University as per Section 3 of the UGC Act 1956 with thirteen Institutes included in its administration.
- All the programmes are self-financing and most of these are specialized in nature such as MBA (Information Technology), MBA (Agri Business), MBA(Hospital & Health Care Management), MBA(Communication Management), MBA(International Business), MBA(Operations Management), MBA(Telecom Management), etc.
- The University pursues the motto of *Vasudhaiva Kutumbakam* (The world is one family) as most of students come from other states of India and overseas.

1.4.Dates of visit of the peer team: 10th – 12th November, 2008

1.5 Composition of the peer team:

Chairman: Prof. K. Chidananda Gowda , Former Vice-Chancellor
Kevempu University, Karnataka

Co-Chairman: Prof. V. Balamohandas, Former Vice Chancellor
Acharya Nagarjuna University, Andhra Pradesh

Member: Dr. A. Balasubramanian, Director, Culture and Cultural Relations
Pondicherry University, Pudicherry

Member: Prof. V. Vijayakumar, Professor of Law
National Law School of India University, Bangalore

Member: Prof. Rajanish Dass, Computer and Information Systems Group
Indian Institute of Management, Ahmedabad

Member: Prof. C. Gopalakrishnan Nair, Professor of Surgery
Amrita Institute of Medical Science, Cochin

Member: Prof. Yoginder Verma, Director, UGC-Academic Staff College
Himachal Pradesh University, Shimla

Coordinating Officer: Dr. M.S. Shyamasundar, Deputy Advisor, NAAC, Bangalore

2 *Chidananda Gowda*
12/11/08

Section II: CRITERION - WISE ANALYSIS	Observations (Strengths and/or Weaknesses) on Key-Aspects
2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	<ul style="list-style-type: none"> • Courses offered are in line with vision and mission of the Symbiosis Education Centre, the parent body. • The University also conducts add-on courses and some foreign language modules for the benefit of students • The University has ample scope in designing and developing its own academic programmes.
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> • All programmes are self-financing. • The unit cost ranges from Rs. 0.95 to 2 lakhs per annum for all MBA courses, excluding hostel charges. • Electives are offered in the areas of Finance, Marketing, IT, International Business, and Operations Management, Hospital & Hospital Care Management, Telecom Management, Human Resource Management, etc.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • Feedback is obtained from different stakeholders. • Faculty takes initiative in utilizing the feedback for further improvement in the curriculum. • Faculty members and practicing managers are involved in revising and designing the curriculum.
2.1.4 Curriculum Update	<ul style="list-style-type: none"> • Curriculum for different programmes is revised through Board of Studies constituted in each Institute with the in-house experts and practitioners. • Curriculum of all management courses is updated based on the feedback received from the industry, once in 2 years.
2.1.5 Best Practices in Curricular Aspects (If any):	<ul style="list-style-type: none"> • Management ensures updating of syllabus as per the needs of the industry. • Formal curriculum is enriched with Art of Living, Yoga, ICT skills, Soft Skills, Personality Development, etc.

C. S. Dananjaya
12/11/08

2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	<ul style="list-style-type: none"> Admission to different courses is made on the basis of merit in SNAP test conducted by the University, group discussion and personal interview. Admission process is transparent and efficient. The University gives wide publicity to its programme-offerings through advertisements and its web-site. Talented students are getting admitted to the courses.
2.2.2 Catering to the Diverse Needs:	<ul style="list-style-type: none"> Remedial/leveling knowledge is provided on-line to help students coming from other streams. The University uses counseling strategy adopted to bridge the knowledge gap of the students of first year with the help of senior students by arranging interaction with them.
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none"> Teachers use a variety of techniques in teaching-learning process such as class room lecture-cum-discussion, workshop, presentations, role plays, case studies, assignments, project work, etc. Learning is enriched by field visits, industrial training and joint projects undertaken by teachers, students and practitioners. Students are enabled to learn with interactive and participative teaching.
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> Only 27 teachers out of 167 teachers are holding Ph.D., 7 are M. Phil. and the rest have PG as their highest qualifications. Faculty participation in the academic activities of other universities is yet to begin. Most of the faculty members and visiting faculty have industrial experience. Faculty development is carried out through seminars, conferences and in-house training programmes.
2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> Evaluation of students in all courses is done internally: 60 % continuous assessment and 40% end semester written examination. CGPA system is followed based on the actual performance of the students in the examinations.
2.2.6 Best Practices in Teaching- Learning and Evaluation (If any):	<ul style="list-style-type: none"> Conduct of research projects are encouraged with the help of industry experts. The University ensures frequent interaction with the industry.

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Chin d an un-degondal
12/11/08

2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> • With 10 teachers having Ph.D. degree within the University system and with the support of external guides, 206 candidates are registered for Ph.D. research. • The University has a Research Committee that promotes and monitors research activities. • There is a need to have a strong research foundation in the university to cater to the needs of these researchers.
2.3.2 Research and Publications Output:	<ul style="list-style-type: none"> • 71 articles/papers have been published by the teachers in national and international journals during previous five years. • Financial assistance is given to the teachers for participation and presentation of papers in the conferences and seminars. • Papers are also published jointly by the teachers and students based on joint projects undertaken by them, in some of the Institutes of the University. • Publication of a University research journal with external peers may strengthen output.
2.3.3 Consultancy:	<ul style="list-style-type: none"> • Some teachers are involved in consultancy services and completed some joint projects. • Institutionalized arrangement for consultancy activities is to be enhanced.
2.3.4 Extension Activities:	<ul style="list-style-type: none"> • The University provides field training to students by arranging their participation with NGOs. • Blood donation camps and relief and social welfare activities have been organized by the University independently.
2.3.5 Collaborations:	<ul style="list-style-type: none"> • The University has entered into collaboration with a few overseas universities. • Inter-institutional collaborations with industry are taken up by the faculty and respective institutes.
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> • Real life experience is provided to the students for dealing with actual management decision making situations.

Calvin ... 12/11/08

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2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning:	<ul style="list-style-type: none"> • The University has 300 acres of land with a built up space of 2,24,100 sq. mtrs. • The University has adequate classrooms equipped with need-based teaching learning facilities, faculty rooms, auditoriums, conference/ meeting rooms and computer laboratories. • Utilization of infrastructure is optimum.
2.4.2 Maintenance of Infrastructure:	<ul style="list-style-type: none"> • Institutional ambience is well-maintained. • Campus is clean and green • Infrastructure is well-maintained by a team of supporting staff • Budget allocation for developing and maintenance of infrastructure is adequate
2.4.3 Library as a Learning Resources	<ul style="list-style-type: none"> • Every Institute of the University maintains its own Library. In all the University has 124542 books and subscribes to 346 journals, periodicals and magazines. • Library services are partially automated. • The library has e-resources including data-bases.
2.4.4 ICT as Learning Resources:	<ul style="list-style-type: none"> • Campus is Wi-Fi enabled and is networked with broadband internet connectivity • Management students use personal lap-tops with Internet connection. • The University has up-to-date website which is maintained by the University. • Teachers use multi-media and audio-visuals and ICT in class room interactions.
2.4.5 Other Facilities:	<ul style="list-style-type: none"> • Main campus of the University has shopping complex, gymnasium, swimming pool and guest house. Similar facilities are also available in some other institutes of the University. • For providing medical care, the University has well organized arrangement including periodic health check-ups and health insurance for the students and employees. • The University has well maintained hygienic canteens and mess for each institute.
2.4.6 Best Practices in the development of	<ul style="list-style-type: none"> • Intensive use of ICT enabled resources in teaching-learning and research activities.

6 *Chandrasekhar*
12/11/08

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Infrastructure and Learning Resources (If any):	<ul style="list-style-type: none"> • Maintenance and optimum physical resources.
2.5 Student Support and Progression:	
2.5.1 Student Progression:	<ul style="list-style-type: none"> • 100 % placement with good package is assured to the students. • Dropout rate is negligible. • Students prefer to adopt professional career immediately after their professional education.
2.5.2 Student Support:	<ul style="list-style-type: none"> • Students have easy access to their teachers throughout the day. • Academic and personal counseling to students are done regularly. • The University provides medical insurance to all the students.
2.5.3 Student Activities:	<ul style="list-style-type: none"> • Annual management festivals/ functions are organized by different institutes in their own creative ways. • The students participate in co-curricular activities organized by various institutes at state and national level. • Students are encouraged to participate in inter-institutional competitions.
2.5.4 Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • Students and members of placement committee visit various organizations and make presentations about the activities of the Institute. • The Institutes of the University have their placement cells/ committees which ensure placement of students in various industries.
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • The Chancellor of the University, a great visionary and dynamic leader has a broad vision. He has translated his dream of establishing this University into reality within a short span of time. • The Dean and Directors are playing a vital role in the development of the Institutes and the University. • Delegation of academic authority ensures the delivery of relevant curriculum as per the emerging needs of the industry.
2.6.2 Organizational Arrangements:	<ul style="list-style-type: none"> • The Management Committees include high profile personalities.

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Richard M. Dayazhale
12/4/08

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	<ul style="list-style-type: none"> The University has a well defined distribution of responsibility and functions, among its officers. The meetings of various bodies and committees are held regularly and promote participative style of management.
2.6.3 Strategy Development and Deployment:	<ul style="list-style-type: none"> Senior management has a definite long-term strategy for realization of the vision and mission of the University. The implementation mechanism of strategy is well-defined and is executed in efficient manner.
2.6.4 Human Resource Management:	<ul style="list-style-type: none"> For filling up the gap in the required number of teachers, the University engages adequate number of guest faculty from industry and academia. The University has the system of conducting performance appraisal of its employees.
2.6.5 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> The financial position of the University is very sound and it utilizes its resources optimally. Functional, administrative and financial autonomy is available at all levels. All financial records are systematically maintained and computerized.
2.6.6 Best Practices in Governance and Leadership (If any):	<ul style="list-style-type: none"> Dynamic leadership, participative management practices, delegation of authority, clear-cut division of responsibility, and other practices of strategic management ensure good governance. There exists a cohesion among students, teaching and non-teaching staff.
2.7 Innovative Practices:	
2.7.1 Internal Quality Assurance System:	<ul style="list-style-type: none"> The University has just established an Internal Quality Assurance Cell for enhancing and monitoring quality at different levels. However, it had its own mechanism of quality assurance in the past, at informal level. Students' participation is ensured in quality enhancement process. The personality development process of students has been institutionalized at different levels.
2.7.2 Inclusive Practices:	<ul style="list-style-type: none"> 40 % of students are women. Though all the courses are run on self-financing basis, the students from socially weaker section are given due reservations in admissions as per the

8 *Technical - Incharge*

	Government rules.
2.7.3 Stakeholder Relationships:	<ul style="list-style-type: none"> The University maintains cordial relationship with all stakeholders by including them in various committees and frequent interactions. Short term programmes are organized for the executives and other sections of the society

3.0: Overall Analysis:

3.1 : Institutional Strengths:

- Offering programmes in the thrust/cutting-edge areas such as International Business Telecommunication, Health & Health Care, Operations Management, Human Resource Management, etc.
- Entrepreneurship and innovativeness on the part of Management in starting new courses of international stature is visible.
- The engagement of practicing managers in teaching and carrying out joint research projects.
- Impressive placement record of students.
- Development of entrepreneurship skills among students.

3.2 : Institutional Weaknesses:

- Fairly high attrition rate among faculty causing a lurking sense of instability and uncertainty; excepting some who joined after long innings in industry and other institutions (post-retirement phase), most of other faculty have joined the Institute quite recently. (This phenomenon is, of course, typical of many such Management Schools in the country).
- Library, in spite of its present collection of books, needs more titles with on-line journals and digital library.
- Research profile of the University is at a low ebb.
- Formal consultancy services and more Management Development Programmes (MDP) may need to be increased.

3.3: Institutional Opportunities:

- Opportunity for better networking of alumni and using the same for better industry linkages.
- Scope for toning-up the placement drive and attract big corporate houses including the MNCs.
- Opportunity for better networking of alumni and using the same for better industry linkages.
- Scope for curricular reforms and inclusion of some emerging contemporaneous contents by better involving the external expertise.
- Opportunity for some academic co-ordination/standardization among different centers of the University, towards building up academic brand equity.

3.4 : Institutional Challenges:

- Challenges arising out of Institutional / policy constraints (e.g. regulatory bodies seeking to enforce uniform / rigid patterns) restricting the scope for flexibility and room for newer innovations.
- A general challenge from corporate world (draining out the best of the brains by offering extremely attractive packages) affecting the faculty retention capacity of the University.
- Challenging task of teaching/training the students and making them marketable in the highly competitive job market, leaving very little scope for research and publications by the faculty.

4.0: Recommendations:

- Staff and student attendance monitoring, library book transactions and sports facility usage shall be automated with smart card usage.
- Details of sessional assignments, student seminars, and students' project reports need to be projected in the university's website.
- The media equipment made available for practical use in the Institute of Mass Communication should match with the student strength. There is a need to design the video studio based on technical requirements and standards.

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- The vacant positions of BoS fallen due to non-availability of in-house faculty members with proper qualification need immediate attention.
- The University has to establish an ATM counter at its main campus.
- The budget of the University's finance show an allocation of 10% for salary, 0.74 % for books and journals, 45% for maintenance, 41.21 % for academic expenditure, and 1.6% for equipment and conference/seminar and research related works. There is a need to increase the budgetary allocation for library resources and research grants to a substantial level.
- There is a need to increase the fellowships and scholarship given to the students manifold. The institution may evolve policies to give such avenues for the top rankers of SNAP tests and on other criteria. There shall be a scholarship committee in place to look after the selection process. Specific budget allocation may help the needy students.
- The university shall take steps to establish Dean of Students Welfare, Director for Physical Education, and Chief Warden of Hostels, Students' Services Centre and an Engineering Division.
- The teacher-student ratio is very high in most of the courses of study. Similarly, the ratio of teaching to non-teaching is also very high. The UGC structure of staff strength, if followed, will be able to meet the minimum requirements of work load. For example, in Mass Communication department, classes of 240 students in first year and 240 students in second year of two PG course are handled by seven faculty members(7:480) with 25 non-teaching staff(7:25).
- There shall be a finance committee to plan and prepare the budget estimates of each unit and publicize the same in advance for its utilization by the respective unit-heads.
- The organizational structure of the university is to be kept at par with the regular university models and as per UGC norms. For instance, the present position of Registrar for each institute along with a Registrar for SIU leads to legal complications to stakeholders.
- Out of thirteen institutes, one is a College, three are centers and other nine are institutes. The Nomenclature of these constituent units shall be kept on par with Universities.
- Academic and Administrative Audit mechanism may be institutionalized.
- The students studying at the satellite campuses need to attend the special / invited lectures of eminent scholars through video conferencing-cum-virtual learning environment.

Chaitan Kumar
12/11/08

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The Peer Team members acknowledge with thanks the efforts taken by the University in conducting the assessment process smoothly and also for providing necessary documents for verification and validation during assessment.

Chairman: *Chidananda Gowda*
Prof. Chidananda Gowda 12/11/08

Co-Chairman: *V. Balamohandas*
Prof. V. Balamohandas 12/11/08

Member: *Dr. A. Balasubramaniah*
Dr. A. Balasubramaniah 12/11/08

Member: *Prof. V. Vijayakumar*
Prof. V. Vijayakumar 12/11/08

Member: *Prof. Rajanishi Dass.*
Prof. Rajanishi Dass.

Member: *Prof. C. Gopalakrishnan Nair*
Prof. C. Gopalakrishnan Nair 12.11.08

Member: *Prof. Yoginder Verma*
Prof. Yoginder Verma 12/11/08

Coordinating Officer: *Dr. M.S. Shyamasunder*
Dr. M.S. Shyamasunder 12/11/08

I agree with the observations made by the Peer Team in the Report.

[Signature]

Signature of the Vice-Chancellor with date and seal
12th November, 08



Recommendations made by the NAAC Peer Review Committee (2008) and actions taken.

- **Staff and student attendance monitoring, library book transactions and sports facility usage shall be automated with smart card usage.**
 - ◆ There has been enhanced adoption of technology across the institutes of the University, on all the campuses.
 - ◆ Students have been issued with barcoded identity cards and health cards.
 - ◆ Attendance of staff and faculty is maintained biometrically.
 - ◆ In SICSR and SIBM Bengaluru, the android application is used for attendance.
 - ◆ All institute / department libraries are automated and have a KOHA operating system. All of them are linked electronically to the SIU Library. Students and faculty can now access the library portal online to browse through the e-resources.

- **Details of sessional assignments, student seminars, and students' project reports need to be projected in the university's website.**
 - ◆ Every institute / department of SIU has a website with details of all curricular, co-curricular and extra-curricular activities including that of seminars, conferences, projects, events and activities. The link to each of these is provided on the University website.

- **The media equipment made available for practical use in the Institute of Mass Communication should match with the student strength. There is a need to design the video studio based on technical requirements and standards.**
 - ◆ This requirement has been complied with by providing adequate equipment in the Symbiosis Institute of Media and Communication. The 'Symbiosis Studios', with its state-of- the art equipment meets all the technical requirements and standards required for the media school. Equipments like Sony DSR 450 WSS, Sony DSR 350 P, Panasonic P2 Cameras, HD Fuji non lens, Teleprompter-multi prompter, 500 Channel digital lighting consol. Audio equipments like Genelec monitors, digi design 003 factory with protools, mac machines with licenced softwares final cut pro, avid media composer and adobe CS, etc. are made available for the practical use of the students of the media institute.

- **The vacant positions of BoS fallen due to non-availability of in-house faculty members with proper qualification need immediate attention.**
 - ◆ All vacant positions of the Board of Studies of each Faculty have been filled up and notifications issued.

- **The University has to establish an ATM counter at its main campus.**
 - ◆ The University has established an ATM counter, accessible 24 * 7, at its campus.

- **The budget of the University's finance shows an allocation of 10% for salary, 0.74 % for books and journals, 45% for maintenance, 41.21 % for academic expenditure, and 1.6% for equipment and conference/seminar and research related works. There is a need to increase the budgetary allocation for library resources and research grants to a substantial level.**

Budget Expenditure Allocation for Library

2006-07	2014-15
Rs. 5.04 crores	Rs. 17.20 crores

Budget Allocated for Research / Equipment / Conference / Seminar etc.

2006-07	2014-15
Rs. 1.08 crores	Rs. 22.29 crores

- **There is a need to increase the fellowships and scholarship given to the students manifold. The institution may evolve policies to give such avenues for the top rankers of SNAP tests and on other criteria. There shall be a scholarship committee in place to look after the selection process. Specific budget allocation may help the needy students.**
 - ◆ A scholarship Committee has been constituted to select the students eligible for the merit based scholarships. Scholarships are awarded for academic excellence, toppers of entrance exams, outstanding sports persons and foreign students. In addition, the University considers favourably, appeals from needy students.
 - ◆ Amounts disbursed for scholarships from 2009-15

Particulars of scholarships from 2009-15	No of Students awarded	Amount (Rs)
Scholarships by Symbiosis	200	187.73 Lakhs
Scholarships other than Symbiosis	242	272.42 Lakhs
Total Scholarships	442	460.15 Lakhs

Scholarships have been given to 26 foreign students from developing countries.

- **The university shall take steps to establish Dean of Students Welfare, Director for Physical Education, and Chief Warden of Hostels, Students' Services Centre and an Engineering Division.**
 - ◆ The University has a Department of Students' Affairs headed by an Associate Dean to address all academic, administrative and welfare issues of the students.
 - ◆ The University has set up a University Sports Board headed by a

- ◆ Deputy Director, Physical Education to look after the recreational, sports and wellness needs of the students.
- ◆ Every location/campus has a Campus Administrator, Estate Supervisor, Wardens (one each of ladies and gents hostel) and a technical maintenance team. A Students Services Centre operating under the campus administrator functions in every location/campus.
- **The teacher-student ratio is very high in most of the courses of study. Similarly, the ratio of teaching to non-teaching is also very high. The UGC structure of staff strength, if followed, will be able to meet the minimum requirements of work load. For example, in Mass Communication department, classes of 240 students in first year and 240 students in second year of two PG course are handled by seven faculty members(7:480) with 25 non-teaching staff(7:25).**

The University has made every effort to recruit faculty throughout the period of evaluation.

- ◆ As a result the total number of teaching staff has increased significantly and is now 701. This has improved the student-teacher ratio. The teaching to non-teaching ratio is 1:1.29.

	Faculty	Student-Teacher ratio
1	Faculty of Humanities & Social Sciences	15:1
2	Faculty of Management	17:1
3	Faculty of Computer Studies	20:1
4	Faculty of Health and Biomedical Sciences	15:1
5	Faculty of Media, Communication & Design	16:1
6	Faculty of Law	45:1
7	Faculty of Engineering	17:1

- **There shall be a finance committee to plan and prepare the budget estimates of each unit and publicize the same in advance for its utilization by the respective unit-heads.**
 - ◆ Every institute / department has a Budget Committee constituted as per the norms laid down by SIU.
 - ◆ The committee plans and prepares the budget and presents it to SIU Budget Committee chaired by the Vice Chancellor and having amongst it, some members as external experts.
 - ◆ The SIU Budget Scrutiny Committee reviews the institutes' /departments' budgets and recommends the budgets to SIU Finance Committee.
 - ◆ SIU Finance Committee after reviewing the budgets in detail recommends to the Board of Management for approval.
 - ◆ The Budgets are then again discussed in the Board of Management and are then approved. Approved budgets are communicated to the institutes/ departments, well in advance before the commencement of the new financial year.

- **The organizational structure of the university is to be kept at par with the regular university models and as per UGC norms. For instance, the present position of Registrar for each institute along with a Registrar for SIU leads to legal complications to stakeholders.**
 - ◆ The organizational structure of the University has been reworked and is now at par with regular University models.
 - ◆ At the institute/department level, the position of the Registrar has been re-designated as Administrative Officer.

- **Out of thirteen institutes, one is a College, three are centers and other nine are institutes. The Nomenclature of these constituent units shall be kept on par with Universities.**
 - ◆ The University has retained the name of each constituent/department, since each of them has built a strong brand equity around this name.

- **Academic and Administrative Audit mechanism may be institutionalized.**
 - ◆ Academic and administrative audit mechanisms have been institutionalized. Academic Audit teams appointed by SIU conduct detailed academic audits of institutes every year and submit a report to the Associate Dean, Academics. A feature to be highlighted is the creation of an in-house tool - the Outcome Metrics and Performance Indicators (OMPI), which evaluates all Institutes/departments of the university on seven parameters – Academics, HR, Finance, Research, Community Service, Internationalization and Health & Wellness. This exercise involves a self-evaluation by the Director of the Institute of the activities of the Institute in all the above listed parameters, followed by peer evaluation and finally a top-management review. Similarly, administrative audit by HR department and financial audit by internal audit team are carried out each year and a report is submitted to the Vice Chancellor.

- **The students studying at the satellite campuses need to attend the special / invited lectures of eminent scholars through video conferencing-cum-virtual learning environment.**
 - ◆ Video conferencing and webinar facility is set up at satellite campuses of Nasik, Noida, Bengaluru and Hyderabad. Conferences/Seminars/ Guest talks/lectures are transmitted by video conferencing/webinar giving students of satellite campuses an opportunity to listen to and interact with eminent speakers.

Symbiosis...
A Saga of
Excellence

Symbiosis... A Saga of Excellence

In the words of Dr. S. B. Mujumdar, the founder, "Symbiosis is an Idea". For the Symbiosis family, it's a mission and a way of life. On ground, of course, Symbiosis is a group of educational institutions established with the aim of 'promoting international understanding through the medium of quality education.'

The guiding ethos of Symbiosis is 'Vasudhaiva Kuttumbakam' (the world is one family). Symbiosis International University is the crown in the group, which aims to fulfill the founder's desire of imparting high quality education. Its objective is to develop students, who not only have growth in their careers but are also counted as ambassadors for promoting the idea, which encompasses Sane Guruji's 'Antarbharati' and Rabindranath Tagore's 'Vishwabharati'. The botanical term Symbiosis means 'living together for mutual benefit'. Emphasizing the importance of 'interdependence' was the motto behind the name 'Symbiosis' selected by Dr. Mujumdar for his mission.

Symbiosis: The Beginning

Dr. Mujumdar, a popular professor of Botany at Fergusson College, perceived the difficulties faced by international students studying at various colleges in Pune. He was moved by the plight of a Mauritian student who was ill with jaundice and had no one to take care of him. Dr. Mujumdar started interviewing foreign students to understand their problems in Pune city. He published these interviews in the local Marathi newspaper, 'Kesari', to create awareness amongst the local population towards the foreign students' problems. The objective was to ensure that these students not only get good education but also become goodwill ambassadors of India after going back to their countries.

The next step was to set up an 'International Cultural Center' for international students and bring them closer to Indian students. Symbiosis Society was established on 26th January 1971 for this purpose. In a way, Dr. Mujumdar created 'A home away from home' for these foreign students. The local students started knowing the culture of different countries and the international students got the glimpse of Indian culture, which propagates

the philosophy 'Atithi Devo Bhava'. The foreign students then developed love for India.

Dr. Mujumdar realised that providing quality education could be a very good means for promoting international understanding. Since most of the students were from Afro-Asian countries, language was the first barrier for understanding. So an English Language Teaching Institute was established in 1972.

The Ethos of Educational Institutions

As a teacher of Botany, Dr. Mujumdar was always concerned with the quality of education. The English Language Teaching Institute became very popular for its good quality education and this prompted the founder to set up other educational institutes imparting high quality education. He also realized that the standard college education did not cater to the needs of industry and education did not result in employment. Hence Dr. Mujumdar decided to establish institutes which could make the students ready for employment.

The Symbiosis Law School was established in 1977 and Symbiosis Institute of Business Management (SIBM) took birth in 1978. Both these institutes were affiliated to Pune University and very soon became the institutes of choice for students.

Employing innovative teaching methods, while following the university norms, was the most important reason for the institutes becoming popular very soon. SIBM added additional elective courses to the prescribed syllabus. The Symbiosis Law School was one of the first Law schools to start the 5 year integrated Law programme. With the advent of computers in business and other fields, a new field emerged. The requirements of these skills were soon realized and Symbiosis tried to fill the gap with establishment of Symbiosis Institute of Computer Studies and Research (SICSR) in 1985.

The monolithic establishments of large government universities slowed the pace of change required in education to meet the demands of fast changing industry. This prompted Symbiosis to establish institutes which framed syllabus required to impart those skills which were required by industry.

Symbiosis therefore established institutes which offered Postgraduate Diploma programmes catering to the needs of the industry. Symbiosis Institute of International Business (SIIB 1992), Symbiosis Centre for Management and Human Resource Development (SCMH&RD 1993), Symbiosis Institute of Telecom Management (SITM 1996) and Symbiosis Centre for Information Technology (SCIT 1999) were established to provide manpower for the industry. Many such institutes were established as per the needs of the society. The primary aim of these institutes was to empower students with good employment capabilities.

Difficulties faced by children of defence personnel in getting college admission, due to their frequent transfers, attracted the attention of Symbiosis. Since Symbiosis had established its name in management education by then, it decided to establish a management institute exclusively for children of defence personnel. Symbiosis Institute of Management Studies for defence personnel and their dependents (SIMS) was thus established in 1993. In appreciation of this, the institute was given land by the Ministry of Defence, Govt. of India.

The establishment of every institute of Symbiosis has some history. Some institutes were established for a certain cause and some out of the needs of the industry and society at large. Every institute however created its own identity and became a choice for students wanting to pursue higher education.

Conferment of Deemed to be University status.

Due to the excellence and quality of education imparted by Symbiosis institutes, the Ministry of Human Resource Development, Govt. of India conferred the Deemed University status on Symbiosis in 2002. Getting the Deemed University status was like getting wings to fly. The university, institutes and departments started enjoying the academic autonomy.

Expansion of the University both geographically and through innovative programmes.

Symbiosis always favoured innovative ideas, and created institutes to bridge the gap in demand and supply. Its expansion was always need based.

Some of the innovative programmes started by the University are MSc in Geo-informatics, BSc (Medical Technology), MBA (Banking and Finance), MBA (Health and Hospital Care), MBA (Energy and Environment), etc.

The second reason for expansion was the demand created for Symbiosis programmes in other states of India. Symbiosis International University has established campuses at Nashik, Bengaluru, Noida (UP) and Hyderabad.

Symbiosis institutes which earlier focused on teaching and employment generation, are now focused on research, innovation and entrepreneurship.

Internationalisation is in the DNA of Symbiosis. Right from its inception, as an organisation established for the welfare of foreign students, to internationalisation through academic partnerships with some of the best universities in the world, SIU has strived to create global citizenship amongst its students.

Inclusivity is practised by making special provisions for students from the marginalised sector, north – east regions and developing countries. Symbiosis houses a unique museum 'Dr. Babasaheb Ambedkar Memorial and Museum' which has all the personal belongings of Dr. Ambedkar, manuscripts, books and his communications during his political and social journey.

This museum attracts researchers from far and wide. It also has a library and a reading hall which is used by students from the neighbourhood who do not have access to such learning facilities.

To encapsulate the key distinguishing features of the university:-

1. It was established by a teacher, a Professor of Botany, at Fergusson College, Pune
2. The founder has been awarded Padma Shri & Padma Bhushan in the field of Education
3. The leadership of SIU is represented on National (policy making) bodies e.g. Dr. Vidya Yeravdekar –Member of ICCR, UCMOU,

- Andhra Knowledge Commission, former member C.A.B.E and UGC, Dr. Gurpur – former member of National Law Commission, Dr. Rajani Gupte – UGC Nominee on the Advisory Council of a university in Tamil Nadu, Dr. Rajiv Yeravdekar – Member of Medical Council of India (MCI), Maharashtra Medical Council (MMC), Maharashtra Nursing Council (MNC).
4. SIU has campuses in 4 states viz. Maharashtra, Karnataka, Andhra Pradesh & Uttar Pradesh.
 5. SIU has established an institute exclusively for dependents of defence service personnel – SIMS.
 6. SIU has established School for Liberal Arts.
 7. SIU offers a degree programme in Photography.
 8. SIU aims at being a Health Promoting University (HPU) and follows all the key processes to accomplish this objective.
 9. As Institutional Social Responsibility (ISR), SIU is working in 23 villages in its neighbourhood under the initiative of Symbiosis Community Outreach Programme and Extension (SCOPE).
 10. SIU has established a unique Symbiosis Centre for Yoga for promotion of services, academics & research in Yoga in collaboration with S-VYASA University, recognized by Government of India as a Centre of Excellence.
 11. SIU has been selected to partner with Pune Municipal Corporation to plan and implement the 'Smart Cities' and waste management projects in Pune City.
 12. As a Silver Awardee of the American Heart Association (AHA) amongst 198 countries, SIU has been selected for implementation of Maharashtra Emergency Medical Services Project launched by Government of Maharashtra.
 13. SIU has gone beyond the call of duty with regard to insurance cover. For example, AICTE mandates insurance cover of Rs.50, 000/- for students, whereas SIU students are insured for Rs. 1 lakh.
 14. SIU has undertaken various environment supportive initiatives such as Rain Water Harvesting Project and Bio Gas Plant.
 15. Internationalization has been the DNA of SIU: In furtherance to the objective of the establishment of Symbiosis primarily for the welfare of international students, SIU continues to promote

- internationalization e.g. admitting 15% of international students to each programme, establishment of Symbiosis Centre for International Education (SCIE), Symbiosis Institute of International Studies (SIIS), launch of the online magazine Indian Review of Global Affairs (IRGA mag).
16. Symbiosis maintains 2 museums viz. Afro Asian Museum and the Dr. Babasaheb Ambedkar Memorial & Museum. The latter is recognized by the Ministry of Culture, Govt. of India. It has artefacts of heritage value and national importance (including the Bharat Ratna, Chair on which Dr. Ambedkar wrote the Indian Constitution)
 17. Symbiosis has established a school for children of the Police – Pune Police Public School.
 18. SIU proposes to establish institutions in sync with the National agenda viz. Symbiosis Centre for Waste Management & Sustainability and Symbiosis Centre for Health Skills.
 19. Many of the programmes offered by SIU have been acknowledged by the industry as industry relevant and contemporary. The report of the National Task Force on Geo-Spatial Education constituted by Ministry of Human Resource Development, August 2013, has highlighted the programme offered by Symbiosis Institute of Geo-Informatics (SIG) as one to be emulated to address key issues regarding Geo-Spatial Education.
 20. SIG had been invited as an academic advisor during the formulation of Indian National GIS Organisation (INGO) by the Ministry of HRD, Government of India.
 21. SIG has initiated research collaborations with International Water Management Institute (IWMI), Colombo, Sri Lanka. SIG is also a member of Sentinel Asia, an international organisation assisting nations in post disaster management.

While talking about the ethos of the university it is necessary to quote what Pandit Jawaharlal Nehru said in his convocation address to the University of Allahabad in 1947.

“A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search for truth.”

Symbiosis believes and follows this...

Executive Summary

The journey of SIU from 2009 to 2015...

Sr. No.	Parameter	2009	2015
1	No. of Programmes	50	81
2	International collaborations	13 MOUs	53 MOUs
3	Adoption of Choice Based Credit System (CBCS)	-	PG level - 95%. UG level - 83%
4	No. of Courses (Subjects offered)	1994	3098
5	Skill development programmes	Nil	Skill development programmes affiliated to the Health Skills Sector Council an initiative of NSDC, GoI. Programmes in Banking and Financial skills, English language and Computer skills .
6	Percentage of female staff	45%	52%
7	Percentage of female students	37%	45%
8	Faculty	166 faculty appointed	586 faculty appointed <i>These faculty members are additionally supported by 115 teaching / research assistants and tutors.</i>
9	% of faculty with Ph.D	12%	43%
10	% of faculty with M.Phil	5%	6%
11	% of faculty with NET/SET	8%	79%

12	Faculty awarded for excellence in teaching nationally	Nil	26
13	INFLIBNET/DELNET	No access	Complete access
14	Demand Ratio - UG	1 out of 6 applicants selected	1 out of 14 applicants selected
15	Research Collaborations	11	24
16	Research Budget	Rs. 10 lakhs (2007-08)	Rs. 20.90 crores (2015-16)
17	Consultancy earnings	Rs.51.39 lakhs (2007-08)	Rs. 2395.08 lakhs
18	Industry/ Corporate sponsored projects - Number (Value)	17 (Rs.29.54 lakhs)	49 (Rs. 9.88 crores)
19	Ongoing research projects - Number	-	73
20	Major Projects , Number (Value)	8 (Rs. 10 lakhs)	16 (Rs. 162.25 lakhs)
21	Minor projects, Number (Value)	31 (Rs. 3.25 lakhs)	57 (Rs. 73.98 lakhs)
22	Faculty training programmes conducted by University	17	93
23	Conferences conducted by SIU - National and International	13	51
24	Papers presented at National Conferences	23	204

25	Papers presented at International Conferences	9	45
26	Research Publications	45	1708
	International Publications	0	728
	National publications	45	585
	Books	31	44
	Others (Proceedings, Case Studies and Working papers)	32	351
27	Papers in Journals Indexed in Top Indices	NA	755
28	Citation Index (For SIU affiliated papers)		
	Google Scholar (total citations)	4	1069
	Scopus (total citations)	1	305
29	Expenditure on new campuses and infrastructure	Rs. 260 crores	Rs. 500 crores
30	Video conferencing	Not available	Installed in all campuses
31	Hostel accommodation		
	• Girls	1164	3740
	• Boys	1311	3443
32	Broadband connectivity	Mostly wired with 2-8 Mbps bandwidth	Mostly Wi-Fi connectivity with upto 32 Mbps bandwidth in hostels.
			Total internet bandwidth of around 400 mbps across campuses.

33	Library Holdings		
	Books	124,542	289,857
	Library Budget	Rs. 5.04 crores	Rs. 17.20 crores
	New initiatives introduced		Introduced Outcome Metrics and Performance Indicators (OMPI)
			New programmes launched -Innovation and Entrepreneurship, Nutrition & Dietetics, Liberal Arts, Energy and Environment, Infrastructure, Medical Technology, Photography.
			Symbiosis Community Outreach Programme and Extension (SCOPE) activities launched with the objective of positively impacting the community around SIU. Two key initiatives are Family Doctor Clinic (FDC) and Mobile Medical Unit (MMU) in the Mulshi block of Pune district, catering to 14 villages and 9 hamlets around its campus at Lavale, with respect to health, education, sanitation and waste management.

EXECUTIVE SUMMARY

“You must understand the whole of life, not just one part of it. That is why you must read, that is why you must look at the skies, that is why you must sing, and dance, and write poems, and suffer, and understand, for all that is life.”

- Jiddu Krishnamurti

Long before India embarked upon the journey of 'globalisation' in 1991, the Symbiosis International University, in line with its vision and mission, had embraced the motto of '*Vasudhaiva Kutumbakam*'- *the World is one Family*. The vision of the Founder - to integrate national and international students into a harmonious group of young minds, who aspire to reach great heights in their chosen careers, has been the guiding force for all the activities of Symbiosis since its inception. From this stems the vision statement of the University – '*Promoting international understanding through quality education*'.

The mission statement of the University is -

- To inculcate the 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 & the community
- To instill sensitivity amongst the youth towards the community and environment
- To produce thought provoking leaders for the society.

The University has thus always been ahead of the times, and has gained a reputation, among students and industry, of being proactive and focussed on providing high quality education in domains that are of national relevance. SIU has thus been a pioneer in setting up graduate and postgraduate programmes in new and emerging areas, long before the rest of the sector catches up and this first-mover advantage has been extremely valuable in creating a liaison with the industry, which recognizes that SIU provides '*industry leading talent*' and **not just** '*industry-ready talent*' .

India Today - A.C. Nielsen Survey July 2015 has ranked SIU at the sixth position based on factual inputs.

Most of the institutes / departments of the university are ranked amongst the top 10 in the country as per India Today - A. C. Nielsen Survey. The Symbiosis Law School, Pune is consistently ranked amongst the top 5 law colleges in the country. The Symbiosis Centre for Media and Communication is consistently ranked number 1 in the country while the M.B.A. schools are ranked amongst top 10 in the country.

The academic programs at the University are thus designed to meet global standards and create employable youth, who are adept at the use of technology. SIG has initiated research collaborations with International Water Management Institute (IWMI), Colombo, Sri Lanka. SIG is also a member (one out of four from India) of Sentinel Asia. In addition, the University lays great emphasis on ensuring the holistic development of students by providing an environment that is value-based and emphasizes ethical practices. A large number of activities in diverse fields, such as extension services, sports and wellness, students-managed events add to the overall development of students and nurture entrepreneurial spirit.

Since the last NAAC accreditation in 2009 the University has made substantial progress (highlighted at the beginning of each Criterion in the following pages). The key aspects strengthened relate to number and quality of teaching staff, research output of the University, citations, funded research projects, consultancy and training projects, scholarships offered, sports activities, deployment of ICT in the academic administration and collaborations forged with foreign Universities. The extension activities of the University are now focussed on providing healthcare services, capacity building and proffering legal aid to the community around us.

Criterion I : Curricular Aspects

The mission of the University is reflected in the academic programs offered by the university. The university now offers 50 degree programs and various diploma and certificate programs under seven Faculties namely Law, Management, Computer Studies, Health & Bio Medical Sciences, Media, Communication & Design, Engineering and Humanities & Social Sciences. Most of these programs are inter-disciplinary in nature to ensure well-rounded education. Over the last five years several new need-based programs have been started. New programs of the University are reviewed by the Board of University Development, on the basis of the guidelines of regulatory bodies, need, content and viability of the programme. Conscious efforts are also made to introduce specific high order skill development programs in the sectors identified by the National Skill Development Council. The report of the National Task Force on Geo-Spatial education - MHRD, August 2013, has benchmarked the programme offered by Symbiosis Institute of Geo-Informatics (SIG) as one to be emulated to address key issues in this domain.

The curriculum is developed in a scientific manner, based on the inputs and feedback from the faculty members, national and international domain experts, alumni, students and industry professionals. Domain specific sub-committees review the courses, under the guidance of the Dean of Faculty. On approval of the Academic Council, the courses are added to the Master Catalogue. Most of the academic programs have an inbuilt flexibility for students, to choose from electives and inter-disciplinary options. Supplementary enrichment courses and various value added courses are offered to enhance employability. The annual review of the curriculum ensures that the program structure is contemporary. The flexibility given to the Directors of institutes to select courses from multiple domains reflected in the Master Catalogue, provides them an opportunity to add management courses or liberal arts courses in engineering curriculum or Humanities courses in Health sciences programs.

To align the evaluation system with the recent CBCS policy of UGC, the earlier 4 point scale based CGPA system has been modified to a 10 point scale, with effect from AY 2015. There are formal mechanisms in the form of Academic Audit, Outcome Metrics and Performance Indicators (OMPI) - an in-house peer review initiative and a series of feedback loops to ensure sustenance and enhancement of quality.

The university has partnered with 53 international universities and has undertaken various collaborative programs like Study India Program, Semester Exchange Program, Summer Schools, Internships and faculty exchange programs, thereby ensuring that global best practices are integrated into the University processes.

Criterion II – Teaching, Learning and Evaluation

The university is committed to offering a transparent, culturally diverse and progressive ecosystem for students and faculty to learn together. Guided by national goals of increasing access, equity and excellence, the university reaches out far beyond the geographical boundaries of the states in which its campuses are located, as it strives to welcome students and faculty from all religions, communities, backgrounds and countries. The student admission processes are completely computerized and transparent with the governing motto '**No capitation/donation is charged for admission to any programme at any institute of Symbiosis**' proudly emblazoned on all advertisements. All these factors ensure excellent gender diversity and access for specified categories of students, including those who are differently-abled. Students from diverse backgrounds are guided to reach pre-determined levels using bridge courses and pre-induction modules.

The university is dedicated towards enriching the students' entire learning experience in the classrooms and on the campus. Interactive instructional techniques that facilitate discussion and debate are encouraged. Brainstorming and honest feedback systems lead to constant improvements in processes related to admission, orientation and induction, recruitment and training of faculty, choice of modern pedagogical methods, 24x7 online spaces, internships and placements, projects and community consciousness, and culminate in scientifically designed assessment and evaluation tools. The entire endeavour is complemented by the global exposure received by students and faculty through the global immersion programme and the numerous visiting students and scholars on campus.

Faculty competence is evaluated through student feedback. In line with global practice, peer feedback has recently been introduced as part of Outcome Metrics Performance Indicators (OMPI) index. The Teaching Learning Resource Centre focuses on continuous professional development of faculty. The Masters Diploma in Higher Education Andragogy is an innovative programme conceptualized by the STLRC to enhance capacity building of faculty in the areas of teaching-learning, evaluation, education administration and leadership.

Criterion III : Research, Consultancy and Extension

Research is high on the agenda of the University. The Symbiosis Centre for Research and Innovation (SCRI) is engaged in

- facilitating and enhancing the research output of the university
- providing a conducive environment to foster research
- facilitating the process of delivering the Ph.D. programme.

SIU has laid down comprehensive guidelines for research, consultancy and Intellectual Property (IP) for promoting research and innovation among faculty and students in its institutes. The university has been making concerted efforts to create and continuously improve infrastructure and facilities for research in its constituents/ departments. Faculty members are encouraged to present papers in national and international conferences and actively participate in Faculty Development programs. Every year funds are earmarked in the budget of SIU for faculty to attend Conferences and FDPs. The administrative process for applying for external funding is clearly outlined and is simple. Space, resources for research and support facilities are readily available.

Research and Recognition Committee (RRC) of SIU acts as an apex body which formulates and monitors the research strategy, goals, policies and procedures. To motivate faculty and students, SIU has appointed Research Mentors for each of the seven Faculties. All the Research Mentors coordinate with the Head – Research & Publications, SCRI, to promote, encourage and support research by faculty members, research scholars and students.

Through Symbiosis Teaching Learning Resource Centre (STLRC), SIU conducts workshops and training programmes for faculty in quantitative and qualitative methods for research. SIU earmarks special budget for various research activities like conducting international conferences, minor/major research projects, student's projects, PhD students, incentives, infrastructure, etc. The research budget has increased from Rs. 10 lakhs in 2007-08, to Rs 20.90 crores in 2015-16.

SIU publishes 13 peer reviewed research journals, of which 4 journals are indexed in world renowned databases. During the period April 2009 to July 2015, SIU faculty members have published 1708 research papers in scholarly journals, books, proceedings, etc. Of the total, 755 research papers are published in the journals indexed/abstracted in world renowned databases like Web of Science (ISI Thomson Reuters), Scopus, SCI, SSCI, Science Direct, Ebsco, etc.

Faculty members from SIU have been granted several research and consultancy projects from external funding agencies, industry and corporate bodies both from India and abroad. University has received an amount of **23.95 crores** from the various consultancies and training undertaken by faculty members during the last 4 years.

SIU has 53 MOUs with foreign universities/institutes of repute and 19 MOUs with corporate houses and research institutes across India.

Apart from research, SIU is also engaged in diverse range of extension and Institutional Social Responsibility activities through SCOPE which incorporates various initiatives in the area of health, education, legal aid, etc. in order to uplift and improve the quality of life especially in rural areas. All these activities have created a deep impact on the students and enriched their campus experience promoting overall personality development.

Criterion IV : Infrastructure and Learning Resources

The quality of infrastructure and learning ambience impact the stakeholder experience significantly. SIU takes cognisance of this fact and ensures that the policies and procedures with respect to provision, procurement, utilization, upkeep and maintenance of necessary facilities are extremely supportive and user friendly.

The Board of University Development (BUD) ensures that infrastructure required for new programmes, courses and additional intake is in place before their introduction. The excellent infrastructure at all campuses of the University helps in effective planning and delivery of academic programmes. Facilities for extra-curricular activities are also thoughtfully created and the administrative offices for managing the activities of thousands of students are adequate.

The procedures in procurement of software, online journals, databases, learning resources, provision of medical facilities and organization of sports & cultural activities depict a unified approach with an optimal mix of centralization and decentralization. SIU has embarked on a number of new initiatives which include setting up of new campuses and augmentation of labs, classrooms, student support facilities, library, IT resources and campus facilities with an expenditure of Rs. 500 crores in the last 5 years.

The library resources comprising of books and e-resources are complementary to the teaching-learning process. Wi-fi campuses enable 24/7 usage of e-resources, thus adding to the flexibility of students to study at their pace and time. Libraries also provide value added services to faculty members, for research activities.

IT resources have emerged as a key parameter that students and faculty members require on campus. The IT infrastructure required to cater to such high student expectations is always a challenge but the University has adequate funds allocated to bandwidth acquisition to provide the necessary resources for academic and administrative needs. Several administrative processes such as admissions, attendance of students, examination results processing, fee receipts, Faculty Information System etc. are completely automated, increasing the administrators' capability to analyse and understand trends.

Once created, effective maintenance of infrastructure is critical, and policies for preventive maintenance are crucial. The University has campus administrators on each campus who manage this task effectively.

Criterion V : Students Support & Progression

SIU strives to ensure a meaningful experience to the student, throughout the student lifecycle. To guide and support a student in his/her academic endeavours and personal aspirations, there is a well-structured, organized guidance and counselling system in place. The on campus healthcare centre provides healthcare services including health promotion & health insurance. Various mechanisms exist to implement welfare measures to support the students, especially the disadvantaged groups. Initiatives are undertaken to cater to the diverse academic backgrounds of the students. All these initiatives have resulted in very low, almost negligible, dropout rates.

The University actively engages to support optimal progression of the student by implementing various remedial measures and sustainable good practices. Students' progression towards gainful employment has been a consistent feature of the University. The alumni of the University can be found in India as well as across the globe, in practically all sectors. Several alumni are now in leadership positions, highlighting the contribution of the University to national development. This capacity-building ability of the institutes under the University has been one of the strengths of the University. Alumni actively support their Alma Mater as mentors and provide valuable feedback.

The objective of the University is to provide a wholesome learning experience to the students with a view to making them responsible global citizens. This is ensured by encouraging students to actively participate in various social, cultural, sports and leisure activities which facilitates holistic development and promotes wellness.

Criterion VI : Governance, Leadership and Management

Symbiosis was established based on the ideals of 'Viswa Bharati' of Rabindranath Tagore and 'Antar Bharati' of Sane Guruji. The vision and mission statements of the university is to carry forward these ideals and produce a human resource which is capable, skilled and sensitive to the social and environmental requirements of the nation. The university strives to inculcate the spirit of '*Vasudhaiva Kutumbakam*' – 'the world is one family'. The university endeavours to groom a socially sensitive and professionally competent workforce with a strong value-system ingrained in them.

The governance structure of the university is well laid and communicated to all stakeholders. The leadership consists of authorities of the university viz. the Chancellor, the Vice Chancellor, the Board of Management, the Deans of Faculty and Heads of institutes/departments of the university. The leadership is involved in decision-making through a process of participative management. Directors of institutes enjoy full academic and administrative autonomy within the broad framework of the University rules and regulations. Members of the faculty are nominated on statutory boards like the Board of Management, Academic Council and Board of Studies to ensure that they have adequate forums to voice their views and opinions and thus participate in the decision-making process. Further, students are also included in committees such as the Library committee, IQAC, Student Research Committee, committees for extra-curricular activities, placement, corporate interface committee, etc. Students are encouraged to give feedback through open-houses, student councils and feedback forms. These practices build in a sense of ownership and value for the Symbiosis culture that forges a strong bond between the stakeholder and Symbiosis.

The University invests its resources in identifying bright faculty, grooming them to take on challenging responsibilities and help them perform to their potential. Towards this end, faculty and directors are nominated on various boards of the University, given additional responsibilities in areas of their interest and strength and provided opportunities to interact with renowned academicians thus providing them an extremely stimulating and educative environment. Gradually, they are elevated to positions of responsibility where they perform with a high level of commitment.

The University has a Quality Assurance department headed by a senior academician. The Head of the Quality Assurance Department monitors the functioning of the Quality Assurance Cell across the institutes/departments of the University. The IQAC monitors at each Institute, the initiatives planned at the micro-level. Extensive use of ICT ensures quality in such processes. IQAC and AQAR reports are compiled regularly and submitted annually to NAAC. Other quality related processes relate to Academic Audits, Feedback loops and Open Houses. A feature to be highlighted is the creation of an in-house tool - the Outcome Metrics and Performance Indicators (OMPI), which evaluates all Institutes/ departments of the university on seven parameters – Academics, HR, Finance, Research, Community Service, Internationalization and Health & Wellness. This exercise involves a self-evaluation by the Director of the Institute of the activities of the Institute in all the above listed parameters, followed by peer evaluation and finally a top-management review.

The University, through its different boards and committees have planned and laid out its strategies for enhancing excellence in designing and delivering academic programmes, pursuing creation and dissemination of knowledge, adopting technology for its processes, engaging with the industry and community meaningfully. In pursuit of excellence the university has a five-year plan (2015-20) where resources will be dedicated in the direction of becoming a world-class university. Under the guidance of renowned academicians from universities like Stanford, Harvard and Nanyang Technological University, a road-map is being drawn up with Health, Bio-Medical Sciences and Engineering & Technology as thrust areas.

Criterion VII : Innovations & Best Practices

One of the mission statements of the university relates to nurturing sensitivity amongst the youth towards the environment. Symbiosis International University (SIU) emphasises and upholds the values of nurturing the ecosystem and builds amongst students a deep respect for the environment. The Chancellor Dr. S.B.Mujumdar, a renowned Botanist, is committed to ensuring that the bio diversity on the green sprawling 350 acres of the Lavale campus is conserved. Therefore, rain water harvesting, tree plantations, bio-diversity conservation, non-conventional energy use and many such environmentally sensitive activities are undertaken. The university actively pursues a policy of promoting environmentally sustainable practices through education, research, community action programmes, training and employing best practices across its constituent institutes/departments.

Innovation is the culture of SIU. The University has created unique departments/centers for fostering research, developing faculty members, corporate education, etc. It has introduced innovations in floating new programmes, promoting research, faculty development, developing International Relations & internationalization, Teaching-Learning Process, Process Excellence and Quality also in pre-induction and on-campus induction programmes.

The university aims at inculcating graduate attributes such as acquiring domain knowledge to enhance adaptability to the work place, ability to learn continuously, sensitivity to the needs of the environment, community and life skills. Towards this end, the university has adopted best practices that help the

student to imbibe these qualities through the activities of Symbiosis Community Outreach Programme and Extension (SCOPE). Another best practice is the strong Industry-Institute linkages (Corporate-Campus Collaboration) in its postgraduate management institutes in the areas of admissions, curriculum development, teaching, internships & projects, mentoring, placements, research, corporate training and extracurricular events.

SWOC Analysis of the University

Strengths

- The Symbiosis Brand
- Multi-disciplinary University
- Programmes address national needs
- Strong industry connect
- Emphasis on employment generation
- Strong alumni base
- Consistently ranked among top 10 in each domain
- Higher degree of flexibility and innovation

Weaknesses

(initiatives to overcome the weaknesses given in brackets)

- Low research funding from the government and industry.
- About 53% of publications in last two years have been in SCOPUS and other top Indexes. (The endeavor of the University is that a greater percentage should be featured in highly reputed journals.)
- Some faculty yet to publish in reputed journals. (The University is making continuous efforts to train and encourage faculty to publish.)
- Shortage of teachers with training in techno-pedagogy. (This is being addressed by in-house training sessions.)

Opportunities

- To add programs in international studies, bio-medical engineering, bio-informatics, Yoga, etc. in response to emerging needs.
- To add value to society through involvement in extension services, through collaboration with local government in waste management, public health, financial literacy, etc.
- Establish a Health Science Technology Park.
- Strengthen the Centre for Entrepreneurship & Innovation by providing additional incubation support.

Challenges

- To enhance research quality and output
- To recruit faculty strong in research
- To recruit competent non-teaching staff
- To meet the demands of students with respect to providing IT resources (bandwidth) for non-academic purposes.
- To attract talented students, in the context of the increasing number of institutions like IIMs and IITs.

Profile
of the
University

PROFILE OF THE UNIVERSITY

1. Name and Address of the University:

Name:	Symbiosis International University	
Address:	Gram : Lavale, Tal. : Mulshi	
City: Pune	Pin: 412115	State: Maharashtra
Website: www.siu.edu.in		

2. For communication:

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dr. Rajani Gupte	O: +91-20-39116201 R: +91-20-25882984	94223 02160	+91-20-39116206	vc@siu.edu.in
Registrar	Dr. S. C. Nerkar	O:+91-20-39116205	77200 46060	+91-20-39116206	registrar@siu.edu.in
Steering Committee/ IQAC Co-ordinator	Brig. Rajiv Divekar (Retd.)	O: +91-20-30213318 R: +91-20-30213319	97652 90159	+91-20-39116206	director@sims.edu

3. Status of the University:

State University	<input type="checkbox"/>
State Private University	<input type="checkbox"/>
Central University	<input type="checkbox"/>
University under Section 3 of UGC (Deemed University)	<input checked="" type="checkbox"/>
Institution of National Importance	<input type="checkbox"/>
Any other (please specify)	<input type="checkbox"/>

4. Type of University:

Unitary	<input checked="" type="checkbox"/>
Affiliating	<input type="checkbox"/>

5. Source of funding:

Central Government	<input type="text" value="-"/>
State Government	<input type="text" value="-"/>
Self-financing	<input checked="" type="text" value="✓"/>
Any other (please specify)	<input type="text" value="-"/>

6. a. Date of establishment of the university: 06/05/2002

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

i. PG Centre	Yes	<input type="text" value="-"/>	No	<input type="text" value="-"/>
ii. Affiliated College	Yes	<input checked="" type="text" value="✓"/>	No	<input type="text" value="-"/>
iii. Constituent College	Yes	<input type="text" value="-"/>	No	<input type="text" value="-"/>
iv. Autonomous College	Yes	<input type="text" value="-"/>	No	<input type="text" value="-"/>
v. Any other (please specify)				

Dates of establishment (dd/mm/yyyy)

Symbiosis Law School (SLS), Pune : 25/04/1977
 Symbiosis Institute of Business Management (SIBM), Pune : 07/06/1978
 Symbiosis Institute of Computer Studies and Research (SICSR) : 06/07/1985

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

Under Section	dd	mm	yyyy	Remarks
3 of UGC #	06	05	2002	Notification No. F.9-12/2001-U.3 the Government of India

Enclose notification of MHRD and UGC for all courses/ programmes/ campus/ campuses.

Annexure 1

8. Has the university been recognized

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

Yes No

b. For its performance by any other governmental agency?

Yes No

9. Does the university have off-campus centres?Yes No

Dates of establishment : (dd/mm/yyyy)

- 1) Bengaluru Off Campus : 16/06/2008
 2) NOIDA Off Campus : 06/12/2010
 3) Hyderabad Off Campus : 20/12/2014

Dates of recognition : (dd/mm/yyyy)

- 1) Bengaluru Off Campus : 16/04/2008
 2) NOIDA Off Campus : 03/12/2010
 3) Hyderabad Off Campus : 05/12/2014

10. Does the university have off-shore campuses?Yes No **11. Location of the campus and area:**

No.	Address	Location	Campus Area in acres	Built up area in Sq. mts.
i)	Main Campus Area	Urban	413.46	2,03,032.22
ii)	Other Campuses in the Country			
1.	Nashik	Urban	1.97	1,862.73
2.	Bengaluru	Urban	3.19	23,504.00
3.	NOIDA	Urban	9.88	25,665.58
4.	Hyderabad	Rural	41.00	55,741.36
	Total		469.50	3,09,805.89

* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify)

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

- Auditorium, Seminar Hall, Sport Facility (Playground), Swimming Pool and Gymnasium

Sr. No.	Campus Name	Name of the Constituent/ Department	Auditorium Capacity in Nos.	Seminar Hall Capacity in Nos.	Sport Facility (Playground)	Swimming Pool	Gymnasium
1.	Pune	SIBM, SIMC, SITM, SSBF, SSP, SIT	672	260	Yes	Yes	Yes
		SIT	-	120	Yes	-	Yes
		SIHS, SCON, SSE, SICSR	567	-	-	-	Yes
		SCMHRD, SCIT	344	80	Yes	Yes	Yes
		SIIB	352	60	-	-	-
		SIMS	392	80	-	Yes	Yes
		ELTIS, SIFIL	-	95	-	-	-
		SID, SCMS, SCMC, SLS, SSLA	585	120	Yes	-	Yes
		SLS, SSLA	-	100	Yes	-	Yes
2.	Nashik	SIOM	140	40	Yes	-	Yes
3.	Bengaluru	SIBM, SSMC	410	120	Yes	-	Yes
4.	NOIDA	SLS, SCMS	-	100	Yes	-	Yes
5.	Hyderabad	SIBM, SLS	1100	300	Yes	-	Yes

- Hostel

Number of hostels	Number of students	Facilities available at the hostels
Boys = 8	3187	Wardens, security, attendance facility, rules including curfew time. Certain hostels have rooms/facilities for visiting parents to stay. 24x7 access to medical assistance. Wi-Fi Fire extinguishers In each room: Bed/mattress/pillow, fan, study table, chair, book shelf, cupboard, attached toilet/bath.
Girls = 12	3869	On each floor or in common area: Common area for recreation/indoor games, TV, fridge/microwave/pantry/kitchenette, laundry and housekeeping service, parlour facility(at some hostels/if desired), small grocery/stationery store, mess for breakfast, snacks, lunch and dinner. Shuttle bus available at campuses with hostels at a distance from academic block such as at Lavale/Vimannagar.

- Residential facilities for faculty and non-teaching
- Cafeteria
- Health centre - Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc.
- Facilities like banking, post office, book shops, etc.
- Transport facilities to cater to the needs of the students and staff
- Facilities for persons with disabilities
- Animal house
- Incinerator for laboratories
- Power house
- Waste management facility

13. Number of institutions affiliated to the University –

Not Applicable. Symbiosis International University being a Deemed-to-be-University is a Unitary University and cannot affiliate institutes/college.

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

Yes No Number

15. Furnish the following information:

Particulars	Number	Number of Students*
a. University Departments		
Undergraduate	04	1860
Undergraduate + Postgraduate	02	695
Postgraduate	03	397
Research Centre on the campus – Symbiosis Centre for Research and Innovation (SCRI)	01	520
b. Constituents		
Undergraduate	04	2355
Undergraduate + Postgraduate	04	4882
Postgraduate	11	4859

* This includes students of the degree and diploma programmes

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

Yes No

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

Programmes	Number
UG	21
PG	28
Ph.D.	01
Diploma	13
PG Diploma	18
Total	81

Annexure 2

18. Number of working days during the last academic year.

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

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

Yes No

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

Yes No

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

Yes No

If Yes, please enclose approval/ recognition details issued by the statutory body governing the programme.

1. Bar Council of India (BCI) *Annexure 3*
2. Indian Nursing Council (INC) *Annexure 4*
3. All India Council for Technical Education (AICTE) *Annexure 5*

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

Yes No

24. Number of positions in the university

Positions	Teaching Faculty					Non-teaching staff	Technical Staff
	Professor	Associate Professor	Assistant Professor	Adjunct Faculty	Others		
Sanctioned by the UGC/ University / State Government	90	177	434	Permitted upto and within 25% of the sanctioned strength	-	770	280
Recruited	38	106	356	86	115	638	270
Yet to recruit	52	71	78	-	-	132	10

25. Qualifications of the teaching staff:

Highest Qualification	Professor		Associate Professor		Assistant Professor		Adjunct Faculty		Other teaching staff		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Ph.D.	18	16	40	40	37	48	07	08	01	00	215
M.Phil.	00	00	01	00	10	19	00	00	01	01	32
PG	02	02	15	08	105	128	35	19	29	64	407
Professional Degrees	00	00	02	00	06	03	12	05	14	05	47
Total	20	18	58	48	158	198	54	32	45	70	701

26. Emeritus, Adjunct and Visiting Professors:

	Emeritus	Adjunct Faculty	Visiting Faculty
Number	02	86	748

27. Chairs instituted by the university:

Emeritus Professors:

Faculty of Law: Advocate Ram Jethmalani

Faculty of Media, Communication & Design: Shri Amitabh Bachchan

Chair Professors:

Innovation Chair, Faculty of Management: Dr. Aravind Chinchure

R.K.Laxman Chair, Faculty of Media, Communication & Design:

Dr. Dileep Padgaonkar

Ram Sathe Chair, Faculty of Humanities & Social Sciences:

Former Ambassador Sudhir Devare

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

Students	UG		PG		Ph.D.		Diploma		PG Diploma	
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
From the state where the university is located	453	353	556	376	45	22	66	72	145	83
From other states of India	1002	740	983	830	9	9	32	46	108	66
NRI students	45	87	28	21	00	00	02	03	00	00
Foreign students	80	40	31	15	01	00	00	00	00	00
Total	1580	1220	1598	1242	55	31	100	121	253	149

*M - Male *F - Female

29. Unit cost' of education

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

- (a) including the salary component = **Rs.2,24,263/-**
 (b) excluding the salary component = **Rs.1,77,044/-**

PS: Unit cost calculated on the basis of student enrolled and expenditure incurred of 2014-15.

30. Academic Staff College

The university has established the Symbiosis Teaching Learning Resource Centre (STLRC) in 2012. 96 FDPs have been organised since 2012.

It has also launched a one year Masters Diploma in Higher Education Andragogy in 2015.

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

Yes - No

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

Yes - No

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

Accreditation: Cycle 1 Cycle 2
 Cycle 3 Cycle 4

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

Cycle 1: 29/01/2009, Accreditation Result **3.35** on four point scale with **A Grade**.

* Copy of accreditation certificate and peer team report is attached after the Preface.

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

Not applicable. Symbiosis International University being a Deemed-to-be-University is a Unitary University and cannot affiliate institutes/ colleges.

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

IQAC: 23/03/2009

AQAR: (i) 26/08/2009
 (ii) 17/09/2010
 (iii) 10/08/2011
 (iv) 22/08/2012
 (v) 29/08/2013
 (vi) 07/08/2014
 (vii) 14/09/2015

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

- The university is registered with the Department of Scientific and Industrial Research (DSIR), Ministry of Science & Technology, Government of India.
- Symbiosis Institute of Geoinformatics receives grants from Indian Space Research Organization (ISRO) and National Remote Sensing Centre (NRSC).

- Symbiosis Institute of Health Sciences has received grants for projects from Indian Council of Medical Research (ICMR), Indian National Science Academy (INSA) and Medical Council of India (MCI).
- Symbiosis Institute of Health Sciences also has recognition for Maharashtra Emergency Medical Services Projects.
- Symbiosis Institute of Technology has been awarded projects by National Highway Authorities of India (NHAI).
- Symbiosis Institute of Management Studies is a centre of corporate governance of the National Foundation for Corporate Governance and has received grants for research projects and corporate governance activities.
- Symbiosis Institute of Management Studies receives grants for the conduct of Entrepreneurship Awareness Camps and Entrepreneurship Development programmes from the Department of Science and Technology, Government of India.
- Symbiosis Institute of Management Studies conducts Independent Directors' Course for senior Defence Officers on behalf of the Directorate General Resettlement, Ministry of Defence, Government of India.

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION-1)

No.F.9-12/2001- U.3
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education

Symbiosis 918
Inward No. 14.5.1002
Date

Shastri Bhawan, New Delhi.
6th May, 2002.

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956), the Central Government, on the advice of the University Grants Commission, hereby declares the SYMBIOSIS International Educational Centre, Pune comprising of the following three institutions as Deemed to be University for the purpose of the aforesaid Act with immediate effect :-

(i) SYMBIOSIS Institute of Computer Studies and Research,
(ii) SYMBIOSIS Institute of Business Management,
(iii) SYMBIOSIS Society's Law College

(S. P. Gaur)
Joint Secretary to the Government of India

The Manager,
Government of India Press,
Faridabad (Haryana).

Copy forwarded for information to :-

1. The Secretary, University Grants Commission, New Delhi.
2. ✓ President, SYMBIOSIS International Educational Centre, Pune – 411004.

"The grant of Deemed to be University status to SYMBIOSIS International Educational Centre, Pune is subject to the condition that (i) the Institute will take immediate steps to get accreditation from NAAC/NBA and for the appointment of qualified core faculty as per UGC/AICTE guidelines and (ii) it will adhere to the guidelines / instructions issued by UGC from time to time as applicable to the Deemed Universities".

3. Principal Secretary, Department of Technical & Higher Education, Government of Maharashtra, Mantralaya, Mumbai 400032.
4. Member Secretary, AICTE, I G Sports Complex, I P Estate, New Delhi - 110002.
5. All Ministries/Departments of the Government of India.
6. All State Governments and Union Territories.
7. Registrars of all Universities & Deemed Universities.
8. Press Information Bureau, Shastri Bhawan, New Delhi.
9. The Secretary-General, Association of Indian Universities, AIU House, 16 Kotla Marg, New Delhi 110002.
10. All officers/sections in Department of Secondary & Higher Education.
11. Guard file/Coordination Assistant/Notification file.

(A. K. Chaturvedi)
Under Secretary to the Government of India

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION-1)

No. F. 9-12/2006 -U.3(A)
 Government of India
 Ministry of Human Resource Development
 (Department of Higher Education)

Shastri Bhawan, New Delhi,
 November 10, 2006.

NOTIFICATION

In continuation of this Ministry's notification No. 9-12/2001-U.3 dated 6th May, 2002 and in exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956, the Central Government, on the advice of the University Grants Commission (UGC), hereby declare that the following 10 institutes/centre are included under the ambit of Symbiosis International Educational Centre, Deemed-to-be-University, Pune for the purposes of the aforesaid Act with immediate effect:-

- (i) Symbiosis Centre for Management and Human Resource Development (SCMHRD)
- (ii) Symbiosis Institute of International Business (SIIB)
- (iii) Symbiosis Institute of Telecom Management (SITM)
- (iv) Symbiosis Institute of Management Studies (SIMS)
- (v) Symbiosis Institute of Mass Communication (SIMC)
- (vi) Symbiosis Institute of Operations Management (SIOM)
- (vii) Symbiosis Centre for Information Technology (SCIT)
- (viii) Symbiosis Institute of Geoinformatics (SIG)
- (ix) Symbiosis Institute of Health Sciences (SIHS)
- (x) Symbiosis Institute of Design (SID).

3246
 20-11-06
 4

2. This declaration is subject to conditions mentioned at S. No. 4 of the endorsement of this notification.

3. The Ministry of Human Resource Development or the University Grants Commission will not provide any Plan or Non Plan grants either to Symbiosis International Educational Centre, Deemed University, Pune or to the aforesaid institutes/centre.

(Sunil Kumar)
 Joint Secretary to the Government of India

The Manager,
 Government of India Press,
 Faridabad (Haryana).

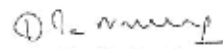
Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.

Contd....2/-

-2-

2. Director, Distance Education Council, Indira Gandhi National Open University, Maidan Garhi, New Delhi.
3. The Member Secretary, All India Council for Technical Education, Indira Gandhi Stadium, I. P. Estate, New Delhi – 110002.
4. Vice Chancellor, Director, Symbiosis International Educational Centre(SIEC), Deemed University, Symbiosis Vishwabhavan, Senapati Bapat Road, Pune-411004. The inclusion of the aforesaid institutes/center under the ambit of SIEC, Deemed-to-be-University will be subject to the following conditions:-
 - (i) Symbiosis International Educational Centre (SIEC), Deemed University, Pune including its constituent institutions/institutes/centre, will continue to abide by the norms and guidelines laid down and the instructions issued from time to time by the University Grants Commission pertaining to institutions notified as Deemed to be Universities.
 - (ii) The assets of the above ten constituent institutes/centre shall also come under the total control of Symbiosis International Educational Centre, Deemed University, Pune in the interest of future of students, members of faculty, employees and for maintaining the standards of higher education. The management of the SIEC, Deemed to be University as well as that of the above institutes/centre will be the same.
 - (iii) Symbiosis International Educational Centre(SIEC), Deemed University, Pune shall offer degrees, etc. in respect of the courses run by the aforesaid 10 constituent institutes/center only to those students who are enrolled in these institutes/center subsequent to the date of this notification. As for those students who are already enrolled with these 10 institutes/centers prior to the date of this notification, on successful completion of courses/programmes they are pursuing at present with these institutes/center, will be awarded such certificates as promised at the time of their admission.
 - (iv) The SIEC or any of its constituent institution/institutes/centre shall not offer/award any degrees that are not specified by the UGC. They will ensure that the nomenclature of all the degrees awarded by them is specified by the UGC under Section 22 of the UGC Act, 1956.
 - (v) The Institute shall amend/modify its Memorandum of Association(MoA) and Rules suitably in line and conformity with the University Grants Commission's Model MoA & Rules for the Deemed to be University on a priority basis.
 - (vi) All norms of UGC, AICTE and other relevant statutory Councils will also continue to be in force and complied with.
5. Chief Secretary, Government of Maharashtra, Mumbai.
6. Principal Secretary, Department of Technical & Higher Education, Government of Maharashtra, Mantralaya, Mumbai – 400032.
7. Press Information Bureau, Shastri Bhawan, New Delhi-110001.
8. The Secretary-General, Association of Indian Universities, A.I.U. House, 16 Kotla Marg, New Delhi - 110002.
9. National Informatics Centre / CMIS Unit. It is requested that the Notification may kindly be displayed on the website (Home site) of Department of Higher Education.
10. Guard file / Notification file.


(O. P. Phuja)

Under Secretary to the Government of India

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION-1)

No. F. 10-4/2008-U.3(A)
 Government of India
 Ministry of Human Resource Development
 (Department of Higher Education)

Symbiosis 1692
 Inward No.
 Date 25.7.09

Shastri Bhawan, New Delhi,
 Dated the 14th January, 2009.

NOTIFICATION

Whereas the Central Government is empowered under Section 3 of the University Grants Commission (UGC) Act, 1956 to declare, on the advice of the UGC, an institution of higher learning as a deemed-to-be-university;

2. And whereas, on the recommendation of the UGC, Symbiosis International Educational Centre, Pune, comprising (i) Symbiosis Institute of Computer Studies and Research, (ii) Symbiosis Institute of Business Management and (iii) Symbiosis Society's Law College, was declared as an 'Institution Deemed-to-be-University' under the meaning of Section 3 of the UGC Act, 1956, vide this Ministry's notification No.F.9-12/2001-U.3 dated the 6th May, 2002;

3. And whereas, on the recommendation of the UGC, the following ten institutions were included under the ambit of Symbiosis International Educational Centre, Deemed-to-be-University, Pune for the purposes of the aforesaid Act, vide this Ministry's notification No.F.9-12/2006-U.3 (A) dated the 10th November, 2006,

- (i) Symbiosis Centre for Management and Human Resource Development
- (ii) Symbiosis Institute of International Business
- (iii) Symbiosis Institute of Telecom Management
- (iv) Symbiosis Institute of Management Studies
- (v) Symbiosis Institute of Mass Communication
- (vi) Symbiosis Institute of Operations Management
- (vii) Symbiosis Centre for Information Technology
- (viii) Symbiosis Institute of Geoinformatics
- (ix) Symbiosis Institute of Health Sciences
- (x) Symbiosis Institute of Design

4. And whereas, the name of Symbiosis International Educational Centre has been changed to Symbiosis International University vide this Ministry's notification in F. No. 9-11/2008 - U.3(A) dated the 25th March 2008.

(Pb)

5. And whereas, on the recommendation of the UGC, 'Symbiosis Institute of Management', Bangalore, was recognized as an off-campus centre of the Symbiosis International University for the purposes of the UGC Act, 1956, vide this Ministry's notification No.F.10-6/2007-U.3(A) dated 15th April, 2008, subject to certain conditions;

6. And whereas, a proposal was received from the Symbiosis International University seeking permission to start a new institute viz., Symbiosis Institute of Technology, Lavale, Taluk Mushi, District Pune, under its ambit;

7. And whereas, the University Grants Commission has examined the said proposal and vide its communication No.F.30-1/2008 (CPP-I) dated 23.09.2008 has recommended to this Ministry for inclusion of Symbiosis Institute of Technology, Lavale under the ambit of Symbiosis International University as the latter's constituent unit. Further, the UGC vide its communication No.F.30-1/2008(CPP-I) dated 17.12.2008 has advised that *ex post facto* approval be granted for inclusion of Symbiosis Institute of Technology, Pune, under the ambit of the Symbiosis International University from the current academic year, i.e. 2008-2009;

8. Now, the Central Government, in exercise of the powers conferred by Section of the UGC Act, 1956, and on the recommendations of the UGC referred to in Para 7 above, do hereby allow that 'Symbiosis Institute of Technology' located at Lavale Village, Mulshi Taluk, Pune, shall be a consultant teaching unit under the ambit of Symbiosis International University, 'Institution Deemed-to-be-University', Pune, for the purposes of the aforesaid Act, with effect from the academic year 2008-2009, for conduct of B.Tech. Courses in Information Technology, Computer Science, Electronics & Telecommunication Engineering and Mechanical Engineering, with an intake capacity of 60 students in each of these courses, as approved by the All India Council for Technical Education (AICTE), New Delhi;

9. The declaration as made in Para 8 above is subject to further conditions mentioned at Sr. No.4 of the endorsement to this Notification;

10. Neither the Government of India nor the University Grants Commission shall provide any Plan and Non-Plan grant-in-aid to Symbiosis International University or its constituent teaching units.


(Sunil Kumar)
Joint Secretary to the Government of India

The Manager,
Government of India Press,
Faridabad - 121 001,
Haryana.

PROGRAMMES OFFERED DURING ACADEMIC YEAR 2015-16

DOCTORAL PROGRAMME

Sr. No.	Name of the Programme	Name of the Constituent/ Department
1.	Doctor of Philosophy	SCRI

POST GRADUATE DEGREE PROGRAMMES (FULL TIME)

Sr. No.	Name of the Programme	Name of the Constituent/ Department
1.	Master of Laws	SLS-P
2.	Master of Business Administration	SIBM-P, SCMHRD, SIMS, SIBM-B, SIBM-H
3.	Master of Business Administration (Innovation and Entrepreneurship)	SIBM-P
4.	Master of Business Administration (International Business)	SIIB
5.	Master of Business Administration (Agri Business)	SIIB
6.	Master of Business Administration (Energy and Environment)	SIIB
7.	Master of Business Administration (Infrastructure Management)	SCMHRD
8.	Master of Business Administration (Telecom Management)	SITM
9.	Master of Business Administration (Operations Management)	SIOM
10.	Master of Business Administration (Banking and Finance)	SSBF
11.	Master of Business Administration (Information Technology)	SICSR
12.	Master of Science (Computer Applications)	SICSR
13.	Master of Business Administration (Information Technology Business Management)	SCIT
14.	Master of Business Administration (Hospital and Healthcare Management)	SIHS
15.	Master of Science (Medical Technology)	SIHS
16.	Master of Science (Nursing)	SCON
17.	Master of Science (Biotechnology)	SSBS
18.	Master of Science (Nutrition and Dietetics)	SSBS
19.	Master of Business Administration (Communication Management)	SIMC, SSMC
20.	Master of Arts (Mass Communication)	SIMC

21.	Master of Science (Economics)	SSE
22.	Master of Technology (Computer Aided Design and Manufacture)	SIT
23.	Master of Technology (Electronics and Telecommunication Engineering)	SIT
24.	Master of Technology (Computer Science and Engineering)	SIT
25.	Master of Science (Geoinformatics)	SIG

POST GRADUATE DEGREE PROGRAMMES (PART TIME)

Sr. No.	Name of the Programme	Name of the Constituent/ Department
1.	Master of Business Administration (Executive)	SIBM-P, SCMHRD, SIMS, SIBM-B
2.	Master of Business Administration (Executive) Telecom Management	SITM
3.	Master of Business Administration (Executive) Information Technology	SCIT

UNDER GRADUATE DEGREE PROGRAMMES

Sr. No.	Name of the Programme	Name of the Constituent/ Department
1.	Bachelor of Laws	SLS-P
2.	Bachelor of Arts and Bachelor of Laws (Honours)	SLS-P
3.	Bachelor of Business Administration and Bachelor of Laws (Honours)	SLS-P
4.	Bachelor of Arts and Bachelor of Laws	SLS-N, SLS-H
5.	Bachelor of Business Administration and Bachelor of Laws	SLS-N, SLS-H
6.	Bachelor of Business Administration	SCMS-P, SCMS-N
7.	Bachelor of Computer Applications	SICSR
8.	Bachelor of Business Administration (Information Technology)	SICSR
9.	Bachelor of Science (Medical Technology)	SIHS
10.	Bachelor of Science (Nursing)	SCON
11.	Post Basic Bachelor of Science (Nursing)	SCON
12.	Bachelor of Design	SID
13.	Bachelor of Arts (Mass Communication)	SCMC



14.	Bachelor of Arts (Visual Arts and Photography)	SSP
15.	Bachelor of Science (Economics) Honours	SSE
16.	Bachelor of Science / Bachelor of Arts (Liberal Arts)	SSLA
17.	B. Tech. (Civil Engineering)	SIT
18.	B. Tech. (Computer Science and Engineering)	SIT
19.	B. Tech. (Electronics and Telecommunication)	SIT
20.	B. Tech. (Information Technology)	SIT
21.	B. Tech. (Mechanical Engineering)	SIT

POST GRADUATE DIPLOMA PROGRAMMES

Sr. No.	Name of the Programme	Name of the Constituent/ Department
1.	Post Graduate Diploma in Tax Management and Tax Administration	SLS-P
2.	Post Graduate Diploma in Marketing Management	SIBM-P, SIBM-B
3.	Post Graduate Diploma in Human Resource Management	SIBM-P, SCMHRD, SIMS, SIBM-B
4.	Post Graduate Diploma in Operations Management	SIBM-P, SIOM, SIBM-B
5.	Post Graduate Diploma in Financial Management	SIBM-P, SIMS, SIBM-B
6.	Post Graduate Diploma in Innovation and Corporate Entrepreneurship	SIBM-P
7.	Post Graduate Diploma in Family Business	SIBM-P
8.	Post Graduate Programme in Business Analytics	SCMHRD
9.	Post Graduate Diploma in Business Analytics	SCMHRD
10.	Post Graduate Diploma in Information Technology Management	SCMHRD
11.	Post Graduate Programme in Management	SIMS
12.	Post Graduate Diploma in International Business	SIMS
13.	Post Graduate Diploma in Business Management	SIMS
14.	Post Graduate Diploma in Project Management	SIMS
15.	Post Graduate Diploma in Banking and Finance	SSBF
16.	Post Graduate Programme in Information Technology Business Management	SCIT
17.	Post Graduate Diploma in Emergency Medical Services	SIHS
18.	Masters Diploma in Higher Education Andragogy	STLRC

DIPLOMA PROGRAMMES

Sr. No.	Name of the Programme	Name of the Constituent/ Department
1.	Diploma in Taxation Laws	SLS-P
2.	Diploma in Labour Laws and Labour Welfare	SLS-P
3.	Diploma in Intellectual Property Laws	SLS-P
4.	Diploma in Arbitration, Conciliation and Alternative Dispute Resolution System	SLS-P
5.	Diploma in International Business Laws and Corporate Laws in India	SLS-P
6.	Diploma in Cyber Laws	SLS-P
7.	Diploma in Human Resource Management and Labour Laws	SLS-P
8.	Advanced Diploma in Business Management	SCMS-N
9.	Diploma in Biomedical Instrumentation	SIHS
10.	Diploma in Dialysis Technology	SIHS
11.	Advanced Diploma in Dialysis Technology	SIHS
12.	Diploma of Proficiency in English and Career Skills	ELTIS
13.	Diploma in Practical English and Life Skills	ELTIS

Grams : ALINDIABAR, New Delhi E-mail : info@barcouncilofindia.org Website : www.barcouncilofindia.org		Tel: (91) 011-4922-5000 Fax: (91) 011-4922-5011
भारतीय विधिज्ञ परिषद् BAR COUNCIL OF INDIA (Statutory Body Constituted under the Advocates Act, 1961)		
जे. आर. शर्मा सचिव J. R. SHARMA MA, B.Ed., LL.B., LL.M., MBA Secretary	21, राउज ऐवन्यू इन्स्टीट्यूशनल एरिया नई दिल्ली - 110 002 21, Rouse Avenue Institutional Area New Delhi - 110 002	
BCI: D: 833 /2014 (LE) Date: 5.7.2014		
The Registrar, Symbiosis International Educational Centre, Deemed University, Pune, Maharashtra-411 004		
Sub: Temporary approval of affiliation of Symbiosis International University's Law School, Pune, Maharashtra for imparting three year LLB, five year BA.LLB (Hons.), five year BBA LLB (Hons.) law courses.		
Sir,		
Legal Education Committee at its meeting held on 29 th June, 2014 considered the inspection report of the above mentioned college. After consideration, Committee made the following recommendations:-		
The Legal Education Committee considered the inspection report submitted by the inspection team. After consideration, the Committee is of the view that Symbiosis International University's Law School, Pune be granted extension approval of affiliation for running five year BA LLB (Hons.) course with intake of three sections of 60 students in each section, five year BBA.LL.B (Hons.) course with intake of two sections of 60 students in each section and also be granted fresh approval of affiliation for running three year LLB course with an intake of two sections of 60 students in each section for a period of three years i.e. for the academic years 2014-2015, 2015-2016 and 2016-2017 subject to the following conditions :-		
	<ol style="list-style-type: none"> 1. The college management is directed to establish the Legal Aid Centre as per Clause-11, Schedule-III of Rule-11 of the Part-IV of the Legal Education Rules - 2008. 2. College should ensure the payment of salary to teachers as per Rules 22 schedule III, Part IV of BCI Rules. 3. The institution is directed to upgrade the library by investing Rs.1,00,000/- every year. 4. Teacher Student ratio shall be as per Schedule-III, Rule-11, Clause-17, Part-IV of Bar Council of India Rules. 	

5. Set up of Moot Court shall be made good.
6. Institution should state it is following Rule 4 of Schedule II of the rule in respect of Honours programme while filing compliance report.

Institution should submit affidavit in compliance to the above conditions within three months.

Since, the University is granted Hons. degree for five year BA.LL.B and five year BBA LL.B courses they must follow the Rules in this regard. The relevant rule i.e. Rule-4, Schedule II of the rules of Legal Education 2008 which has to be complied by the university is quoted herein :-

Rule - 4, Schedule II

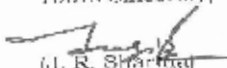
"(b) For specialized and / or honors course, a student has to take not less than thirty eight papers in all, which shall include twenty compulsory papers, four clinical papers, six optional papers and eight papers in specialized/honors course in any Group as stipulated below. However if eight papers are taken from multiple of groups, honors can be given in general law without mentioning any specialization.

Example: "A" has taken eight honors papers selected as follows: two from Constitutional Law, three from Business Law, one from International Law and two from International Trade Law, his Honors shall be in Law. "B" takes eight papers from Constitutional Law group, his honors shall be mentioned in Constitutional Law."

The above recommendations were considered by the Bar Council of India at its meeting held on 29th June, 2014 and accepted the same.


College authorities are also required to apply to the Bar Council of India for further extension of approval of affiliation six months in advance before expiry of the period of approval of affiliation granted by the Bar Council of India i.e. on or before 31st December, 2015 failing which a late fee will be charged.

Yours Sincerely,


(J. R. Shrinani)
Secretary

Copy to :

1. **The Principal**
Symbiosis Society's Law College,
Senapati Bapat Road,
Pune,
Maharashtra-411 004
2. **The Secretary**
Bar Council of Mah. & Goa
2nd Floor, High Court Extn.,
Fort, Mumbai - 32

Grams : ALINDIABAR, New Delhi E-mail : info@barcouncilofindia.org Website : www.barcouncilofindia.org		Tel. : (91) 011-4922 5000 Fax : (91) 011-4922 5011
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भारतीय विधिज्ञ परिषद्
BAR COUNCIL OF INDIA
 (Statutory Body Constituted under the Advocates Act, 1961)
 21, Rouse Avenue Institutional Area, New Delhi - 110 002

BCI: D: 1160 /2013 (LE) **Date: 11.07.2013**

The Registrar
Symbiosis International University
Gram Lavale
Tal. Mulshi, Distt. Pune
Maharashtra-412 115

Sub.: **Extension of approval of affiliation of Symbiosis Law School (off. Campus of Symbiosis International University, Pune), Noida, Uttar Pradesh for 5 year BA. LLB & BBA. LLB law courses.**

Sir,

Legal Education Committee at its meeting held on 23rd June, 2013 considered the inspection report of the above mentioned college and Committee made the following recommendations:-

The Legal Education Committee has considered the recommendations of the Standing Committee. After consideration, the Committee is of the view that Symbiosis Law School, Noida (OFF- CAMPUS of Symbiosis International University, Pune) be granted extension of approval of affiliation for running five year BA.LLB course with an intake of two sections of 60 students in each section and five year BBA.LLB course with an intake of three sections of 60 students in each section for a period of three years i.e. for the academic sessions 2013-2014, 2014-2015 and 2015-2016 subject to the following conditions :-

1. The college management is directed to establish the Legal Aid Centre as per Clause-11, Schedule-III of Rule-11 of the Part-IV of the Legal Education Rules - 2008.
2. College should ensure the payment of salary to teachers as per Rules 22 schedule III, Part IV of BCI Rules.

: 2:

3. Sitting arrangements in the library shall be made good. Availability of books and minimum investment in the library in each academic session shall be made under the provisions of clause 15 of schedule III of Part IV of BCI rules.
4. Legal Aid Centre and minimum class program/ tutorial/ moot court/ project work shall run under the provisions of clause 11 and 18, respectively, of schedule III of Part IV of BCI rules.
5. Separate Bank account shall be made under the provisions of clause 12 of Schedule III of Part IV of BCI Rules.
6. Teacher Student ratio shall be 1:40.

Institution should submit affidavit in the compliance to the above conditions within three weeks.

The above recommendations were considered by the Bar Council of India at its meeting held on 23rd June, 2013 and accepted the same.

College authorities are also required to apply to the Bar Council of India for further extension of approval of affiliation six months in advance before expiry of the period of approval of affiliation granted by the Bar Council of India i.e. on or before 31st December, 2015.

Yours Sincerely,



(J. R. Sharma)

Secretary

Copy to :

1. **The Principal**
Symbiosis Law School, Noida
(Off. Campus of Symbiosis
International University, Pune)
Opposite Nokia Siemens Building,
Block A 47/48, Sector-62, Noida - 201301
2. **The Secretary**
Bar Council of Uttar Pradesh
19, Maharishi Dayanand Marg
Allahabad, Uttar Pradesh

Grams : ALINDIABAR, New Delhi
E-mail : info@barcouncilofindia.org
Website : www.barcouncilofindia.org



Tel. : (91) 011-4922 5000
Fax : (91) 011-4922 5011

भारतीय विधिज्ञ परिषद् BAR COUNCIL OF INDIA

(Statutory Body Constituted under the Advocates Act, 1961)
21, Rouse Avenue Institutional Area, New Delhi - 110 002

BCI: D: 1959 / 2013 (LE Mtg.)(24th Aug.2013) *
Date: 8.10.2013

**The Registrar,
Symbiosis International University
Gram Lavale
Tal: Mulshi, Distt. Pune
Maharashtra**

Sub: Temporary approval of affiliation of Symbiosis Law School, Off. Campus of Symbiosis International Deemed University, Pune, Maharashtra for imparting five year BA. LLB and BBA. LLB.

Sir,

Legal Education Committee at its meeting held on 24th August, 2013 considered the inspection report of the above mentioned college. After consideration, Committee made the following recommendations:-

The Legal Education Committee has considered the recommendations of the Standing Committee. After consideration, the Committee is of the view that Symbiosis Law School, Hyderabad,, Off-Campus of Symbiosis International Deemed University, Pune be granted temporary approval of affiliation for imparting five year BA.LLB course and five year BBA.LLB law course for a period of two years from 2013-14 to 2014-15 with intake of two sections of 60 students in each section in each course subject to following conditions:

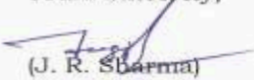
1. The college management is directed to establish the Legal Aid Centre as per Clause-11, Schedule-III of Rule-11 of the Part-IV of the Legal Education Rules - 2008.
2. College should ensure the payment of salary to teachers as per Rules 22 schedule III, Part IV of BCI Rules.
3. The institution is directed to upgrade the library by investing Rs. 50,000/- per year per stream.
4. Teacher Student ratio shall be 1:40.
5. To maintain the eco-friendly campus to plant more trees in the campus.

:2:

The above recommendations were considered by the Bar Council of India at its meeting held on 24th August, 2013 and accepted the same.

College authorities are also required to apply to the Bar Council of India for further extension of approval of affiliation six months in advance before expiry of the period of approval of affiliation granted by the Bar Council of India i.e. on or before 31st December, 2014 failing which a late fee will be charged.

Yours Sincerely,


(J. R. Sharma)
Secretary

Copy to:

1. **The Principal
Symbiosis School of Law,
S.No. 292, Kothour Mandal
Mamidi Palli Village
Mahboodnagar Distt
Andhra Pradesh**
2. **The Secretary
Bar Council of Andhra Pradesh
High Court Premises
Hyderabad, AP**

6/2

Grams : ALINDIABAR, New Delhi
 E-mail : info@barcouncilofindia.org
 Website : www.barcouncilofindia.org



Tel. : (01) 011-4922 5000
 Fax : (01) 011-4922 5011

भारतीय विधिज्ञ परिषद् BAR COUNCIL OF INDIA

(Statutory Body Constituted under the Advocates Act, 1961)

21, Rouse Avenue Institutional Area, New Delhi - 110 002

BCI: D: 1436/2015 (LE)

Date: 27.07.2015

The Registrar
 Symbiosis International University
 Gram Lavale
 Tal: Mulshi, Distt. Pune
 Maharashtra

Sub: Temporary approval of affiliation to Symbiosis Law School, Hyderabad, Off-Campus of Symbiosis International Deemed University, Pune for imparting five year BA LLB and five year BBA LLB law courses with an intake of two sections of 60 students in each section.

Sir,

Legal Education Committee at its meeting held on **26th April, 2015** considered the above mentioned subject. After consideration, Committee made the following recommendations: -

The Legal Education Committee considered the inspection report submitted by the inspection team. In this case, on 3rd December, 2014 Hon'ble Supreme Court of India permitted the university to start the Faculty of Law at its Hyderabad campus. Accordingly, the university has started its first batch on 20th December, 2014 with intake of 30 students. Request has come from the university to the Bar Council of India to change the period of approval of affiliation earlier granted for academic year 2013-2014 and 2014-2015 to 2014-2015 and 2015-2016. The Committee approves the same subject to the condition imposed by the inspection.

The college shall also comply with the following Rule of the Bar Council of India (Clause (iii) and Explanation 2 of Schedule IV in Part IV of new rules of the Bar Council of India):-


"Whenever approval of affiliation is granted to the Centres of Legal Education, it shall be necessary for the Centres of Legal Education to deposit Rupees Two Lakh in shape of guarantee to fulfil all the norms of the Bar Council of India. The same shall be liable to be forfeited if norms are not complied with and same shall carry no interest."

The approval now granted by the Bar Council of India is subject to the payment of guarantee amount as mentioned in the above rule.

College authorities are also required to apply to the Bar Council of India for further extension of approval six months in advance before expiry of the period of approval of affiliation granted by the Bar Council of India i.e. on or before 31st December, 2016 in respect of five year BA LLB law course.


This is for your information and necessary action.


Yours Sincerely,


(Ashok K. Pandey)
Joint Secretary

Copy to:

1. **The Principal,
Symbiosis School of Law,
S. No. 292, Kothour Mandal
Mamidi Palli Village
Mahboodnagar Distt
Andhra Pradesh**
2. **The Secretary
Bar Council of Andhra Pradesh
High Court Premises
Hyderabad, AP**
3. **The Secretary/Director
Higher Education Govt. of Andhra Pradesh
1st Floor, JNTU Masab Tank Campus,
Mahaveer Marg, Opp. Mahaveer Hospital
Hyderabad – 500 028**

<p style="text-align: center;">भारतीय नर्सिंग परिषद् संयुक्त परिषद् भवन, कोटला रोड, टेम्पल लेन, नई दिल्ली - 110002</p>		<p style="text-align: center;">INDIAN NURSING COUNCIL COMBINED COUNCIL BUILDING, KOTLA ROAD, TEMPLE LANE, NEW DELHI - 110002</p>																				
<p>नर्सिंग शिक्षा के समान स्तर को प्राप्त करने का प्रयास Striving to achieve uniform standards of Nursing Education</p>																						
<p>F.No.18-19/3841-INC</p>		<p>Dated: _____ 30 JAN 2015</p>																				
<p>To, ✓ The Director, Symbiosis College of Nursing Senapati Bapat Road, Pune-411004 Maharashtra</p>																						
<p>Sub: Validity Period for the academic year 2014-2015 –reg.</p>																						
<p>Sir/Madam,</p> <p>Please refer to your Application Form dated 29th Apr 2014 on the subject noted above. Indian Nursing council has permitted the institution for the following programmes as given below:-</p>																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>S. No.</th> <th>Code</th> <th>Programmes</th> <th>Seats</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1903065</td> <td>B.Sc(N)</td> <td>50 (Fifty)</td> <td>2014-2015</td> </tr> <tr> <td>2.</td> <td>1904021</td> <td>M.Sc(N)</td> <td>20 (Twenty) CHN-5, Med Surg-5, Psy-10</td> <td>2014-2015</td> </tr> <tr> <td>3.</td> <td>1910010</td> <td>P.B.B.Sc(N)</td> <td>60 (Sixty)</td> <td>2014-2015</td> </tr> </tbody> </table>			S. No.	Code	Programmes	Seats	Year	1.	1903065	B.Sc(N)	50 (Fifty)	2014-2015	2.	1904021	M.Sc(N)	20 (Twenty) CHN-5, Med Surg-5, Psy-10	2014-2015	3.	1910010	P.B.B.Sc(N)	60 (Sixty)	2014-2015
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3.	1910010	P.B.B.Sc(N)	60 (Sixty)	2014-2015																		
<p style="text-align: center;"><u>The following deficiencies have been found and compliance thereof:-</u></p> <ol style="list-style-type: none"> 1. Teacher student ratio of 1:10 shall always be maintained against sanctioned seats. The college should appoint minimum one more M.Sc(N)/B.Sc (N) qualified teachers under intimation to INC within four weeks of the issue of this letter. 2. Details of teaching faculty submitted on-line are 14 whereas in renewal/validity application form details are submitted for 15. Submit clarification on teaching faculty actually employed, as the lists submitted are not matching with the uploaded numbers. 3. Institution has not established Pre clinical/ Anatomy Lab compliance to be submitted within three months of the receipt of this letter. <p>In case the information furnished by you is false or misleading then in that event the INC, has a right to withdraw the permission for the above said, academic years outrightly any time and further action as deem fit would be taken against the institution for the above said programme.</p>																						
<p>Website : www.indiannursingcouncil.org E-mail secy2010@indiannursingcouncil.org Phone : 011-23235619, 23235570, 23233762, 23233763, 23233764 Fax: 011-23236140</p>																						

<p style="text-align: center;">भारतीय नर्सिंग परिषद् संयुक्त परिषद् भवन, कोटला रोड, टेम्पल लेन, नई दिल्ली - 110002</p>		<p style="text-align: center;">INDIAN NURSING COUNCIL COMBINED COUNCIL BUILDING, KOTLA ROAD, TEMPLE LANE, NEW DELHI - 110002</p>
<p>नर्सिंग शिक्षा के समान स्तर को प्राप्त करने का प्रयास <i>Striving to achieve uniform standards of Nursing Education</i></p>		
<p>However, the institution will be inspected in near future. If the institution is found unsuitable during the next inspection, INC will not be responsible for the career prospects of the students of this batch admitted.</p>		
		<p>Yours faithfully <i>Sanu</i> SECRETARY</p>
<p><u>F.No.18-19/3841-INC</u></p>		<p>Dated: _____</p>
<p><u>Copy forwarded for information & necessary action to:</u></p>		
<ol style="list-style-type: none"> 1. The Registrar, Maharashtra Nursing Council, ESIS Hospital Compound, Nurses Hostel, 2nd Floor, Mumbai-400080, Maharashtra 2. The Registrar, Maharashtra University of health Science, Mhasrul, Dindori Road, Nashik-422004, Maharashtra. 		
		<p><i>sd/r</i> SECRETARY</p>
<p>Website : www.indiannursingcouncil.org E-mail secy2010@indiannursingcouncil.org Phone : 011-23235619, 23235570, 23233762, 23233763, 23233764 Fax: 011-23236140</p>		



All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-india.org

F.No. Western/1-2451257090/2015/EOA.

Date: 07-Apr-2015

To,
The Secretary,
Tech. & Higher Education Deptt.
Govt. of Maharashtra, Mantralaya,
Annexe Building, Mumbai-400032

Sub: Extension of approval for the academic year 2015-16

Ref: Application of the institution for Extension of approval for the academic year 2015-16

Sir/Madam,

In terms of the provisions under the All India Council for Technical Education (Grant of Approvals for Technical Institutions) Regulations 2012 notified by the Council vide notification number F.No.37-3/Legal/2012 dated 27/09/2012 and norms standards, procedures and conditions prescribed by the Council from time to time, I am directed to convey the approval to

Regional Office	Western	Application Id	1-2451257090
		Permanent Id	1-10306294
Name of the Institute	SYMBIOSIS INSTITUTE OF TECHNOLOGY	Institute Address	SYMBIOSIS KNOWLEDGE VILLAGE PROJECT, TAL. NULSHI, VILLAGE LAVALE/NANDE, DIST. PUNE-411042, PUNE, PUNE, Maharashtra, 412115
Name of the Society/Trust	SYMBIOSIS SOCIETY	Society/Trust Address	SYMBIOSIS SOCIETY, SENAPATI BAPAT ROAD, PUNE,PUNE,PUNE,Maharashtra,411004
Institute Type	Deemed University/Private)		

Opted for change from Women to Co-ed	No	Opted for change of name	No	Opted for change of site	No
Change from Women to Co-ed approved	Not Applicable	Change of name Approved	Not Applicable	Change of site Approved	Not Applicable

To conduct following courses with the intake indicated below for the academic year 2015-16

Application Number: 1-2451257090*

Page 1 of 4

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Letter Printed On:11 April 2015

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All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandrasekhar Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

Application Id: 1-2451257090			Course	Project Time	Affiliating Body	Intake 2014-15	Intake Approved for 15-16	NET Approval status	AICTE Approval status	Foreign Collaboration Approval status
Program	Shift	Level								
ENGINEERING AND TECHNOLOGY	1st Shift	POST GRADUATE	COMPUTER AIDED DESIGN AND MANUFACTURE	FULL TIME	SYMBIOSIS International University, Pune	18	18	NA	NA	NA
ENGINEERING AND TECHNOLOGY	1st Shift	POST GRADUATE	COMPUTER SCIENCE AND ENGINEERING	FULL TIME	SYMBIOSIS International University, Pune	24	24	NA	NA	NA
ENGINEERING AND TECHNOLOGY	1st Shift	POST GRADUATE	ELECTRONICS & TELE-COMMUNICATION ENGINEERING	FULL TIME	SYMBIOSIS International University, Pune	18	18	NA	NA	NA
ENGINEERING AND TECHNOLOGY	1st Shift	POST GRADUATE	GEONFORMATIC S AND SURVEYING TECHNOLOGY	FULL TIME	SYMBIOSIS International University, Pune	18	18	NA	NA	NA
ENGINEERING AND TECHNOLOGY	1st Shift	UNDER GRADUATE	CIVIL ENGINEERING	FULL TIME	SYMBIOSIS International University, Pune	60	60	Yes	NA	NA
ENGINEERING AND TECHNOLOGY	1st Shift	UNDER GRADUATE	COMPUTER SCIENCE AND ENGINEERING	FULL TIME	SYMBIOSIS International University, Pune	60	60	Yes	NA	NA
ENGINEERING AND TECHNOLOGY	1st Shift	UNDER GRADUATE	ELECTRONICS & TELE-COMMUNICATION ENGINEERING	FULL TIME	SYMBIOSIS International University, Pune	120	120	Yes	NA	NA
ENGINEERING AND TECHNOLOGY	1st Shift	UNDER GRADUATE	INFORMATION TECHNOLOGY	FULL TIME	SYMBIOSIS International University, Pune	60	60	Yes	NA	NA

Application Number: 1-2451257090*

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7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-india.org

Application Id: 1-245125/090			Course	Full/Part Time	Affiliating Body	Intake 2014-15	Intake Approved for 15-16	NRI Approval status	PIO Approval status	Foreign Collaboration Approval status
Program	Shift	Level								
ENGINEERING AND TECHNOLOGY	1st Shift	UNDER GRADUATE	MECHANICAL ENGINEERING	FULL TIME	SYMBIOSIS International University, Pune	120	120	Yes	NA	NA

Note: Validity of the course details may be verified at [www.aicte-india.org>departments>approvals](http://www.aicte-india.org/departments/approvals)

The above mentioned approval is subject to the condition that SYMBIOSIS INSTITUTE OF TECHNOLOGY shall follow and adhere to the Regulations, guidelines and directions issued by AICTE from time to time and the undertaking / affidavit given by the institution along with the application submitted by the institution on portal.

In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation:- Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 37-3/Legal/AICTE/2009 dated July 1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

Dr. Avinash S Pant
Actg Chairman, AICTE

Copy to:

- The Regional Officer,**
All India Council for Technical Education
Industrial Assurance Building
2nd Floor, Nariman Road
Mumbai - 400 020, Maharashtra
- The Director Of Technical Education,**
Maharashtra
- The Registrar,**
SYMBIOSIS International University, Pune

Application Number: 1-2451257090*

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7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-india.org

4. **The Principal / Director,**
SYMBIOSIS INSTITUTE OF TECHNOLOGY
SYMBIOSIS KNOWLEDGE VILLAGE PROJECT ,TAL MULSHI ,VILLAGE LAVALE/NANDE , DIST .PUNE-411042,
PUNE,PUNE,
Maharashtra,412115
5. **The Secretary / Chairman,**
SYMBIOSIS SOCIETY
SYMBIOSIS SOCIETY , SENAPATI BAPAT ROAD, PUNE,
PUNE,PUNE,
Maharashtra,411004
6. **Guard File(AICTE)**

Application Number: 1-2451257090*

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Criterion wise
Evaluative
Report



Criterion I

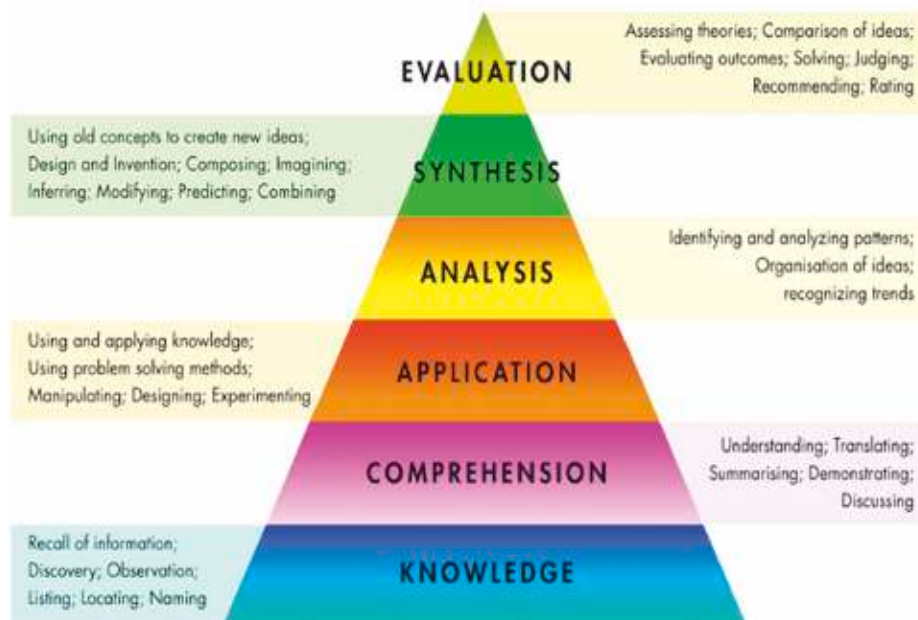
Curricular Aspects

Criterion I : Curricular Aspects

Sr. no.	Parameter	2009	2015
1	No. of Programmes	50	81
	PhD	1	1
	PG Degree	13	28
	UG Degree	7	21
	PG Diploma	15	18
	Diploma	14	13
2	Pattern of programmes	47 - Semester, 3 - Annual	70 - Semester 11 - Annual
3	New programmes in emerging / niche areas	Introduced up to 2009 -Computers, Telecom, Operations, IT, Geo-Informatics, Design, IB, Media and Communication and Health Science	Introduced from 2009-15 : Innovation and Entrepreneurship Mgt., Nutrition and Dietetics, Liberal Arts, Energy and Environment Mgt., Infrastructure Mgt., Medical Technology, Photography.
4	Skill development programmes	NIL	Skill development programmes affiliated to the Health Skills Sector Council an initiative of NSDC, GoI. Programmes in Banking and Financial skills, English language and Computer skills .
5	Choice based credit system	75% of the programmes	PG level - 95%. UG level - 83%
6	No. of Courses (Subjects offered)	1994	3098
7	International collaborations	13 MoUs	53 MoUs
8	Some new initiatives in curricular aspects		Clear articulation of graduate attributes
			Bloomberg Terminals , CISCO Lab
			Pre-induction programme for MBA with modules from Harvard Business Publishing
			Unified use of ICT in academic administration
			Faculty mentorship
			Joint certification with ACCA, BSE, etc.
			Master Catalogue with all courses in 7 Faculty Catalogues available to all institutes
			All courses with learning objectives as per Bloom's Taxonomy

- Most of the new programmes are in areas that address the needs of the nation e.g. M.Sc. (Medical Technology), B.A./B.Sc. (Liberal Arts), B.A. (Visual Arts and Photography). The MSc(Nursing) programme, approved by Indian Nursing Council, caters to a national need to provide well trained professionals to the healthcare sector.
- Another feature added since 2009 is that almost all academic processes such as examination administration and results generation, tracking applications for admissions are now fully computerised; this improves accuracy and transparency and enables better analysis. In addition, other IT based processes for selecting courses from the Master Catalogue, getting student feedback, etc. are being used at many institutes of SIU.

BLOOMS TAXONOMY



Criterion I: Curricular Aspects

1.1 Curriculum Design and Development

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

The vision of the university is:

- Promoting international understanding through quality education

The mission statements of the university are:

- to inculcate the 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 the community
- to instill sensitivity amongst the youth towards the community and environment
- to produce thought provoking leaders for the society

With a vision to promote international understanding through quality education, the university recognises the importance of holistic development of a student for success in life. This philosophy is central to all programmes and drives several activities beyond academics, such as community development, global immersion, wellness promotion, internships and projects.

The vision and mission is reflected in the academic programmes, administrative processes and policies adopted by the university. The curriculum and pedagogy is designed to stimulate intellectual discussion and independent thinking, thus ensuring that new knowledge is generated and disseminated.

The university offers undergraduate, postgraduate and Ph.D. programmes under the seven Faculties of Law, Management, Computer Studies, Health & Biomedical Sciences, Media, Communication & Design, Humanities & Social Sciences and Engineering. These programmes are offered at the university's campuses at Pune, Nashik, NOIDA, Bengaluru and Hyderabad catering to the varied needs of national and international students. With a growing number of aspirants and a robust '*selected:applicants*' ratio, the quality of students admitted has been consistently good. The academic rigour of the programmes ensures a sound education leading to excellent placements. The university is therefore the preferred destination for all who aspire to excel.

The variety of programmes offered ensures that students graduating from the university will have -

1. acquired the necessary knowledge and skill sets that will make them competent professionals in the competitive global work environment

2. acquired the ability to conduct research, and *learned the art of learning* continuously so that they are able to cope with personal and professional changes and developments
3. understood their role as citizens and their responsibility to the community and the environment

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

The design and development of the curriculum is done in a scientific manner with inputs and feedback from domain specialists from industry, academia, alumni and students. The university process relating to design of curriculum was reviewed and revised in 2013 to bring about better coordination between institutes/departments under each Faculty.

Earlier the Board of Studies (BoS) appointed for each institute / department was responsible to draft, review and modify the curriculum. In addition to senior faculty members, domain/industry experts were invited to be members of the BoS. The suggestions made by the members were noted down. After deliberations and discussions, the BoS recommendations were placed before the Academic Council for revising the curriculum for the next academic year.

From 2013 onwards, the university revised the process of curriculum development. In place of an institute based BoS, the university introduced a Faculty based BoS. **Each of the seven Faculties now has a BoS which has further sub-committees for various specializations.** Senior members of the teaching staff of a particular specialization along with experts come together as a committee to debate and decide over the array of courses that they would like the Faculty Catalogue to have.

Procedure for the introduction of a new course presently is -

1. A faculty member who wishes to introduce a new course / modify an existing course based on feedback from subject experts / alumni / industry is required to submit the same to the Dean of the Faculty through the Director of the institute/department.
2. The Dean of the Faculty collates all such requests and convenes the Board of Studies (BoS) subcommittee meetings (which are based on the specializations / disciplines in each Faculty). This committee comprises external subject experts drawn from various institutions and senior faculty members from the university. The BoS subcommittee evaluates the proposal based on the content, the level of the course (defined on the basis of Bloom's Taxonomy), the credits assigned, the references and other material recommended, etc. The committee evaluates each proposal and their final recommendations are sent to the BoS.
3. As per the university rules, the BoS of each Faculty is required to review these modifications / inclusions / exclusions to the Faculty Catalogue and recommend to the Academic Council.
4. Once the Academic Council approves a course, it is added to the Master Catalogue using a coding system developed by the university, which indicates the Faculty, the specialisation, the course number and the version.
5. Once the course becomes a part of the Master Catalogue, the institute/department creates a programme structure by choosing appropriate courses from this approved Master Catalogue. While doing so, the committee at the institute/department level ensures

that the objectives of the academic programme are met. **Three key factors are kept in mind: business environment and its challenges, inputs from the corporate world and the curriculum of foreign universities with whom the institute has interactions/exchange programmes.**

Procedure for introduction of a new programme:

In case an institute/department wishes to offer a new programme, it must submit a proposal to the Board of University Development (BUD) for approval. **After debate and discussion on the need, content and viability of the programme, the BUD forwards the new programme** to the Academic Council who then recommends the programme to the Board of Management for final approval.

The systematic process of curriculum design and development has resulted in many institutions **receiving awards for the best curriculum** which are mentioned below:

Table 1.1.2

Institute / Department	Details of Awards
SIBM- Pune	Business School Award for 'Best Academic Input (Syllabus) in Marketing'.
SIIB	Dewang Mehta Award for 'Best Syllabus in International Business'. 'B-School with Industry Related Curriculum' by Star/ABP/ET Now/Lokmat, DNA
SLS-P	Gold Star recognition by Bar Council of India
SCIT	Business School Award for 'Best Academic Input (Syllabus) in IT' 'Outstanding Use of New Technology and/or Delivery System' by Global E-learning and Star News
SCMHRD	Dewang Mehta Award for 'Best Institute with Excellence in Curriculum in HR' for the 8 th consecutive year.
SIMC-P	'B-School with Industry-related Curriculum in Communication Management' by ABP News, Amar Ujala Dewang Mehta Award for 'Best Advertising Syllabus'.
SIOM	Award for 'Best Curriculum in Operations Management'. 'Best B-School with Industry Related Curriculum in Operations Management' by the ABP News, Dainik Bhaskar, ETNOW

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

***Employability * Innovation * Research**

Employability: Curriculum design and development goes through several stages and is guided by the desired outcome of employability. Feedback from industry and alumni is considered while designing and developing curriculum. Stakeholders from industry and alumni are

represented on the statutory bodies like the BoS and Academic Council. The curriculum development process emphasizes application/practical orientation, in addition to soft skill development and communication skills, interpersonal skills and etiquette which give an additional boost to employability.

As a result, Symbiosis has always been ahead of the curve and has been the pioneer in starting programmes where there was a new **felt need in society, such as Agribusiness Management, Telecom Management, Energy and Environment Management, Infrastructure Management, Medical Technology and Geoinformatics**. The university takes pride in taking special effort in structuring programmes to make them more specialized, relevant and career oriented.

This has resulted in consistently recording almost 100% placements at the post graduate level.

Innovation: Starting innovative programmes and introducing innovative methods has been the key to the success of Symbiosis. An excellent example is the setting up of the Symbiosis School for Liberal Arts (SSLA), an institution that has adapted **the liberal arts model to suit the Indian mindset**. SSLA has united the open, interdisciplinary and multidisciplinary liberal arts ideology with the traditionally accepted specialization of undergraduate programmes offered elsewhere, to enrich the conventional education. It is therefore possible for students to opt for a combination like Mathematics and Music, or Biology and Computer Studies.

Another example of innovation can be seen at the Symbiosis Institute of Business Management, Pune where the institution pioneered the introduction of an **M.B.A. in Innovation and Entrepreneurship and a Diploma in Innovation and Corporate Entrepreneurship**. As the world struggles to cope with increasing competitive pressures, innovation is the key to success and training students in design thinking and generating innovative business solutions across domains is socially desirable.

In the **Law programmes** offered at the university, the curriculum is innovative and goes beyond the traditional content such as regulations and case laws. It draws on liberal arts, scientific development, best practices of national and international peers, interdisciplinary knowledge, ethics and values as well as emerging social, economic and political scenario. This has resulted in the **Symbiosis Law School, Pune being ranked consistently among the top five in the country**.

Research: Research based learning is at the core of the programme structures of the university. In order to enhance and develop domain depth, projects and assignments with **extensive research references are a part of the syllabus**. Research Methodology is a compulsory course for most PG/UG programmes. All PG/UG students are encouraged to undertake research, individually or in groups, with the complexity of the research components increasing across semesters. Faculty engaged in research projects also engage students in the design of questionnaires, surveys and the use of quantitative tools. This provides an active learning environment where classroom learning and theory is put to practice. Students are encouraged to publish research papers, along with faculty members and individually, thus developing respect for academic work. Students are guided by the **anti-plagiarism policy** of the university and

academic integrity is respected. Student projects are scanned by software such as Turnitin and students understand the importance of correct citation and originality. **Students who graduate from the university are thus at ease with research techniques which help them in their workplace.**

Some of the activities promoting employability, innovation and research in curriculum design and development are given below:

Table 1.1.3

<p>Activities promoting employability:</p> <p>Developing the ability to apply previously and newly acquired knowledge and experience of real life issues in a range of contexts.</p> <p>Developing knowledge at an advanced level for a specific subject domain</p> <p>Developing interpersonal and group working skills</p>	<ul style="list-style-type: none"> · Use of laboratory for experiential learning: CISCO data network simulations, IBM analytics lab (BWSIM-Telecom Network Simulations) at SITM · Incorporation of skill related components: communication skills, computer applications, foreign languages, moots, clinical courses at SLS · Joint certificate programme with recognized agencies: Association of Certified Chartered Accountants (ACCA), Bombay Stock Exchange BSE and NEN at SCMS-Pune. · Proficiency in software: SPSS, Excel, SAP, Minitab and databases like Prowess for students of Economics and Business · Co-curricular and extracurricular activities: club activities such as Model United Nations. · Group assignments and community development projects
<p>Innovative practices/ initiatives: in teaching – learning to develop critical thinking and to enhance practical orientation.</p>	<ul style="list-style-type: none"> · Pedagogy such as case based discussions at the undergraduate level, engaging in live projects illustrate an integrative approach to learning · Several management institutes offer integrative courses in the form of Business Simulations: Capstone, Finnacl, FLIP · A financial inclusion and awareness project in nearby villages by the students of SSBF · Sharing of syllabus, lecture plan, notes, assignments and evaluations through MOODLE at SICSR and software such as <i>Curiosity</i> at SSLA, SSE, SCMS-Pune and SLS-N · A unique specialization offered in the LL.M. programme of IP Innovation and Technology at SLS, Pune · Disability Film Festivals with Max Mueller Bhavan, Kolkata at the undergraduate level in Media at SCMC · Lakshya, a 24 hour s sketching and drawing event on 8 different topics at SID · Providing a conducive environment, including incubation for entrepreneurship development, entrepreneurship summit at SIMS and SIBM-P · Involving undergraduate students of SCMS, Pune in faculty led consultancy projects at Phoenix Mecano, Indiacom, Bajaj Electricals, and Kinetic Hyundai Elevators · Involvement of organisations like NCDEX in delivery of specialized courses at SIIB
<p>Inculcating Research skills</p>	<ul style="list-style-type: none"> · Research and data mining courses as part of curriculum: Research Methodology, Business Analytics and Business Intelligence at most of the B- Schools · 'Catch the Raindrop'- Rainwater harvesting feasibility study by SCMS Pune · Software Development and Research Cell (SDRC) at SICSR. · Students and faculty of SITM publish an Annual Telecom Forecast – 'Prevision'.

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

The UGC model curriculum and other guidelines of regulatory bodies, including AICTE, Indian Nursing Council, Bar Council of India, etc. are used as the basis for the respective programmes of the university. The guidelines of UGC with regard to the Choice Based Credit System (CBCS) have already been implemented at the university for several programmes. The Semester and CGPA systems recommended by UGC now, had been adopted by the university since 2007.

The pioneering efforts of the Symbiosis management schools in particular to start niche programmes (M.B.A.-International Business, M.B.A.-Agribusiness Management, M.B.A.-Infrastructure Management, M.B.A.-Energy and Environment, M.B.A.-Telecom Management) have been emulated by many institutions across the country. Symbiosis Law School, Pune was amongst the first to introduce the integrated 5 year B.A.LL.B. and B.B.A.LL.B. programmes.

The concept of 'Floating Credits Programme' (FCP) is a unique initiative introduced at the university that provides great flexibility to undergraduate students to choose from a combination of skill based or liberal arts based courses, or to plan a semester overseas.

In the age of science/technology dominated programmes, Symbiosis by pioneering the multi/ interdisciplinary liberal arts education in India has opened opportunities for Indian students to study within the country itself.

Other pioneering efforts are the introduction of degree programmes in Photography and Geoinformatics. Also the introduction of the diploma programme in Emergency Medical Services has earned national and international accolades, resulting in every zonal centre and ambulance of the Maharashtra Emergency Medical Services (MEMS) project of the Government of Maharashtra being manned by a Symbiosis trained personnel.

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

The university facilitates interaction with industry personnel, research bodies and civil society at the institutional levels, with a view to creating new courses and making changes to the curriculum based on industry feedback. The interactions with industry and civil society has helped the university in high employability outcome, better demand ratio, sensitivity amongst students towards society and brand building for the university.

A few representative details of such interaction and its impact and benefits are detailed here:

Table 1.1.5

Institute	Interaction for curriculum revision	Benefits through interactions
SSLA	Interaction with international faculty from DePaul University, USA	Introduction of Peace and Conflict Studies as a minor specialization as also major specializations in Anthropology and International Relations
	Interaction with Parents	The Wellness Management elective is offered to students who need guidance with personal care. Provisions have also been made for a course on Sports and Health under the FCP in the curriculum
SLS-P	Feedback from NGO, law firms, professional consultants, judges and lawyers, research organizations, international scholars in residence and international visiting faculty.	Development of Gender Sexuality and Human Rights Diploma programme, addition of service learning, field visit as assessment components; specialization focus in Law undergraduate programmes, appreciation of evidence in Criminology and Penology, certificate programmes, new diploma programmes, quality content in many courses - evidence and other procedural laws, crash courses leading to curriculum development such as Nuclear Law
SCIT	Annual NGO summit	Industry and NGO participation in delivery of the courses of Globalization and Business Ethics

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

Not applicable; the university being a deemed university is a unitary university and does not have the power to affiliate.

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

Not applicable; the university being a deemed university is a unitary university and does not have the power to affiliate.

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following-

* Programmes taught on campus : 81 programmes

Table 1.2.1

Sr No	Name of the Programme	Name of the Faculty
PG		
1	Master of Laws	Law
2	Master of Business Administration	Management
3	Master of Business Administration (Innovation and Entrepreneurship)	Management
4	Master of Business Administration (International Business)	Management
5	Master of Business Administration (Agri Business)	Management
6	Master of Business Administration (Energy and Environment)	Management
7	Master of Business Administration (Infrastructure Management)	Management
8	Master of Business Administration (Operations Management)	Management
9	Master of Business Administration (Banking and Finance)	Management
10	Master of Business Administration (Telecom Management)	Management
11	Master of Business Administration (Information Technology)	Computer Studies
12	Master of Science (Computer Applications)	Computer Studies
13	Master of Business Administration (Information Technology Business Management)	Computer Studies
14	Master of Business Administration (Hospital and Healthcare Management)	Health and Biomedical Sciences
15	Master of Science (Medical Technology)	Health and Biomedical Sciences

16	Master of Science (Nursing)	Health and Biomedical Sciences
17	Master of Science (Biotechnology)	Health and Biomedical Sciences
18	Master of Science (Nutrition & Dietetics)	Health and Biomedical Sciences
19	Master of Arts (Mass Communication)	Media, Communication and Design
20	Master of Business Administration (Communication Management)	Media, Communication and Design
21	Master of Science (Economics)	Humanities and Social Sciences
22	Master of Technology (Computer Aided Design and Manufacture)	Engineering
23	Master of Technology (Electronics and Telecommunication Engineering)	Engineering
24	Master of Technology (Computer Science Engineering)	Engineering
25	Master of Science (Geoinformatics)	Engineering
PG-PART TIME		
26	Master of Business Administration (Executive)	Management
27	Master of Business Administration (Executive) Telecom Management	Management
28	Master of Business Administration (Executive) Information Technology	Computer Studies
UG		
29	Bachelor of Laws	Law
30	Bachelor of Arts and Bachelor of Laws (Honours)	Law
31	Bachelor of Business Administration and Bachelor of Laws (Honours)	Law
32	Bachelor of Arts and Bachelor of Laws	Law
33	Bachelor of Business Administration and Bachelor of Laws	Law
34	Bachelor of Business Administration	Management
35	Bachelor of Computer Applications	Computer Studies

36	Bachelor of Business Administration (Information Technology)	Computer Studies
37	Bachelor of Science (Medical Technology)	Health and Biomedical Sciences
38	Bachelor of Science (Nursing)	Health and Biomedical Sciences
39	Post Basic Bachelor of Science (Nursing)	Health and Biomedical Sciences
40	Bachelor of Design	Media, Communication and Design
41	Bachelor of Arts (Mass Communication)	Media, Communication and Design
42	Bachelor of Arts (Visual Arts and Photography)	Media, Communication and Design
43	Bachelor of Science (Economics) Honours	Humanities and Social Sciences
44	Bachelor of Science / Bachelor of Arts (Liberal Arts)	Humanities and Social Sciences
45	Bachelor of Technology (Civil Engineering)	Engineering
46	Bachelor of Technology (Computer Science & Engineering)	Engineering
47	Bachelor of Technology (Electronic & Telecommunication)	Engineering
48	Bachelor of Technology (Information Technology)	Engineering
49	Bachelor of Technology (Mechanical Engineering)	Engineering
OTHERS		
50	Doctor of Philosophy	All Faculties

In addition to the degree programmes mentioned above, the university also offers 13 diploma and 18 PG diploma programmes.

*** Overseas programmes offered on campus**

The university does not offer any overseas programmes.

*** Programme available for colleges to choose from.**

Not applicable, as SIU is a unitary university and does not have any affiliated colleges.

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

a. **Core / Elective options**

The Master Catalogue has a list of 3098 courses, across all seven Faculties. Each institute/department selects core courses and electives based on the requirement of their programme. Students have the option to choose specializations and electives which enhances academic flexibility. Some institutes offer a cafeteria approach, while others adopt a deep-dive into the specialization.

b. **Enrichment courses**

Several enrichment courses like Audio-Visual Communication, Business Review and Analysis, Business Ethics and Corporate Governance, Career Guidance, Communication Skills, Contemporary India and the World, Performing Arts, Liberal Arts, Leadership, Soft Skills and Culture & Communication are offered across institutes/departments. SCIT and SITM have Tech Talks under TEDx license. SIMS has a 360 degree series programme. SICSR conducts Asia's biggest open source event 'GNUNIFY'. Workshop on 'Laboratory animal welfare and ethics' and Indo-UK workshop on 'The insider threat to radiological security: Knowledge Proliferation and Radiological Security' is conducted at SSBS.

c. **Courses offered in modular form**

All courses at Symbiosis Institute of Design are offered in a modular format.

d. **Credit accumulation and transfer facility**

Credit accumulation: Students of the undergraduate programmes are required to accumulate 12 credits (out of a minimum of 150/200 credits) from various options given to them and outlined in the university's Floating Credits Programme Policy. The policy outlines **the options of opting for these credits from inter-institute courses, Global Immersion Programme, liberal arts courses and service learning.**

The concept of *Inter-institute credits* leverages the multidisciplinary nature of the university to turn it into a unique advantage. As a result of this, a student of Design may seek credits from a Media & Communication course, such as Fashion Journalism, Culture Studies or Film Appreciation, while a student of Engineering may choose to study Photography.

The *Global Immersion Programme* is a unique initiative of the Symbiosis Centre for International Education (SCIE) which is the international office of the university. With a view to encourage international exposure and intercultural sensitivity, an integral part of the ethos at Symbiosis, **the university has forged 53 collaborations with universities across the globe.** Undergraduate students are given the choice to spend a semester abroad at any of these universities to interact with students from multiple cultures and learn from different pedagogies.

The *Liberal Arts* option again stems from a strong conviction that education at the UG level should be broad-based and should **encourage learning across boundaries of traditional subjects.** Having an institute dedicated to liberal arts provides the basis for offering a range of courses across disciplines including Biology, Mathematics, Philosophy, Women and Gender Studies, Peace and Conflict Studies, Film Studies, etc.

The *Service Learning* component which is a part of the **Symbiosis**

Community Outreach Programme and Extension (SCOPE) activities, stems from an abiding interest in connecting with the community around us and serving the less privileged sections of society in a meaningful manner. Projects in service learning relate to health, education, etc.

Credit Transfer facility: Students who participate in the Symbiosis Summer School programme may transfer credits to any Symbiosis institute/department they may join in the future. For undergraduate and postgraduate programmes, **the facility of credit transfer from foreign universities is available.** Details of students having transferred their credits from other universities/programmes are given here.

Credit accumulation and transfer facility

Table 1.2.2

Global Immersion Programme: -Semester Abroad/ Exchange -Internship -Summer School	Students from institutes/departments
Berlin School of Economics and Law, Germany	SCMS P, SIBM-P, SCMS-N, SIIB, SIBM-P, SLS-N, SIMS, SIT, SITM, SSE, SLS-P
Nanyang Technological University, Singapore	SCMS-P, SIT, SSLA, SCMC, SICSR
Ontario Universities International, Canada	SCMS-P, SIT, SSLA, SICSR, SID
Universite Paris- Dauphine, France	SCMS-P, SIBM-P, SSLA
Deakin University, Australia	SCMS-P
ESSEC Business School, France	SCMS-P
Technische Hochschule Nuremberg Georg Simon Ohm, Germany	SCMS-P
Hochschule Bremen University of Applied Sciences, Germany	SCMS-P, SIOM, SIIB, SIMS, SSE
RMIT University, Australia	SCMS-P
ISEG- Lisbon School of Economics & Management- Universidade De Lisboa, Portugal	SCMS-P
University College Cork, Ireland	SCMS-P
IESEG School of Management, Paris, France	SCMS-P
DePaul University, USA	SCMS-P
Maastricht University, The Netherlands	SCMHRD
Munich University of Applied Sciences, Germany	SCMHRD, SIOM
London School of Economics, UK	SCMHRD, SCMS-N, SSE
Telecom Ecole de Management, France	SCMHRD, SIIB, SITM, SCIT
Flensburg University of Applied Sciences, Germany	SIIB
Sheffield Hallam University, UK	SIIB
Hochschule Reutlingen, Germany	SIIB
Leeds Beckett University, (Formerly- Leeds Metropolitan University), UK	SIMS

Global Immersion Programme: -Semester Abroad/Exchange -Internship -Summer School	Students from institutes/departments
Northumbria University Newcastle, UK	SLS-N
Leibniz Universitat Hannover, Germany	SLS-P, SSE, SSLA
Ostfalia University of Applied Sciences, Germany	SLS-P
Technische Hochschule Ingolstadt, Germany	SIT
Indiana University- Purdue University, USA	SIT
Ritsumeikan University, Japan	SCIT
International Horizons College, Dubai	SSLA
DHBW Ravensburg, Germany	SSE, SCMS-P

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

At SSLA, students are encouraged to choose courses across different disciplines and levels; however, there is no vertical mobility across programmes

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

Yes. The Symbiosis Centre for International Education (SCIE) is the central office to promote internationalization at the university. SCIE provides orientation, support and conducts cultural activities for international students with an aim to create a 'Home away from Home'. It also facilitates student and faculty mobility to promote ideas of global citizenship, intercultural appreciation and mutual understanding in a rapidly changing world.

- ***Strategies for International Promotions***

International promotional efforts include strengthening relations with international students on campus, working collaboratively with embassies and consulates, participating in education fairs and shows, increasing online publicity, increasing admission opportunities in foreign countries, and deepening relationships with universities in foreign countries.

SCIE has participated in various education fairs and exhibitions in Sri Lanka, Oman, Nigeria, Kenya, Tanzania, Rwanda, and Burundi. It also regularly participates in GETEX, an exhibition organised by the Ministry of Higher Education and Scientific Research in Dubai, UAE and is associated with education promotion organizations like Ontario Maharashtra Goa (OMG).

- ***International Initiatives and Collaborations***

The university has partnered with international universities in France, Germany, UK, USA, Canada, Japan, Singapore, Australia, and New Zealand to promote various forms of academic collaborations. Some of these programmes include:

Study India Programme: SCIE offers a two to four week customized programme to international students providing an unparalleled opportunity to experience a combination of academics with diverse Indian cultural activities. The university has also tied up with the Ministry of Overseas Indian Affairs (MOIA) Government of India to conduct the Study India Programme for youth from the Indian diaspora.

Semester Exchange Programme: Students get an opportunity to study abroad on a reciprocal basis, for a semester with international partners.

Summer /Winter Schools: The university organises a residential 3 week summer school every May at the Lavale campus which attracts students from the country and outside. Additionally, collaborations with foreign universities like Deakin University, Australia have resulted in domain specific winter schools.

Internships: Internships are also offered to foreign students for four to six weeks, at the university campus. This gives the students an opportunity to understand the Indian work culture and inter- cultural communication.

Faculty Programmes: Includes Scholar-In-Residence, Distinguished Visiting Professor and Faculty Exchange. Over the last five years more than 25 scholars visited the university for an extended period.

- ***Signing of Memoranda of Understanding (MOU) with foreign institutions***

The university has signed MOUs for academic exchanges and collaborations with 53 universities. The Credit Equivalence Policy is duly followed to facilitate credit transfers to the collaborating university. The university also undertakes many initiatives to avail of the opportunities that allow higher education institutions to partner with institutions and enterprises in the public sector. A representative example is the university's partnership with Educational Consultants India Limited (EdCIL) to increase enrolment of international students. A total of fifty-five international students were admitted as a result of this fruitful collaboration since 2014.

- ***International Student Admissions & Student Events***

SIU earmarks 15% of the total intake, over and above the sanctioned intake of the respective programme for international students, which include Foreign Nationals, Person of Indian Origin (PIO) Card Holders, Overseas Citizens of India (OCI) Card Holders, and Non-Resident Indians. The online admission procedure has made it accessible for students to easily apply from different parts of the world. The university has a long track record of enrolling international students from as many as 85 countries.

SCIE organizes a variety of activities where international students of the university as well as students from other institutes in Pune are able to meet on a common platform and display their various talents. As a part of enriching the students' international experience, SCIE organizes the annual Food Festival, the Flag Hoisting Ceremony, NGO visits, Blood Donation Camps, Tree Plantation, Iftar Party, Christmas Party, Diwali Party, Dance Competitions and sports activities like football,

basketball, volleyball.

SCIE is assisted by the International Students' Council, which is an elected body for the smooth functioning of the activities and events of international students.

SCIE also organizes the International Students' Convocation Ceremony, during the month of June instead of December, which fulfils a student's dream of walking down the aisle with a robe and cap.

- **International Student Scholarships**

The university offered scholarships to 26 foreign students in the spirit of positive affirmation. In addition, the university also awards joint scholarships with Indian Council of Cultural Relations (ICCR).

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

Most of the courses offered at the university are global in context, hence international students find them interesting. These courses equip them with the necessary qualities to get placed internationally as well as with multinational corporations back in their countries. Further, the programmes offer perspectives on the Indian economy / market which would also be of interest to international students. In the domain of Law, specific courses are taught with an international dimension providing the opportunity to reflect on their own national system, as is the case for courses on Comparative Constitution, Comparative Criminal Law, International Criminal Law, International Trade Law and Trade and Services in Emigration.

The success of the university has resulted in attracting international students from 85 different countries. Rwanda, Ethiopia, Bhutan and Afghanistan governments have sent their students through government funded scholarships.

The university conducts a foundation programme for international students not that fluent in English as a medium of instruction through its department, the English Language Teaching Institute of Symbiosis (ELTIS). ELTIS also conducts the initial language proficiency test for foreign students during the admission process.

A unique four month long 'Foundation Course' (Bridge Course) for international students was conducted for prospective students desirous of joining the B.B.A. and B.C.A. programmes. The programme was designed to assist them in preparatory domain knowledge, language skills and competency and enable a seamless transition into the Indian system.

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

University does not have a dual degree programme but the credit transfer articulation with foreign universities facilitates student exchange programmes.

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

The university is a self - financing deemed university and offers self - financing programmes for all UG, PG and doctoral programmes. Admissions are as per the policy laid down by the university and approved

by the Board of Management (BOM). The fee structure is as recommended by the Fee Structure Committee and duly approved by the BOM. The teacher qualifications and salary are as per the UGC (Regulations and Minimum Qualification for appointment of teachers and maintenance of standards in Higher Education) Regulation dated 30th June 2010.

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

The university does not offer distance education programmes.

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

As proposed by the University Grant Commission, the university has resolved to adopt the Choice Based Credit System (CBCS) for all programmes offered at its constituent institutes/ departments from the academic year 2016-17. Currently at the UG level, 95% of the programmes are CBCS compliant and at the PG level, 79% of the programmes follow the CBCS pattern.

As per the CBCS recommended by the UGC, the university has classified all existing courses as Core, Generic Elective, Discipline Centric Elective, Compulsory Foundation and Elective Foundation. Elective courses are a part of the programme structure in most programmes.

Previously the university had a 4 point CGPA scale. As per the CBCS recommended by UGC, a 10 point grade scale with grades denoted by letters O, A+, A, B+, B, C, P, F and AB has been implemented with effect from 2015.

Table 1.2.8

Letter Grade	Proportion	Grade Point
O (Outstanding)	Top 3%	10
A+ (Excellent)	12%	9
A (Very Good)	21%	8
B+ (Good)	28%	7
B (Above Average)	21%	6
C (Average)	12%	5
P (Pass)	Bottom 3%	4
F (Fail)		0
AB (Absent)		0

SIU is a unitary university and therefore has no affiliated colleges.

1.2.9 What percentage of programmes offered by the university follow?

*Annual system – 6%

*Semester system – 94%

*Trimester system – 0

The details given above are for the full time degree programmes

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

The university promotes interdisciplinary programmes by its structured curriculum development process which draws on need analysis from various stakeholders and the multi- disciplinary context of the university. Most of the programmes leverage the unique strength of the multiple disciplines available at the university. Providing a flavour of these multiple disciplines to students is seen as a basic requirement of the design of each programme.

- The Faculty of Management is interdisciplinary by nature. Programmes include courses in law, liberal arts, humanities and social sciences, quantitative methods and general management. This ensures that students are provided a well-rounded undergraduate and postgraduate management education.
- In each of the other Faculties, the same spirit prevails; for example, in the Faculty of Humanities and Social Sciences, at the liberal arts programme at SSLA, interdisciplinary learning is essential. Some courses offered at SSLA include Peace & Conflict Studies, Diversity Studies, Gender Studies and core courses like Understanding India, History of Man and Multicultural Worldviews. Elective courses include Comparative Religion, Calculus and Advertising and Contemporary Culture.
- The Law programme offers specializations focusing on the relation of law to other disciplines such as Business, Governance and Technology.
- The university also encourages its faculty to undertake interdisciplinary research leading to a doctoral degree.
- The following interdisciplinary programmes introduced over the years have received good response from industry and students:
M.B.A.- Infrastructure Management
M.B.A.- Hospital and Healthcare Management
M.Sc. - Biotechnology
M.Sc. - Nutrition and Dietetics
M.Sc. - Geo-informatics
LL.M. - IP Innovation and Technology (Specialization)
M.B.A. - Telecom Management
Some of these programmes were seen as unique and ‘first - of - its - kind’. These programmes were well received since the students were now trained with intensive inputs in a specific domain and hence were more readily employable.

1.3 Curriculum Enrichment

1.3.1. How often is the curriculum of the university reviewed and upgraded for

making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curriculum is **reviewed every year**. The faculty members are expected to proactively analyze the curriculum of the academic programmes vis-à-vis international standards and emerging trends, seek feedback from students/alumni, peers and experts from other renowned institutions, industry professionals, etc., and submit proposals for suitable revision of courses. This allows for swiftly incorporating many changes in terms of new contemporary courses, widening the scope of electives, adding new skill components, adding socially relevant courses providing for specialization enrichment programmes and special training workshops across UG, PG and diploma programmes. The university ensures that the graduates are contemporary in knowledge and skills, competent professionals and readily employable. This is evident from the nearly 100% placements in PG programmes every year with good packages and profiles.

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

Following inter-disciplinary programmes were introduced :

Table 1.3.2 (a)

UG Programmes	PG Programmes
Bachelor of Science/ Arts (Liberal Arts)	Master of Business Administration (Energy and Environment)
Bachelor of Arts and Bachelor of Laws (Honours)	Master of Business Administration (Banking Management)
Bachelor of Business Administration and Bachelor of Laws (Honours)	Master of Business Administration (Infrastructure Management)
	Master of Business Administration (Innovation and Entrepreneurship)
	Master of Business Administration (Executive) Telecom Management

Following programmes in emerging areas were introduced:

Table 1.3.2 (b)

UG Programmes	PG Programmes
Bachelor of Science/ Arts (Liberal Arts)	Master of Business Administration (Energy and Environment)
Bachelor of Arts (Visual Arts & Photography)	Master of Business Administration (Infrastructure Management)
	Master of Science (Medical Technology)

	Master of Business Administration (Innovation and Entrepreneurship)
	Master of Business Administration (Executive) Telecom Management
	Master of Science (Nutrition and Dietetics)
	Master of Technology (Computer Aided Design and Manufacture)

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

Revision of syllabus is a continuous process to ensure that it remains contemporary.

The university promotes curriculum revision through

- An on-going process of addition/deletion/modification or merger of topics/subjects, review of reading lists, etc. in consonance with emerging trends and international standards.
- The feedback and inputs from subject experts, peers, industry professionals, alumni, visiting faculty and others contribute to the process of curriculum enrichment at the institute / department.
- 100% of the syllabus is reviewed every year by the faculty teaching the course on the following parameters-
 - Relevance of the course to the curriculum
 - Micro Mapping - record of teaching delivery and teaching reflections,
 - Macro mapping - review the correlation between the learning objective, outcome and assessment, removing inconsistencies / overlaps and gaps including determining proper weightage after ensuring logical sequence.
- All courses were revised in August 2013 during the development of a Master Catalogue of all Faculties. These courses were incorporated in the programme structure of all programmes for academic year 2014.

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

Value added courses are offered at both the UG and PG levels. The university takes efforts to disseminate information about these courses to all students. Access is assured to all students of the university. Some of the value added courses are Integrated Disaster Management Programme, Business Simulations, Six Sigma, PeopleSoft - HRM, Technical Analysis (for management), Workshop on Security and Workshop on Forensics (for Information Technology).

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by

the National Skills Development Corporation and other agencies?

The university has consciously attempted to catalyze specific higher order skills required by the growing Indian economy. Some of the initiatives in this context include:

- SIHS has introduced four programmes in Health Skills under affiliation to the Health Sector Skill Council (HSSC), an initiative of the National Skills Development Council (NSDC), GoI.
- MBA (Infrastructure Management) has courses related to building and construction, real estate, transportation/logistics/warehousing and packaging aligned with the skill development courses enlisted under the NSDC.
- In line with the priority sectors identified by NSDC, the B.Tech. programmes in Computer Science Engineering, Electronics & Telecommunication Engineering and Mechanical Engineering at SIT include courses on IT/software, electronics hardware and automobiles respectively.
- To cater to the needs of the power sector, the MBA – Energy and Environment programme at SIIB has collaborated with the Maharashtra Electricity Regulatory Council (MERC). ICICI Bank contributed towards the M.B.A. - Agribusiness programme, for joint skill based training programmes.
- Several specializations offered at SID are in line with some topics presented in the NSDC list like Textiles and Garments (Fashion Design), Handicrafts and Handlooms (Fashion Design), Home Furnishing (Interior Space Design), Packaging (Communication Design and Fashion Communication), Content Creation and Animation (Video Film Design and Animation Film Design).

1.4 Feedback System

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

The university has a comprehensive feedback mechanism to validate the programme curriculum and delivery. At the end of each semester/term, students complete a feedback form. The university academic guidelines prescribe an indicative format. The university offers every institute/department the freedom to collect feedback as per their individual requirements.

The responses given by the students are analysed to get quality assessment for the course and overall programme. The teaching faculty also gets an opportunity to assess the effectiveness of their teaching.

Some of the institutes such as Symbiosis Centre for Management Studies, Noida (SCMS-N) and Symbiosis Institute of International Business (SIIB) have created an online portal that promotes communication with students on a range of activities on an ongoing basis. This facilitates online management of attendance systems, session plans, feedback, choice of electives, scheduling of visiting faculty, workshops, placement,

course management, fee management, time table management and making available evaluation details to students. This instantaneous feedback is highly appreciated by faculty and students and removes any possible communication gaps.

Table 1.4.1

Mechanism to obtain feedback from students regarding the curriculum	Name of institute / department	Use of Feedback
Online	SIBM-B, SCMHRD, SIT	To review curriculum
Open House	SSLA, SCMC, SCMS-N, SSE, SSMC-B	Innovation in teaching methods, faculty feedback, introduction of new courses, conducting of workshops
Feedback from alumni	SCMHRD, SSMC-B	Curriculum Revision
Feedback from students is taken in person and by email	SLS-P, SLS-N	The outcome is reviewed by a small group and incorporated wherever relevant, if substantially supported by further data
Summer Internship feedback from industries and students	Management institutes, SIHS	Improvement in curriculum

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

The university seeks feedback on the curriculum from visiting scholars and members of the advisory board. Faculty members from other institutes and industry professionals conduct the **curriculum audit** periodically.

Collaborating universities often share feedback and opinions on the programme structure with faculty. Scholars in Residence who spend 2-3 months on campus are actively involved in evaluating the curriculum.

Some specific examples of feedback on the curriculum from national and international faculty are provided in Table 1.4.2.

Table 1.4.2

Name of the institute	Name of national and international faculty from whom feedback is obtained on curriculum	Methods of obtaining feedback	Impact
SCMHRD	Eileen Peacock (Senior Vice President and Chief Officer Asia Pacific, AACSB International), Ricardo Lim (Dean, Asian Institute of Management, Philippines), D Y Golhar (Michigan University)	Workshop	Alignment / Revision of curriculum with Assurance of Learning (AOL)
SIT	Faculty from renowned institutes such as IUPUI (USA), Nanyang Technological University (Singapore)	Regular visits and guest lectures Visits by faculty of the university to universities abroad	Revision of curriculum and addition of courses on the basis of global trends and challenges
SIIB	Technical expert group	Meetings	Curriculum revision of Energy & Environment
SSBF	From international faculty (Prof. Nilanjan Sen, Associate Professor, Banking and Finance Department, NTU, Singapore)	During visits to the institute	Curriculum revision
SLS P	Gurjeet Singh , Chimni, Nelima Chandiramani and Sampat Balusu, Corporate Expert, Ms. Charlotte Skeet, Mr. Vinay Pranjapae, Mr. Sudhir Sharma, Joint Director Finance with Delhi Electricity Regulatory Commission , Advt. Sampat Bulusu	Direct interaction and by email	Curriculum revision of courses Comparative Law, Business Law, Criminal Law and Procedural Laws, Labour Law and Arbitration, Trade Law
SLS N	Interaction with international faculty such as Dr. R. Venketramani, Prof. B. B. Pande and Dr. Geeta Nain Gill	Regular visits, workshops and guest lectures	Additional courses on Legal Reasoning and interlinking and hyper linking courses, quantitative techniques
SSE	Dr. Nachne, Dr. Dhar, Dr. Sriraman, Dr. Somesh Mathur, Dr. Pradeep Apte, Dr. Pant, Dr. Avinash Dixit, Dr. Avik Chakrabarti, Dr. Nilima Gulrajani	Face to face interaction	Overall curriculum improvements
SSLA	Faculty from De Paul, USA	Through interactions during the visits	Co-creation and co-teaching of courses

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

Not applicable as the university being a deemed university is a unitary university and does not have the power to affiliate.

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

All the institutes/departments of the university are proactive in seeking feedback and taking corrective action when required. Continuous improvement in processes is the cornerstone of the success of Symbiosis.

- The scientifically designed **Outcome Metrics and Performance Indicators (OMPI)**, a quality measurement tool developed in-house by the university, permits objective measurement of outcomes. Having been internally designed, the OMPI captures the parameters that are important for the university.
- **Academic audits** are conducted to ensure the effective delivery of courses and evaluation processes.
- Quality enhancement measures such as **setting of quality standards** for each activity linked with curriculum management and delivery, assigning measurement criteria at the beginning of the year and conducting a performance audit at the end of the year is practiced at SCMHRD.

Any other information: Curriculum related Best Practices

- **SCMHRD** - is the first institute in India to be accepted by the CFA Institute University Recognition Programme. The curriculum of finance specialization has been acknowledged as being 70% compliant with the CFA curriculum.
- **SSBF, SIBM, SIIB and SCMHRD** - Providing access to 14 Bloomberg terminals (virtual trading platform database) at various locations to bridge the gap between the industry and classroom teaching/theory.
- **SID** - Learning by doing / experiential learning, one-to-one interaction between faculty and students, interdisciplinary design projects, review of students' projects by peers through design exhibitions and open jury, Annual Design Degree Show- an excellent platform for interaction with experts from the industry and academia, visits to heritage sites, culturally important destinations, art & craft trade fairs, industry and design houses. As part of Service Learning, design services were provided to NGOs addressing their specific design problems. Shilpakatha, the Craft Sustenance Initiative for the upliftment of Indian heritage crafts and master artisans, and design projects taken up by students to address specific design problems are part of the curriculum.

- **SIT** - Remedial teaching and mentorship programme creates close bonds between the young students and teachers, and helps overcome psychological pressures.
- **SITM** - Use of CISCO Lab, IBM Business Analytics Lab, simulation, certificate programmes to enhance technical capabilities and conducting of Tedx event every year helps focus on entrepreneurial aspects.
- **SCIT** - Moral Rearmament (MRA) camps, Suryashibir and Art of Living for the students with the objective of making the students morally, spiritually, physically and emotionally intelligent while they cope with their hectic schedules. The social networking practices via alumni portals, tweets and Facebook pages of the institute and various student committees help in fostering better communication among current students, alumni and faculty members.
- **SSMC B** - 15-25 day Induction Programme with addresses by an array of industry experts; connected to the film industry during the Bangalore Literature Festival, 2013 where students interacted with experts like Mr. Gulzar, Mr. Ramachandra Guha, Mr. Omprakash Mehra, Mrs. Shobha De, Mr. Prasoona Joshi, Farhan Akhtar and many known writers and poets.
Partnered BIFFES - 2012 and 13, Naad Bhed - 2013 India's first classical music reality show, Times of India-Folk Festival 14, Bangalore Marathon, IBM Blue Mix Marathon; Knowledge and Event Partners for major events such as Pinkathon, BLF, Naad-Bhed, BIFFest, Elcia Expo, etc.
- **SIMS** - A unique way of inducting new students. A bridge course, personal mentoring, career counselling, Corporate Social Responsibility and an outbound programme are all held in the first month. SIMS conducts counselling sessions regarding specializations for students of the first semester which are non-credit classes. These classes help students to clarify their doubts and select the right option. Corporate Social Responsibility is a 30 hour credit course from the academic year 2013-14 where students take up various social projects and activities with various NGOs or the corporate sector. SIMS is also an ISO 9001 : 2008 quality certified institute.
- **SLS, Pune** -The contemporary curriculum attracts international students from developed countries who transfer credits back home to their post graduate programmes in Germany, France, USA and Ireland. This demonstrates the global compatibility and comparability of SLS, Pune's curricula.
- **SIIB and SCIT** - All academic process were reviewed and rated by CRISIL in 2011 for SCIT and in 2013 and 2014 for SIIB.
- **SSP** - Conducts study tours to wildlife sanctuaries, historical cultural sites and forts to help students create portfolios that enhance employability and entrepreneurial skills.



Criterion II

Teaching -
Learning
& Evaluation

Criterion II : Teaching, Learning And Evaluation

Parameters	2009	2015
Students – Male:Female Ratio	63:37	55:45
Number of cities where PG Entrance Examination - SNAP is conducted	27 cities	30 cities (66 % students from other states)
Number of cities where UG Entrance Examination -SET is conducted	17 cities	19 cities 5 tests for 5 different domains (General, Law, Design, Engineering, Health Sciences)
Number of applicants	SNAP 2006: 96,419 SET 2007: 15,443	SNAP 2014: 95,208 SET 2015: 40,485
Demand Ratio - UG	1 out of 6 applicants	1 out of 14 applicants
Post entrance test selection process	Group Discussion + Personal Interview	Group Exercise + Personal Interview and Writing Ability Test
Admission strategies adopted to offer access to students	Strategy limited to print advertising.	Digital advertising in addition to print advertising. Some strategies include sports scholarships, foreign students scholarships, promotion for students from north eastern regions.
Pre induction online learning courseware for MBA students	Diverse content offered institute wise	Unified use of seven online modules of Harvard Business Publishing.
CII Finishing School for SC/ST students	3 batches 83 students	27 Batches 945 students
Faculty	166 faculty appointed	586 faculty appointed These faculty members are additionally supported by 115 teaching / research assistants and tutors.
% of faculty with Ph.D	12%	43%
% of faculty with M.Phil	5%	6%
% of faculty with NET/SET	8%	79%
Diversity of Faculty	132 faculty from Maharashtra 34 from other states	407 faculty from Maharashtra 261 from other states 33 from outside India
Staff - Male : Female Ratio	55:45	48:52
Faculty awarded for excellence in teaching	Nil	26
Faculty who have undergone staff development prog.in last four years	110	1250
Faculty presented papers in national and international conferences	32	249 (in 2015)

Faculty invited as resource persons : workshops/conferences	5%	23.4%
INFLIBNET/DELNET	No access	Complete access
Details of examinations No of exams and subjects season wise:	April 2007: 127 exams, 744 subjects October 2007: 140 exams, 975 subjects	April 2015: 738 exams 3089 subjects October 2014: 656 exams 2915 subjects
Placement	PG near 100%	PG near 100% . UG placements have increased significantly.
Computerised examination work	Generation of forms, printing of admit cards, Summary of courses, compilation and declaration of results, printing of statement of marks, allotment of case numbers for re-evaluation.	Pre-examination process: Software enables online application, time table generation, student/ invigilator list generation, online payment gateway etc. Examination process: Examination material management, logistics, etc. Post-examination process: Auto processing, generic result processing, certification and analysis of grades distribution
Measures initiated to improve teaching learning process	Initiated: <ul style="list-style-type: none"> • Buddy System • New format for curriculum • Research Cell • Credit based evaluation system 	Established: <ul style="list-style-type: none"> • Buddy System for foreign students • Credit Equivalency Policy • SCRI • CGPA system on a scale of 4 • Many bridge/remedial/ add on /certification courses offered • Wi-fi Campuses are 24x7 learning hubs
Best practices	<ul style="list-style-type: none"> • Transparent admission process • Declaration of GD PI shortlist on website • GD PI panel external Merit list declared on website • No capitation fee 	<ul style="list-style-type: none"> • Transparent admission process, completely online and automated. • One window, completely online admission for international students • Student Management System • MIS • Faculty Information System (FIS) • Outcome Metrics and Performance Indicators (OMPI) • Floating Credits Programme • SCOPE • Inter-institute credit transfer

Criterion II Teaching, Learning and Evaluation

2.1 Student Enrolment and Profile

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

- The admission notices and processes for the undergraduate, postgraduate and Ph.D. programmes are advertised through national, regional and local newspapers, on the university website (www.siu.edu.in), as well as the website of each institute/department.
- **International students' admissions are managed through a centralized online process** by the Symbiosis Centre for International Education (SCIE) through the website www.scie.ac.in.
- **Social media** such as Facebook, Google AdWords, Google content and webinars is also used for promoting admissions to various programmes. Apart from this, education portals like career360.com and shiksha.com are used for increasing the visibility of the programmes. Some institutes like SIBM-P, SCMHRD, SIMS and SSLA also organise public seminars and live events for publicising admission to their programmes.
- **A dedicated phone line** is made available at the university to respond to admission queries throughout the year. Admission queries are also answered by staff and admission teams through multiple modes such as face to face interactions, website queries and online chats.
- The admission details about various programmes are published in the **postgraduate and undergraduate prospectus**. Details of programmes offered, eligibility rules, regulations governing admissions to programmes, fee structure, reservation policy, scholarships available and hostel facilities are also mentioned in the prospectus.
- Technology is used extensively in the entire admission process leaving little scope for human intervention. The process of registration, declaration of merit lists and subsequent admission to institutes/departments is online which helps in maintaining a transparent process. Merit lists for admission to various programmes are prepared, approved by the Vice Chancellor and are available on institute/department websites for students to log in and view their status.
- **No capitation/donation is charged for admission to any programme at any institute of Symbiosis.**

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

Admission for Ph.D. programme

The university follows UGC 2009 guidelines for admission to the Ph.D. programme. The university notifies admission for Ph.D. in national newspapers as well as on the university website. The details related to rules and regulations for doctoral programme, online application form,

fee structure, proposed vacancies with faculty specialisation and schedule of the admission process are also displayed on the website.

Entrance test and interview: The university conducts a common Ph.D. Entrance Test (PET) for all Faculties once during the academic year, on the fourth Saturday/Sunday of June. Candidates selected on the basis of the entrance test appear for a personal interaction conducted by the Ph.D. Admission Committee. Candidates who are NET/ SET/ M.Phil. are exempt from the entrance test but are required to appear for the personal interaction.

Admission for postgraduate programmes

The Symbiosis National Aptitude (SNAP) Test conducted by the Symbiosis Test Secretariat (STS) is an all India common entrance test for all postgraduate management (M.B.A.) programmes. It is held on the third Sunday of December, at 73 centers across 30 cities.

The admission process has the following two steps:

Step 1: SNAP Registration and Test

- A candidate is required to register for the common entrance test SNAP by filling the online application form available at www.snaptest.org. A candidate is also required to apply to the programme of choice by filling up the online application form available at the respective institute/department website and SNAP website.
- On the basis of the SNAP score, chosen candidates are selected for appearing for step 2 of the admission process which is the Group Exercise, Personal Interaction and Writing Ability Test (GE-PIWAT). Every institute/department calculates its own SNAP cut off score to call candidates for the GE-PIWAT process.

Step 2: Group Exercise, Personal Interaction and Writing Ability Test (GE- PIWAT)

- Candidates selected on the basis of SNAP score appear for the group exercise, personal interaction and writing ability test at the institute/department.
- Interview panels comprising of experts from faculty, academia and industry are constituted by institutes/departments and approved by the university.
- For the final composite scores of candidates, 50% weightage is assigned to the SNAP score, while 50% weightage is for the GE-PIWAT score.
- The merit list is drawn by each institute/department for its programme on the basis of composite scores secured by the candidates, approved by the Vice Chancellor and then made available on the website for candidate viewing.

For M. Sc. (Biotechnology), M. Sc. (Nutrition & Dietetics), M.Sc. (Medical Technology) and M.Sc. (Nursing) programmes, admissions are based on the academic score of the qualifying degree followed by a personal interview.

Admission to the M.Tech. programme is through the valid GATE score

as per the norms of AICTE. The vacant seats, if any, for the non-GATE candidates, are filled through the merit of an entrance test. For the **M.A. (Mass Communication)** programme, students are admitted on the basis of merit after taking into consideration performance in the entrance test conducted by the institute/department and the candidate's academic profile. On the basis of this combined score, candidates are called for a written test, creative portfolio and personal interaction. For **LL.M., LL.B. and M.Sc. (Economics)** programmes, admission is based on academic merit, personal interaction and writing ability test. The **M.Sc. (Geoinformatics)** admission is based on the merit of a written test and personal interaction

Admission for undergraduate programmes

The Symbiosis Entrance Test (SET) conducted by the Symbiosis Test Secretariat (STS) is an all India common entrance test conducted for admissions to undergraduate programmes. There are separate entrance tests for the different domains of Law, Engineering, Health Sciences, Design and a General test for programmes from Management, Mass Communication, Economics, Liberal Arts and Computers. SET is conducted on the first Saturday of May, at 28 centers across 19 cities.

The admission process for SET has the following two steps:

Step 1 SET Registration and Test

- A candidate is required to register for the common entrance test SET by filling the online application form available at www.set-test.org
- A candidate is also required to apply to the programme of choice by filling up the online application form available at the respective institute/department website and SET website.
- On the basis of the SET score, chosen candidates are selected for appearing for step 2 of the admission process which is the Group Exercise, Personal Interaction and Writing Ability Test (GE-PIWAT). Every institute/department calculates its own SET cut off score for calling candidates for the GE-PIWAT process.

Step 2 Group Exercise, Personal Interaction and Writing Ability Test (GE-PIWAT)

- Candidates selected on the basis of the SET score appear for the group exercise, personal interaction and writing ability test.
- Interview panels comprising of experts from faculty, academia and industry are constituted by institutes/departments and approved by the university.
- For the final composite scores of candidates, 50% weightage is assigned to the SET score (in case of SID and SCMC, 40% and 30% respectively) and 50% weightage to the GE-PIWAT score (in case of SID and SCMC, 60% and 70% respectively).
- The merit list is drawn by each institute/department for its programme on the basis of composite scores secured by the candidates, approved by the Vice Chancellor and then made available on the website for candidate viewing.

For admission to the **B.Tech. programme**, candidates are also admitted

on the basis of scores obtained by them in the Joint Entrance Examination (JEE-Main). **B.A.(Visual Arts & Photography)** candidates are granted admission on the basis of personal interaction and portfolio presentation.

Admission of international students for postgraduate and undergraduate programmes

Admission for international students is processed through the Symbiosis Centre for International Education (SCIE) to address their unique requirements. All aspiring students directly apply to SCIE irrespective of institutes/departments and programmes. Admission is completely online, is merit based and modeled on international online admission processes. Candidates can read user friendly details of gaining admission to SIU programmes on the SCIE website www.scie.ac.in

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

Not applicable as Symbiosis International University is a deemed university and a unitary university and as such cannot affiliate.

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

- Yes. The university conducts and reviews the admission process regularly. It constitutes separate Central Admission Committees at the postgraduate and undergraduate level every year. They hold meetings before planning the entrance examinations and after the admission process of all the programmes is over. The committees evaluate the pattern of admissions during the previous year and in the light of their observations make suitable changes in the media plan, admission process (comprising selection process and test pattern) and conduct of admission process for the subsequent year.
- The Symbiosis Test Secretariat (STS) provides data to the institutes/departments as well as to the university on trends of online-registrations, paid registrations and number of candidates actually appeared for the tests.
- During the GE-PIWAT, feedback on the admission process is received from the parents and candidates. This feedback is on parameters including the admission process experience, actual GE-PIWAT experience and quality of interaction with senior students and faculty. The feedback and observations/suggestions are collated for strengthening the admission process for the next year.
- The institutes/departments compile admission related data with respect to the number of applications received, the number of candidates admitted, the number of male/female students admitted to each programme, geographical area to which the students belong and the number of students admitted in reserved categories. The demand ratio is calculated and strategies for improving admissions for the next year are discussed.
- The entire process is reviewed to enhance student enrolment in the future, to incorporate innovative ideas, to reach out to diverse student

groups and make the admission process more student friendly.

Outcome of analysis of admission process: Based on the feedback from students in the past and in order to make the admission process more convenient and student friendly, **the university reviewed the admission process for postgraduate management programmes in the year 2014-15. The admission process which was decentralised earlier, was then conducted in a centralised manner by SIU.**

The features of the new centralised admission process were:

- Single registration process for multiple M.B.A. programmes
- Group Exercise, Personal Interaction and Writing Ability Test (GE- PIWAT) score to be considered for multiple programmes and to be conducted at outstation campuses also.
- Candidates called for GE-PIWAT on the basis of the SNAP score and the academic profile (academic performance in 10th, 12th and graduation) whereas earlier it was only on the basis of the SNAP score.

However, feedback of the centralised admission process was not positive for the GE-PIWAT. Feedback from all stakeholders on the admission process of academic year 2014-15 emphasised that instead of conducting a common GE-PIWAT, for a mixed group of candidates from diverse backgrounds and for diverse programmes, the GE-PIWAT should be institute specific. **Based on this feedback, the university decided to continue with the centralised registration and written test, but decentralised the GE-PIWAT from the academic year 2015-16 onwards.** The GE-PIWAT was conducted by the institute/department concerned and monitored by the university.

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

The university widely disseminates (through advertisements and websites) information about the category reservations, facilities and academic support provided to different categories of students to increase their enrolment. The university believes that enhanced diversity in the classrooms and on the playgrounds is beneficial for learning good citizenry and for national development.

SC/ST

- The university adheres to the reservation policy for admitting the candidates from SC/ST categories. The seats reserved under these categories are 15% for Scheduled Caste and 7.5% for Scheduled Tribes.
- In the eligibility criterion for admission, 5% relaxation of marks in the qualifying examination is given to candidates belonging to SC/ST categories.
- In the undergraduate programme under the Faculty of Law, age relaxation for admission is also given to SC/ST candidates.
- Scholarships to SC/ST students at institutes like SLS Pune, SIBM Pune and SIIB are awarded by the Ministry of Social Welfare and other Government of India agencies.

Women

- The university has a fairly good ratio of female (to male) students seeking admission in various programmes. The overall female to male ratio for the academic year 2014-15 is 45:55, a big increase from 37:63 in 2008.
- Hostel facilities have been created for women students with adequate security measures at all campuses to encourage students from various parts of India and abroad to seek admission at Symbiosis institutes/departments.

Persons with varied disabilities

- The university has 3% reservation for this category in accordance with the provisions of the PWD Act 1995.
- Barrier free environment in the buildings with ramps/rails/lifts and user friendly toilets are available in all campuses. Single occupancy rooms are reserved in hostels for differently abled students. The helpers of such students are also allowed to stay in the hostel.
- Extra time in examinations is given to students who have dyslexia and those who need writers.

Economically weaker sections

- Sponsorship and bank loans for education are facilitated for economically weaker students. Many students avail of the facility to pay fees in instalments.
- Free ships and fee concessions are given to deserving eligible students.

Outstanding achievers in sports and other extracurricular activities

- The university as a health promoting university is aligned with the national goal of fitness and encouraging sports amongst the students and faculty. In order to attract and admit sportspersons and other achievers to the university, due consideration/weightage is given to achievements in the field of sports and other extracurricular activities during the personal interaction/interview stage.
- The Sports Policy of the University Sports Board has been implemented to encourage students to participate in various sports and other extracurricular activities.
- Official duty leave is granted/absences are condoned and rescheduling of examinations is possible for students participating in national level sports events.
- Scholarships (for five students @ Rs.12000 per annum each) were awarded every year on the basis of sports performance in recognised competitions. From the year 2015-16 onwards, this amount has been increased to Rs.24000 per annum.

Defence Personnel and their dependants

- SIMS has a Memorandum of Understanding (MoU) with the Ministry of Defence, Government of India wherein 90% seats of the M.B.A. programme are reserved for defence personnel and their dependants.
- SLS-Pune, SCMS-Pune and SICSIR have 5% seats reserved in undergraduate programmes for wards of defence personnel.

International Students

- In order to promote internationalisation, the university offers 15% seats over and above the sanctioned intake for each programme and has a dedicated office to take care of them. Special efforts are made to disseminate information to the embassies of various countries as well as through educational exhibitions and fairs. Scholarships are offered to students of developing countries like Ethiopia, Rwanda, Nigeria, Zambia, Afghanistan, etc. contributing to their nation's capacity building.

Jammu and Kashmir Migrants

- As per government policy, two seats over and above the intake in each programme are offered to Jammu and Kashmir migrant candidates.

Students from the north eastern region

- Specific promotion drives are conducted to disseminate information about the various programmes offered by the university. A dedicated 'Symbiosis Ishanya Cultural and Educational Centre' has been set up for these activities.

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

Categories	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SC	171	92	159	111	186	105	172	128	202	96	242	149
ST	74	29	52	42	64	43	54	46	50	30	49	57
General	1,238	964	1,332	964	1,762	1,094	1,899	1,131	1,799	1,261	1,744	1,430
Others	614	396	598	415	639	412	629	507	608	457	611	494
Total	2,097	1,481	2,141	1,532	2,651	1,654	2,754	1,812	2,659	1,844	2,646	2,130

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

Yes, the demand ratio of various programmes is regularly discussed in the meetings of the Central Admission Committees of the university and the institutes/departments.

It is observed that the demand ratio of postgraduate management programmes increases or decreases according to market demand and higher educational opportunities available to candidates in India as well as abroad.

In management programmes, though the demand ratio at present is 38:1, the number of registrations has decreased due to the opening of new IIMs, change in the economy, trend among the corporates to hire

undergraduates, etc. This trend has been seen in all national level examinations for management programmes. The registration for undergraduate programmes has increased satisfactorily from 2010 to 2014 due to enhancement of brand image and visibility, opening of off campus centres and increasing popularity of diverse programmes.

Demand Ratio - Number of student registrations v/s students admitted in the university for full time UG and PG degree programmes:

Year	2010-11			2011-12			2012-13		
Level	Registrations	Admissions	Ratio	Registrations	Admissions	Ratio	Registrations	Admissions	Ratio
UG Degree	10161	1606	6:1	16053	1938	8:1	20610	2134	10:1
PG Degree	96328	2067	47:1	76153	2367	32:1	86965	2432	36:1

Year	2013-14			2014-15			2015-16		
Level	Registrations	Admissions	Ratio	Registrations	Admissions	Ratio	Registrations	Admissions	Ratio
UG Degree	27607	2041	14:1	32464	2277	14:1	40485	2799	14:1
PG Degree	104565	2462	42:1	148834	2499	60:1	95208	2531	38:1

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

The M.Sc. (Physics) programme was discontinued due to non-availability of students. The M.Tech. (Geoinformatics and Surveying Technology) and M.Sc. (Biomedical Sciences - Drug Discovery and Development) programmes have been staggered due to low student enrolment and non viability.

2.2 Catering to Student Diversity

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

Yes, every year the commencement of the academic programme starts with an orientation cum induction programme for freshers. The programme is organized in two stages at each campus:

1) Campus orientation and induction programme

- The Chancellor, the Vice Chancellor, the Principal Director and the Dean of the Faculty/Directors of institutes address new entrants and parents and welcome them to the university. The Chief Guest (an eminent person from academia or industry or alumnus) motivates

students to take advantage of all the learning experiences they will receive on campus focussing on how these will positively impact their future lives. Students are sensitized about the importance of time management for academic excellence and the need to avoid ragging. As a part of the induction programme, the Associate Dean of Student Affairs, Librarian, Deputy Director-Sports, Deputy Director - Symbiosis Centre for Health Care (SCHC), Executive - International Initiatives (SCIE) and the Campus Administrator make presentations on various aspects of student life related to academic and non-academic activities, international collaborations, global immersion programme for students, and facilities available on the campus. These presentations help students familiarise themselves with the university and the numerous facilities and opportunities available to them.

- In order to foster team spirit and develop interpersonal relations among freshers and senior students, a cultural event/fest is often organized within the first month of the academic programme.

2) Institute orientation and induction programme

- Each institute/department conducts its own orientation/induction programme (between 3 days to a week) for its students at the commencement of the programme. They conduct ice breaking sessions, outbound programmes and interactive sessions with alumni. The freshers are given full account of the academic programme comprising courses, credit based evaluation system, continuous assessment, sports and co-curricular activities, administrative rules and regulations. The faculty and the staff are introduced and the mentor system is explained. The students receive a handbook, which contains details about various policies and activities of the institute/department.
- The institutes/departments obtain oral/written feedback from the freshers and these inputs are helpful for planning more effective orientation/induction programmes in the future.
- **SCIE conducts an orientation/induction programme for international students focussed on an understanding, appreciation and assimilation of Indian culture** and other political, social and academic adjustments that may be required. The interaction also focuses on expectation management so that the students have realistic expectations of their time to be spent in India.

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

Yes, the university recognises differential requirements of the student population and adopts strategies for satisfying the needs of diverse student abilities and academic backgrounds.

After admission and before the commencement of classes:

Students from different undergraduate academic backgrounds/streams are eligible to apply for the M.B.A programme. As a result, the academic diversity in the classroom poses a serious challenge for faculty members

responsible for ensuring that all students are at the same level in class. The university has therefore designed pre-induction courseware to bring all the students on a common academic level before the programme commences. This is a unique and distinguishing feature of the university.

- Pre induction courseware has been a unique part of management programmes for several years. Earlier SIBM Pune and SCMHRD devised their own course work known as a foundation/bridge course keeping in mind their programme and the profile of their student intake. Based on the success of these experiences, the university today provides **pre induction online courseware of Harvard Business Publishing** to all postgraduate management students. This was found to be very successful at SIBM Bengaluru and has been introduced across all postgraduate programmes of the Faculty of Management from the academic year 2015-16. The courseware provides access to seven modules at two levels each. Students are encouraged to complete these prior to the commencement of the programme for which they receive internal assessment credits.
- The courseware caters to differential academic backgrounds by providing the option to students to complete the modules at their own pace. Students proficient in one domain can spend more time on another where they may not be so proficient.

After commencement of the programme:

- The **mentorship programme** helps in understanding the differential abilities and needs of the students and helps in integrating them into teams and promotes interpersonal skills.
- The **buddy system** for international students helps them to understand and assimilate Indian culture and study habits.
- Academic Counselling is provided to students by faculty members.
- Feedback on student performance in the tests/course ware from faculty members and students helps to identify key issues which can then be incorporated in the pre-induction module or in the induction programme in the future.

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

Yes, the university conducts bridge, remedial and add-on courses in order to ensure that students are equipped to optimise their learning process. Students with varied learning backgrounds often need support to bring them all to one level playing field so that they are able to participate equally in class.

Bridge Courses:

The postgraduate management programmes offer bridge courses in the form of the online pre-induction courseware.

At the undergraduate level, SCMS-Pune offers bridge courses in various subjects in a structured manner.

Remedial Courses: Remedial courses are arranged for students who face difficulties in understanding content taught in class. These courses aim to

help them enhance their understanding and knowledge and perform well in their assessments/evaluations. These classes are conducted on Saturdays or during/after library hours / college working hours. SSLA conducts remedial courses based on the feedback received from faculty and needs of students in subject areas including Mathematics, English, Statistics, and Hindi for international students.

Add on Courses: Add on courses are offered based on the inputs received from society / industry from time to time and aim at adding to the confidence, competencies and/or employability of the students. These add on courses are in the form of value added/enrichment programmes such as Six Sigma, SPSS, IBM-CEBT, Personal Effectiveness and Leadership, Journalistic Writing and the Constitution of India. Value added programmes often lead to certification for students as seen in the case of e-TOM, ISMS and ISO at SITM.

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

The performance analysis of students belonging to disadvantaged sections of society is of importance to institutes/departments who identify and conduct remedial classes for academically disadvantaged students or slow learners.

It is seen at some institutes like SIIB and SSBF that these students cleared their programme within the stipulated period and all eligible students were placed during campus placements.

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

Advanced learners are identified by their interaction with faculty members and peers in class and also by their performance in internal assessments and term end examinations. They are also identified based on their active participation and involvement in class and other learning interactions. **Various strategies are adopted by institutes to satisfy their curiosity and intellectual hunger as well as nurture their abilities.**

- Provisions of additional learning, reference material and online library resources for advanced learners.
- Encouraged to participate in national and international seminars/conferences/ paper presentations/workshops. Chosen students from SSLA attended special sessions at the Climate Reality Training Project and the Delhi Dialogues which provided them with academic and intellectual stimulation and learning.
- Facilitate students to publish research papers under the guidance of the faculty members and publish student research journals as seen at SIMS and SLS-P.
- Offered challenging industry projects, internships and assignments. SSE students worked on a water testing and purification project at

Varasgaon village.

- Students are encouraged to take up additional professional certification. SCMS encourages its students to enroll for programmes offering certification from global organisations such as the Association of Chartered Certified Accountants (ACCA).
- Appointed as team leaders and facilitators of teams for average and slow learners. Facilitate peer to peer learning. Appointed as teaching assistants at SICSR.
- Opportunity for opting for higher level courses, double majors, double minors, extra and audit courses at SSLA.
- Encouraged to participate in the Global Immersion Programme in universities abroad. SIIB students while on GIP in Germany also worked on student projects at Daimler, Bosch and Deutsche Telecom.

2.3 Teaching-Learning Process

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

Academic Calendar

- The university follows the semester pattern (odd semesters from June/July to November/December and even semesters from December /January to April/May) and adheres to the guidelines recommended by the UGC for minimum 90 teaching days per semester. On an average each institute had 210 teaching days and 300 working days.
- Semester wise academic calendar of each institute/department incorporates the date of commencement and the last day of teaching of the semester, schedule of internal and term end examinations, schedule of open houses, student council meetings, co-curricular events and holidays as per the schedule given by the university.
- The academic calendar is shared with the students through the website, the handbook and during the induction programme.

Teaching Plan

- At the beginning of each semester, faculty members prepare the teaching plan of their course which comprises topics, hours allotted to the topics, credits, level, learning objectives/outcome, pedagogy, recommended books and reference material, internal and external assessment. Detailed plans are seen at SLS Pune and SIT.
- The teaching plan is shared with students at the beginning of the semester.
- On the basis of the teaching plan, the faculty members prepare their session/lesson plans with details that result in effective learning for students. Heads/Directors responsible for the entire learning process suggest ways in which faculty members can spread the learning load throughout the semester so that students can study well for each course and its requirements.
- This is critical especially for programmes such as the liberal arts programme where advanced learners can opt to study extra courses, double majors/minors and audit courses.

Evaluation Plan

- The evaluation plan is prepared by the institute/department while preparing the academic calendar. All institutes/departments have continuous assessment (internal) as well as term end examination. For continuous assessment, faculty members plan in advance 3 to 5 components (assignments, seminars, presentations, online tests, class tests, white paper, etc.). The answer sheets are evaluated and shared with students within 15 days of the conduct of the assessment. The evaluation schedule for the term end examination is prepared and approved by the university. The time table of the term end examination is displayed on the websites of the university and the institute. The term end examination result is declared within 45 days from the last date of examination.

All these processes are audited by the **academic audit team** of the university after the completion of each semester. The audit team interacts with the corresponding team at the institute/department and evaluates the entire process ensuring that student learning is guaranteed. Feedback from the audit team is shared with the faculty and a list of best practices is shared with all other institutes/departments so that they could be inspired too. Ensuring that the learning opportunities of students are optimised and that they are satisfied with their total learning experience contributes to enhancing employability, research potential and academic strength.

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

Yes, the institutes/departments provide these important outlines and schedules well in advance to students. This ensures that students are able to plan their schedules well in advance and commit themselves to dedicated study across the year. This allows parents and students to plan their holidays, service learning commitments, internship requests, study trips, semester exchange requests, etc. All these components are integral parts of the programme structure and learning experience of students at the university.

Most institutes/departments publish their student handbooks every year (soft copy on the website or printed copy) which contains a list of courses, course outlines, academic calendar and grading system prior to the commencement of the academic session.

Course outlines, session plans, syllabus, and evaluation plans submitted by the faculty before the commencement of the academic session are shared with students through emails and intranet/online portals /learning management systems. **Institutes/departments realise the importance of involving students from the beginning so that both faculty and students are satisfied with the quality of their joint interactions during the teaching-learning process.**

Effectiveness of the process

- **Monthly MIS reports/registers** are maintained to capture the progress of the sessions in terms of class room delivery and evaluation.

The report is shared with faculty and in case of discrepancies from the original plan, the concerned faculty is notified. Academic coordinators play an important role in the follow up on the progress of courses, tests and assignments.

- **Feedback/Open House** with the Director of the institute/department provides critical feedback from students on the courses and this is shared with faculty. Extra classes, remedial sessions or other modes of delivery are employed if necessary for completion of the course. SITM has a comprehensive online feedback system for all stakeholders while SID takes feedback from its newest alumni at the time of the convocation.
- Students as **active participants in the learning process** assist in ensuring effectiveness.

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

The university has been able to effectively complete the curriculum in the stipulated time frame since it has adequate faculty in place.

- The university strictly follows the UGC guidelines of minimum 90 instructional days in a semester.
- The institutes/departments follow their academic calendar and as such do not face any challenge in completing the curriculum. In case any unexpected national holidays or problems arise, they organise extra classes immediately /during the semester for the completion of the curriculum. In rare cases where faculty have accidents/fall ill, substitute faculty members are scheduled so that learning is uninterrupted.

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

The university believes in developing individuals and encourages personal, intellectual and professional development of students. The learning environment and learning activities promote critical, creative and ethical thinking among students. **The teaching learning process is student centric and the following participatory learning activities are employed to enhance student learning.**

Case studies, research projects, group discussions, seminars, paper presentations, FLIP classroom learning, e-learning material, computer aided learning, experimental learning, experiential learning, simulated learning, summer placements, pilot projects, mootings, mock trials, lab work, role plays, book reviews, peer mentoring, class exercises, brainstorming sessions, learning teams, maintaining subject specialization diaries, developing Facebook page/blogs, publishing institute magazines, developing news portals and bulletins, etc. are employed as participatory methods in the teaching learning process.

The above activities are structured in the form of knowledge oriented learning activities, research and consultancy activities, life skill building

activities, entrepreneurial development activities, health management activities and co-curricular activities. Each institute/department and its faculty members plan the choice of the appropriate activity as per their learning objectives and desired learning outcome. Intensive learning opportunities are made available to students through the 360 Degree Lecture Series, Strategem Finance Seminar, Forethought and Field Marshall Manekshaw Lecture Series at SIMS. Programmes like GNUNIFY, Chrysalis, SICSR Wiki and sessions on ethical hacking are offered at SICSR.

As part of the curriculum of some institutes like SCMC, SID and SSLA, students are required to go for field trips / study tours to expand their learning experience and also get a chance to see the extension of theory in the practical world. Students travel on study trips to places such as Ajanta Caves, Army's Paraplegic Rehabilitation Centre, Baramati Agri-Tourism Development & Research Center, Bhaja Caves, Deccan College's Archaeological Museum & Maratha Museum, Elephanta Caves, Ajanta and Ellora Caves, factories, INS Shivaji, etc.

SIIB is the western region partner for the '10K Women Entrepreneurship Initiative' for training women entrepreneurs (conceptualized by Goldman Sachs) in collaboration with ISB. DZMA is India's first design and media festival jointly organised by SCMC and SID. This radically new festival combines the best of the design and media worlds in five days of workshops, competitions and performances. Organising such programmes is in itself a major learning experience.

As a result, there has been a qualitative enrichment in the learning amongst students, and satisfaction for faculty members, inspiring them to be even more involved and creative. The STLRC also ensures that faculty members are trained in the use of modern innovative practices and thus able to execute the methods well. This has impacted the overall quality of the learning experience. It also has resulted in a slow but steady increase in the number of research papers published by students, participation in seminars, achievements at intercollegiate competitions, participation in national and inter-varsity activities, and improved placements in terms of job profiles and financial packages offered to students. Committed to improving the quality of teaching-learning, STLRC has launched an innovative one year 'Masters Diploma in Higher Education Andragogy' for faculty members.

The university pioneered the concept of graduating voluntarily with extra credits when it encouraged the liberal arts school to offer students the choice of opting for additional academic load through double majors/minors and extra courses. That a considerable number of students have opted for this extra academic load is a good sign that students are eager for learning opportunities.

Through the **Floating Credits Programme** (FCP) the university inculcates the desire to pursue lifelong learning and holistic knowledge. Students learn the value of studying courses that add value and breadth to their understanding of the world they live in. Engineering students study Cyber Law while Law students study Poetry. The Symbiosis Summer School attracts adult learners who may not have had the opportunity to study as youngsters and will satisfy their desire for continued learning.

That knowledge will determine the success of personal and professional

lives in the present and in the future is a message the university communicates strongly.

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

The university encourages institutes/departments to go beyond the regular curriculum and provide a wide range of learning opportunities to students. The university invites experts/professionals from research institutions/ industry/ international universities to deliver lectures and inspire the students. This commitment is backed by adequate budgetary provision of Rs.4.47crores in the year 2014-15.

- Every institute forms its own in-house group/committee comprising of faculty members and student representatives to invite subject experts and eminent persons from industry/ other walks of life for delivering lectures and seminars.
- The university has a '**Scholar in Residence Programme**' under which international scholars such as Prof Rebecca Todd from Antioch University, USA and Prof Tonya Kowalski from Washburn University, USA are invited for teaching courses for a short term. The university has a series of guest lectures known as the '**Festival of Thinkers**' where eminent scholars, scientists, journalists and academicians such as Rajdeep Sardesai, Rajat Sharma, Arun Shourey and Nitin Gadkari are invited to address and interact with students. Their interaction is video telecast to other campuses.
- The university has taken an initiative to appoint **Chair Professors** who guide, teach and mentor faculty members and students.
- Institutes/departments invite experts to interact with students not only in academic fields but also in co curricular and extracurricular fields. Sanskritam is a SCMC series of cultural evenings, where artisans deliver lecture cum demonstrations on Indian Classical Performing Art forms such as Dhrupad, Khayal, Kathak, Bharatnatyam, Flute, Mohan Veena, Sitar, Sarod and Violin.

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

Yes. Blended learning is encouraged and practised.

- Pre induction e-learning module is conducted prior to the commencement of postgraduate management programmes.
- Open source learning management system software Moodle, Canvas, intranet websites, e-learning courses, Curiosity software, digital library, NPTEL online lecture series and online tutorials, webinars and virtual laboratories are used for imparting blended learning. Students are encouraged to study free online courses during the year to complement their regular courses.
- All campuses of the university are fully Wi-Fi enabled with the provision of videoconferencing between the university and off campus centres. Students are able to access classroom slides/resource material provided by faculty members, online databases and participate in discussion forums and submit online assignments.

- SICSR has been successful at creating the educational and interactive portals for STLRC and the Masters Diploma in Higher Education Andragogy (MDHEA).

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

The university encourages all the institutes to strengthen and promote ICT infrastructure on the campus. Some of the technologies and facilities used are virtual laboratories and e-learning via whitepapers, educational websites, use of social media tools like blogging, WhatsApp, open source learning management system (LMS), Moodle, Canvas, R statistical software, MySQL, online lecture series like NPTEL, webinars and online tutorials for laboratory manual and material, Curiosity, Socrative software (Mastery Connect) and a hi-tech studio with the latest audio and visual technology for effective teaching.

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

- A group of faculty members of Symbiosis Institute of Computer Studies and Research (SICSR) study trends and issues related to various open source communities and the Director provides updates on these trends during the meetings of heads of all institutes/departments.
- Trends in Open Source Technologies have been suitably adopted in the curriculum of various programmes. Examples of such courses are Python, R-programming, Open Office, web content management, PHP, Linux programming and Ubuntu OS. All these courses/technologies are a part of the Master Catalogue of the university.
- A faculty of SICSR is the Director Emeritus of Open Source Initiative (Opensource.org), the apex organization of all open source communities.
- SICSR promotes open source community in and around Pune like Pune Linux Users Group, Pune Java Users Group, etc. and conducts various conferences and seminars in association with various organizations.

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

The university has ensured that all its campuses are 24x7 learning hubs:

- The ICT facilities and internet access through Wi-Fi at all campuses enables students to access the learning resources 24x7 through LMS software Moodle, Canvas, intranet websites and tools, online databases, journals and e-books.
- Laboratory, workshop and library facilities are provided to students beyond the working hours of the institute/department.
- Projects, dissertation/thesis work, field work, educational tours, industrial training, summer training, participation in various

professional and academic competitions for paper presentations and case study presentations are encouraged to provide exposure to industrial and practical life situations and promote learning 24x7.

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

The university provides access to academic, personal and psycho-social guidance for students. This is achieved in the following manner:

- Students can directly approach the Associate Dean of Student Affairs to seek guidance and advice on their personal and academic issues.
- Institutes/departments have a mentor-mentee system involving faculty members and senior students. Individual faculty members, senior students and coordinators are assigned specific number of students. Periodic meetings of mentor and mentees are held for interaction, feedback and guidance.
- The buddy system offers an Indian student as a buddy to an international student. This buddy is like a friendly mentor and counsellor to the international student helping easy assimilation into the Indian culture.
- Symbiosis Centre for Health Care (SCHC) offers certified counsellors who provide psychosocial guidance to students. The counsellors advise students on their emotional and stress related problems. Students are referred to different counsellors by the Medical Officers at SCHC.

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

There have been a number of innovative teaching approaches adopted by faculty members from various institutes.

- Interactive method of teaching through case study, brainstorming, communication games and activities, focused group discussions, panel discussions, role play, debate and problem solving.
- Teachers plan a project based curriculum to expose students to the market place/industry environment and for experimental learning. Use of computer assisted learning, e-content developed by faculty members, Socratic approach of questioning and self-reflection, and simulation tools help to promote better comprehension of knowledge in students. **A simulation tool developed by a faculty of SCMHRD is used in class and has been published in a SCOPUS indexed journal.**
- SSLA's liberal arts philosophy has led to innovative courses, methods and pedagogies being used regularly. **The small class size lends itself perfectly to this and encourages faculty members to innovate.** The Friday Club is a community space for all SIU faculty members to share their experiences with innovative methods and discuss the appropriateness of methods.

- The orientation programme conducted for all new faculty members at the university focuses on workshops to spur innovativeness /creativity aimed at improving the effectiveness of the teaching-learning process.
- SCMS-N has an innovative approach of one year internship with leading corporate houses such as Iris Software involving half a day classroom teaching and half a day on-the-job training. This has contributed to learning as well as boosting the employability quotient. SIT students have a 6 month internship with industry.
- SICSR engages with IIT Mumbai for the 'Flipped Classrooms'. STLRC conducted an FDP on this in 2014-15.

Impact of best practices

- Improved performance of students in seminars, case study presentations, group discussions and project work is observed due to the interactive and technological approaches used by the faculty members.
- Improved placements, better job profiles and better packages for students.
- Increased consultancy with the industry and publication of papers by students under the guidance of faculty members.
- Faculty is recognized for innovation and papers published in indexed/refereed journals through the Academic Performance Indicators (API). Incentives and promotions are given accordingly.
- Faculty using innovative methods also receive benefits in the form of nominations to attend prestigious conferences/workshops and represent the university nationally and internationally.

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

The mission statement of the university is to instil and nurture creativity so as to promote entrepreneurship. The students are encouraged to think critically and develop a scientific temper through various activities. Some of them are given below:

- Innovative new programme 'M.B.A. in Innovation and Entrepreneurship' offered by SIBM Pune.
- The university has established the **Symbiosis Centre for Entrepreneurship and Innovation** to nurture creativity and innovation amongst students.
- Courses on 'Creativity and Innovation', 'Research Methodology' and 'Society and Science' at SSLA.
- Group discussions, discussions on research papers, class seminars, presentations, student conferences, guest lectures by industry and academia, dissertation, industry internships/summer training, project and problem based learning are a part of pedagogical methods.
- Inclusion of courses related to current practices and emerging areas, research papers in collaboration with faculty members, live projects, field and industrial visits, participation in exhibitions and competitions which are part of curricular and co-curricular activities help in developing scientific temper among students.
- Creativity in students is instilled and nurtured through conducting and

participating in various cultural and club activities, annual fests, technical events and national level B-School and sports competitions. Under the mechanical engineering department students designed and flagged off the prize winning model of a mini car as part of the Supra SAE/India 2015 competition.

- Entrepreneurship cells of institutes/departments help in developing entrepreneurial skills, business acumen and creativity among students. The Entrepreneurship Development Centre, an accredited centre of the Department of Science and Technology, GOI, with campus companies at SIMS is noteworthy.
- Students are introduced to the concept of scientific enquiry, through a series of courses on research methodology. This is followed by projects / assignments of increasing levels of complexity fostering a scientific temper

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

- Project work is mandatory and is a part of the curriculum of all (100%) postgraduate and under graduate programmes. The projects are in the form of dissertation or internship, where students work with faculty mentors, with companies/industry, design houses, laboratories, hospitals, financial institutions, NGOs or banks for a duration varying from 4 weeks to 6 months.

Projects executed within the university:

SIMC-Pune, SICSr, and SIT students under the guidance of the faculty work on in-house projects such as the institute/department newspaper, TV news bulletin, news portal, audio-visual club, Ad club, planning and managing of residential building using project management tool, study of impact of safety on construction scheduling, etc. Students of SSP work on live projects and are responsible for the photography of all major events at the university including the International Relations Conference and the Convocation.

Names of external institutions associated with the university for student project work:

- Students and faculty of SIG carry out project work with National Institute of Oceanography, Centre for Environmental Planning and Technology University (CEPT), Gujarat Institute of Desert Ecology, Indian Institute of Science, Indian Institute of Mining, Wild Life Institute of India and National Institute of Virology.
- Students and faculty of SCMS Pune undertook a market research project for Piaggio on 'Consumer Buying Behaviour of Vespa'.
- At SSLA, students work with faculty members and peer groups to complete a major research project / dissertation in the area of their major specialisation, a final year interdisciplinary seminar paper, a detailed internship project with presentation and viva, and also a community outreach project with presentation and viva. Regular class

assignments also involve the completion of projects and hands on assignments.

- Under Institutional Social Responsibility and Service Learning activities students monitored by faculty undertake projects with NGOs and work on various social issues. SSLA students work with organizations including Aman Setu, SOFOSH, Maitree/ Melghat Mitra and Pune Votes.

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

- The university has an adequate number of well qualified faculty members with diverse areas of specializations to design and implement curriculum. The university requires a total of 701 faculty members for its student strength of 13,728. All these positions have been filled.
- The faculty is supplemented by adjunct faculty as well as visiting faculty from industry, research institutions and institutions of national repute. Inter institute sharing of teaching faculty is also encouraged.
- The university also has a 'Scholar in Residence Programme' under which international scholars are invited for teaching and research. These scholars stay at the campus for 2 to 6 weeks to take academic sessions and interact with students and faculty.
- National and international faculty also visit institutes to conduct workshops, guest lectures, extra courses and complement the teaching by regular faculty. This ensures that **students receive international and national exposure and faculty enjoy discussions on global developments in academia.**

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

- The university has established the Symbiosis Teaching Learning Resource Centre (STLRC) to conduct faculty development programmes and assist the faculty in the use of ICT to impart, update and design computer aided teaching and learning material.
- All faculty members are well versed with computer aided teaching/learning and all institutes/departments provide excellent computer aided facilities, accessories, multimedia and Wi-Fi.
- The university also has a hi-tech/multimedia resource centre (studio) where audio visual technology is available for content generation.
- All classrooms are equipped with laptop/computer, LCD projectors, audio-visual facilities and internet facility to assist computer aided teaching and use of educational software packages.
- Intranet/internet facility is provided to access online knowledge resources such as research journals, e-books and online learning tools.
- Faculty is encouraged to attend training programmes conducted by other organizations in this domain.

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

- Online and offline feedback from students is received personally by faculty members and the Director as well as through suggestion boxes and Open Houses. This feedback is taken on curriculum design, academic delivery, learning inputs and faculty quality at the end of every semester. Alumni feedback is taken during alumni meets and the university convocation. An open climate of communication is created and the importance of feedback to assist institutes/departments to improve the learning experience and overall quality of education is stressed.
- The feedback is discussed with the faculty and then the outcome of the feedback is shared with the students. It facilitates strong follow up action in terms of modifying the course schedule, devising new assignments if required, changing choice of learning and evaluation methods, planning faculty development programmes, allocating courses, annual appraisal and incentives/awards to the faculty.
- At SSLA, the Assessment of Courses and Teachers (ACT) is taken very seriously as education must necessarily be a joint responsibility between students and faculty members. This is good learning for students to prepare them for the future. For this to be fruitful, a democratic and fair open environment where students do not fear a backlash from faculty members is critical. SCMHRD's Assurance of Learning is an effective feedback system.

2.4 Teacher Quality

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

For meeting the high expectations of stakeholders the university is committed to identifying the 'right' individuals to create and deliver the academic programmes: individuals who are qualified and motivated with the right mind set, passionate about their subject and its teaching, willing to learn, and enthusiastic to innovate and create energetic learning spaces for students to engage with.

The university has a Human Resource (HR) department dedicated to Talent Acquisition which actively seeks to identify the right mix of faculty with academic credentials, experience and passion for education. Career opportunities are widely promoted through recruitment consultants, websites and national newspaper advertisements. Networking with industry, alumni, and academics during conferences helps identify talented faculty.

The university realises that the needs of society are dynamic and that educational programmes and pedagogies must keep pace with these changes, teaching students how to keep learning and unlearning, innovating and adapting to the needs of the hour.

The university focuses on qualitative improvement of the faculty members by encouraging and enabling them to participate in various knowledge and skill enhancement programmes.

- All faculty members are required to attend five faculty development programmes (5 days of FDP) organized by STLRC.
- Faculty members are encouraged to carry out research, present/publish papers, attend workshops, conferences, seminars, symposia, summer/winter schools, training workshops, and undertake certifications and consultancy assignments.
- The university facilitates faculty members to work upon research projects in innovative and emerging areas. Symbiosis Centre of Research and Innovation (SCRI) provides research grants to faculty members for projects.
- Opportunities are provided to faculty members to participate in industry led training programmes, industry exposure through regular industry visits and discussions with experts from industry.
- Providing interaction with renowned faculty members and organizing visits for faculty members to universities and research centres both in India and abroad.
- The Friday Club offers social and emotional support in the form of a faculty community group.
- International collaborations provide exposure to global processes/methods to SIHS faculty members through the workshops they conduct for the American Heart Association and International Trauma Life Support (ITLS), USA.
- Workshops such as the ICSSR Workshop on 'Urban Governance: Setting the Research Agenda' at SSE offers faculty members an opportunity to interact with experts.

2.4.2 Furnish details of the faculty

Highest Qualification	Professor		Associate Professor		Assistant Professor		Adjunct Faculty		Others		Grand Total
	M	F	M	F	M	F	M	F	M	F	
Ph.D.	18	16	40	40	37	48	7	8	1	0	215
M.Phil	0	0	1	0	10	19	0	0	1	1	32
PG	1	0	14	7	103	128	31	17	29	64	394
Professional	1	2	3	1	8	3	16	7	14	5	60
Grand Total	20	18	58	48	158	198	54	32	45	70	701

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

SIU is a multi cultural university established primarily for providing a 'home away from home' for students from Asia and Africa. The university is able to attract students from each corner of India, all its towns and cities and around 85 countries. This diversity is responsible for the enriched learning environment and varied learning opportunities on the playgrounds, classrooms, clubs and associations. **The learning of global competencies which includes cross cultural understanding, sensitivity and appreciation benefits largely by the presence of an equally diverse faculty and staff community.**

Faculty	Institute	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries
Law	SLS - H	16.67%	50.00%	33.33%	0.00%
	SLS - N	5.26%	5.26%	73.68%	15.79%
	SLS - P	26.32%	31.58%	42.11%	0.00%
Total		18.84%	27.54%	49.28%	4.35%
Management	SCMHRD	19.44%	44.44%	33.33%	2.78%
	SCMS - N	5.26%	36.84%	57.89%	0.00%
	SCMS - P	2.78%	52.78%	44.44%	0.00%
	SIBM - B	5.88%	5.88%	88.24%	0.00%
	SIBM - H	12.50%	37.50%	50.00%	0.00%
	SIBM - P	0.00%	60.00%	33.33%	6.67%
	SIIB	8.70%	52.17%	39.13%	0.00%
	SIMS	11.54%	50.00%	38.46%	0.00%
	SIOM	6.25%	50.00%	43.75%	0.00%
	SITM	16.67%	33.33%	38.89%	11.11%
	SSBF	10.00%	50.00%	40.00%	0.00%

Total		8.82%	44.96%	44.12%	2.10%
Computer Studies	9.52%	42.86%	38.10%	9.52%	9.52%
	3.33%	70.00%	16.67%	10.00%	3.33%
Total	5.88%	58.82%	25.49%	9.80%	5.88%
Health & Biomedical Sciences	SCON	31.58%	31.58%	36.84%	0.00%
	SIHS	25.00%	54.17%	16.67%	4.17%
	SSBS	0.00%	69.23%	30.77%	0.00%
Total		21.43%	50.00%	26.79%	1.79%
Media, Communication & Design	SCMC	0.00%	46.67%	53.33%	0.00%
	SID	1.89%	67.92%	20.75%	9.43%
	SIMC - PG	4.00%	36.00%	56.00%	4.00%
	SSMC - B	11.11%	11.11%	66.67%	11.11%
	SSP	0.00%	87.50%	0.00%	12.50%
Total		2.73%	54.55%	35.45%	7.27%
Humanities & Social Sciences	ELTIS	0.00%	82.61%	17.39%	0.00%
	SSE	10.00%	50.00%	35.00%	5.00%
	SSIS	50.00%	0.00%	0.00%	50.00%
Total	SSLA	7.69%	46.15%	46.15%	0.00%
Engineering	SIG	20.00%	40.00%	30.00%	10.00%
	SIT	2.97%	54.46%	34.65%	7.92%
Total		4.50%	53.15%	34.23%	8.11%
Others	SCCE	0.00%	100.00%	0.00%	0.00%
	SIU	0.00%	100.00%	0.00%	0.00%
	SSIS	50.00%	0.00%	0.00%	50.00%
Total		11.11%	77.78%	0.00%	11.11%
Grand Total		8.70%	49.36%	37.23%	4.71%

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

The university has taken steps to give wide publicity through newspapers and its websites to recruit qualified faculty in the emerging areas. During the stage of need analysis, interaction with industry stalwarts and subject experts provides leads to identify the right resources that can assist in designing and delivering the courses in emerging areas. As university faculty attend seminars/workshops across the country and abroad, and also network with faculty/experts from other universities/institutions, the word about faculty positions spreads. Experts from the specialisation areas on academic bodies also recommend qualified faculty for these new innovative programmes.

- New programmes commenced in emerging areas and number of faculty recruited:

Programme in emerging area	Number of faculty recruited
B.A. (Visual Arts and Photography)	9
B.A./ B.Sc. (Liberal Arts)	13
M.Sc. (Biotechnology) M.Sc. (Nutrition and Dietetics)	13
M.Sc. (Medical Technology)	10
M.B.A. (Innovation and Entrepreneurship)	1
M.B.A. (Infrastructure Management)	7
M.B.A. (Banking and Finance)	10

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

Emeritus Professors:

- Faculty of Law-Advocate Ram Jethmalani
- Faculty of Media, Communication and Design- Shri. Amitabh Bachchan

Chair Professors:

- Innovation Chair, Faculty of Management- Dr. Aravind Chinchure
- R.K. Laxman Chair, Faculty of Media, Communication and Design- Dr. Dilip Padgaonkar.
- Ram Sathe Chair, International Relations, Faculty of Humanities and Social Sciences- Former Ambassador Sudhir Devare

Visiting Faculty: 748

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

The university has comprehensive and well-structured policies related to academically recharging and rejuvenating faculty. Students expect new and innovative programmes with need based courses that will prepare them for the future. They also expect the latest knowledge and learning inputs from their faculty and mentors. For this, the university has provisions to help keep faculty abreast of these changes. These include provisions for awarding research grants for minor projects, leave for higher studies, nominating and sponsoring faculty to attend national/international conferences/seminars, encouraging faculty to attend in-service training/FDPs/workshops/seminars, organization of national/international conferences; and also facilities such as Friday Club meetings, meetings with mentors and chair professors, interactions with scholars in residence and visiting delegations of academia, visits abroad and nationally to institutes of academic and research interest.

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

Awards and Recognitions			
	State	National	International
Number of Faculty	15	38	20

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

Faculty members attended refresher courses, HRD programmes, orientation programmes, staff training conducted by the university, staff training conducted by other institutions, summer/winter schools and workshops in the last 4 years.

Academic Staff Development Programmes	Number of faculty attended
Refresher courses	97
HRD programmes	34

Orientation programmes	49
Staff training conducted by the university	604
Staff training conducted by other institutions	266
Summer / winter schools, workshops, etc.	200
Total	1250

2.4.9 What percentage of the faculty have

Academic Year 2014-15	Percentage (as on March 31st 2015)
Been invited as resource persons in workshops / seminars/ conferences organized by external professional agencies	23.4
Participated in external workshops / seminars / conferences recognized by national / international professional bodies	67.71
Presented papers in workshops / seminars / conferences conducted or recognized by professional agencies	45.61
Teaching experience in other universities / national institutions and other institutions	40.41
Industrial engagement	30.84
International experience in teaching	12.19

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

The university regularly organises academic development programmes for curriculum development, teaching methodology, assessment and evaluation process for enriching the teaching learning process.

- STLRC organized 96 FDPs since 2012 for faculty members including 38 on curriculum development, 11 on teaching-learning methods, 10 on teaching skills, 8 on examination reforms and 29 on content/knowledge management. It has also launched the Masters Diploma in Higher Education Andragogy specifically for faculty members.

- Short training programmes are also organized on research methodology and professional courses for the faculty.
- Guest lectures by renowned subject specialists and educational administrators from academia and industry are arranged for the faculty to keep them abreast of the latest knowledge and changes in the teaching learning process.
- The examination department organizes workshops from time to time on examination pattern, grading system and training on examination software.

2.4.11 Does the university have a mechanism to encourage

- Mobility of faculty between universities for teaching?
- Faculty exchange programme with national and international bodies?

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

Mobility of faculty between universities for teaching

The university facilitates faculty mobility within the sister institutes and departments under the inter institute credit transfer programme. Faculty members are also encouraged to engage classes and conduct training programmes at other institutes and universities. The university offers strong mobility opportunities with its foreign collaborators.

Faculty exchange programme with national and international bodies

The university takes great efforts to equip its faculty members and other staff members with the leading-edge advancements in pedagogy, subject-expertise, research and innovation, and career-preparedness skills. All institutes/departments are offered opportunities in this regard and the faculty members are carefully matched with the most suitable partners in countries across the world. The nature of these opportunities varies across conferences, teaching assignments, research projects, etc.

Faculty members have been going on faculty exchange programmes including short term teaching assignments, research and faculty led study tours to international collaborators like Leibniz University, DHBW Ravensburg, Hildesheim University, Justus Liebig University, DePaul, Telecom Ecole de Management and Northumbria University to name a few.

The faculty exchange programmes offer wide exposure to the different practices followed in teaching learning processes nationally and internationally. Exchange programmes offer an opportunity to cultivate the best practices in teaching learning, research and publication internationally. It also helps to develop cross cultural competencies in faculty members and manage the cultural diversity in classrooms better.

2.5 Evaluation Process and Reforms

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

- The university examination rule book which comprises all examination processes and evaluation rules is available in the library for the information of all students and faculty members.

- Examination processes and rules are published in the prospectus every year for the information of all stakeholders. All modifications to the evaluation rules are informed to the students through emails and/or notices on institute/department notice boards.
- Institutes/departments provide all information related to evaluation processes, examination rules, grading system and 'allowed to keep the term' (ATKT) rules in the orientation programme and in the handbook given to students at the commencement of the academic year.
- Orientation programmes are organised for examination coordinators and faculty members from time to time to impart awareness related to examination processes.

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

The following reforms have been initiated and implemented by the university:

- The Cumulative Grade Point Average (CGPA) system has been modified since the academic year 2012 and the grading system has changed from 13 grades to 9 grades.
- A student's performance in each course is now calculated (which was earlier based on class average) by proportion based relative performance in the grading system.
- The university has introduced a web based examination software EduWiz (Student Management System) from the academic year 2012.
- The university has a Scrutiny and Moderation Committee at the institute/department level to monitor question paper setting as per university norms from academic year 2012.
- Reform has also been introduced in setting of the question papers from the academic year 2012. Faculty members set the question paper (2 sets with model answers) which is then reviewed by the Scrutiny and Moderation Committee. The university question paper setting guidelines related to complexity level of questions are given to each faculty member for the preparation of the question papers.
- The university has shifted to a Term-end Assessment Programme (TAP) from Central Assessment Programme (CAP) from the academic year 2012 which has resulted into timely declaration of results.
- As an experimental project in the Faculty of Engineering, the term end examination answer sheets are shown to students which help in promoting transparency and trust in the examination process. This has considerably brought down the revaluation applications and has resulted into early declaration of results.
- Allowed to keep term (ATKT) rules for all programmes have been revised from the academic year 2014.
- Post examination feedback on the conduct of examination is taken from the students for further improvement.
- The part time programmes of the university which were on marking

system till the academic year 2013 have been shifted to the CGPA pattern.

- The new liberal arts programme requires a different examination system to take full advantage of the innovative methodologies and small class size. The university has permitted SSLA to have a 100% internal assessment/ evaluation pattern with a system of checks and balances through the academic audit.
- The university encourages student exchange to avail of the innovative Global Immersion Programme and has implemented the credit equivalence policy for giving benefit to students for the credits they earn from foreign universities.
- The university will implement Choice Based Credit System with 10 point scale as recommended by UGC from academic year 2015 for all undergraduate, postgraduate and part time programmes.

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

- The results for continuous internal assessment components are declared within 15 days from the submission of the assignment/ quiz/presentation/class test.
- The term end examination results are declared within 45 days from the last date of examination. In case of delays, reminders are sent to the concerned institutes/departments to expedite the submission of results.
- The results are displayed on the university website for the speedy dissemination of information. The student has to enter his/her PRN and use his/her seat number as password to get the result. The institutes/departments inform the students of the declaration of results and collection of mark-sheet through emails and the website.

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

The university ensures transparency through the following ways:

- The model answer keys are submitted with the question papers by the paper setters to the university. The model answer key with detailed marking scheme is provided for evaluation.
- The seat numbers issued for examination are masked before the start of the evaluation process for confidentiality
- The term end examination answer sheets are corrected at a centre having only authorised entry. The evaluated and non evaluated answer sheets are sealed at the end of the day in the assessment centre.
- Continuous assessment components (internal assessment) are shown and discussed with students. The marks are displayed and communicated to students for confirmation. Compiled internal assessment is also communicated to students for verification and signatures are obtained.
- Term end examination answer sheets are shown to students at SIT.
- SIIB and SCMHRD have examination software through which marks

of students are entered. The faculty and students can access the MIS only through the username and password allocated to them. Students get an email alert when marks of a course have been entered. Students have an option of accepting or contesting the marks.

- At SICSR, internal assessment is maintained by using the e-learning portal Moodle. All the assignments/tests/projects/quizzes/case studies/lab examinations are carried out using Moodle which enables students to see their performance. Feedback and answers to the questions/tests are provided after the end of each evaluation online and also discussed in classroom. At SSLA, the Curiosity software allows students, parents and faculty to have continuous transparency about course assessments and marks.
- Re-evaluation is allowed and is carried out by an examiner other than the one who had evaluated the answer book earlier.
- As per the examination rules, there is a provision of showing the answer script/sheet to the student on demand.

Confidentiality is maintained through the following:

- Question paper setting is completed in a secure environment.
- Generation of multiple sets of question papers for the same course and random selection of the question paper for examination.
- The question papers are sealed at the university and opened in the presence of the external and internal senior supervisor, only twenty minutes before the examination commences.
- The vigilance squad and senior supervisors are appointed by the university to ensure that the conduct of examinations is as per university norms.

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

The university has an integrated software platform for the comprehensive examination process:

- Pre-examination process: The software enables online application, time table generation, Optical Mark Recognition (OMR), student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.
- Examination process: Examination material management, logistics, etc.
- Post-examination process: Auto processing, generic result processing, certification and analysis of grades distribution.

Presently the software available with the university generates results of all programmes. The faculty captures attendance and enters the marks/results of students in the software. The grades are generated through the software. There is also a provision of faculty moderation for grade allocation within a specified limit. The result is generated by the examination department of the university and communicated to the institutes.

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

The university has introduced reforms in the Ph.D. evaluation process based on the UGC regulations of 2009 which have been announced on the university website. Following are the important reforms adopted:

- Ph.D. entrance test (PET) is mandatory for admission.
- Personal Interaction is conducted for PET qualified candidates.
- Mandatory completion of 300 hour coursework in the first semester.
- Approval of research proposal by the Doctoral Committee within 3 months of successful completion of coursework.
- Submission of half yearly progress reports in January and July every year till the submission of the final thesis.
- Review presentation to the Doctoral Committee made after completion of approximately 50% of the proposed work.
- Submission of Pre-Ph.D. synopsis and delivering an open seminar before the Doctoral Committee 3 months before the submission of the thesis.
- Publication/acceptance of at least one research paper in a refereed journal prior to the submission of Ph.D. thesis.
- Submission of an electronic copy on a CD in PDF format and hard copies of Ph.D. thesis for evaluation. SIU Plagiarism Policy followed.
- Compulsory and open viva voce examination.
- Submission of soft copy to UGC INFLIBNET for dissemination of research outcome.

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

Yes, the name of the constituent institute/ department is mentioned in a specified field on the degree certificate awarded by the university.

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

For grievances related to continuous internal assessment, students must submit an application to the head of the institute/department. Corrective action and redressal is taken care of by the institute/department itself.

- For continuous (internal) assessment grievances at SCMHRD, SIOM and SSMC-B, a query register is maintained where students record their statements. The faculty/examiner responds to such queries. If the student contests this further, the matter is resolved by a team of senior faculty members. At SIIB, students can fill the online grievance form which is reported to the concerned faculty member for redressal.
- At SID, assessment of the internal work is discussed with the students after every task along with the task output. This method ensures that the grievances, if any, are addressed by the concerned faculty member itself, and if necessary, by the respective head of the department.
- For grievances related to external examinations, as a first step the student may apply for revaluation to the university. On the declaration of results if the grievance persists, the student may approach the university through the institute/department.
- In special cases, the Vice Chancellor's discretion may be requested for offering a second opinion for revaluation.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant

efforts which have improved the process and functioning of the examination division/section.

Efforts to streamline the operations at the office of the Controller of Examinations

- A biometric system has been implemented for restricted entry in the examination department.
- Orientation programmes are organised for examination coordinators of the institute/department as well as of the university.
- Customised examination software has been developed. The access is given to the institutes/departments so that they can link students to courses (for recording of marks) and eliminate data entry errors.

Efforts to improve the process and functioning of the Examination Department

- The marks are entered by the faculty members in the software immediately after the term end evaluation process which helps in early declaration of results.
- The grades generated by the system are moderated and approved by the faculty members. This process is monitored by the university.
- Examination rules are reviewed from time to time for the benefit of students.
- The suggestions given by the Lapses Committee and the Un-Fair Means Committee have been incorporated in the revised examination rules for improving the examination process.
- Important examination notices and results are displayed on the university website.

2.6 Student Performance and Learning Outcomes

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

Attributes	Facilitation and Monitoring	Outcome
Scholarship: research, inquiry and lifelong learning	Teaching- learning process, curriculum design, updating of curriculum in emerging areas, student centric teaching methodologies, project based learning, case studies, FCP	Research output by students, case studies, publishing and presenting papers; desire for further higher education

Global citizenship: ethical, social and professional understanding	Projects, internships, field trips, service learning and extension activities, GIP, promoting social sensitivity	Interest in volunteering and working for social causes, cross cultural sensitivity, ability to work in cross cultural groups
Eco-literate: sensitivity towards a sustainable environment	Programmes/courses related to environment sustainability, participation in activities related to environment/ecology preservation, environment projects and study tours	Environmental sensitivity among students, involvement in NGOs, and commitment to eco-friendly spaces
Employability: equipped with skills, attributes, leadership and entrepreneurial qualities that society needs; being capable of making a contribution to society through earning a living	Domain specific expertise, training/internship with industry, enhancement and value added courses. Co-curricular activities. Assessments that include presentations, public speaking and oratory, class leads, team learning and group activities.	Excellent placements, entrepreneurial opportunities, good team work skills, work ethic, understanding of corporate working, successful internships

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

The university has clearly stated objectives and learning outcomes for all academic programmes in their respective programme structure. All courses of the programmes have learning objectives /outcomes in the syllabus identified as per Bloom's Taxonomy. These are framed by the faculty members/committees and approved by the Board of Studies and Academic Council.

Awareness to students on objectives and learning outcomes:

- Programme objectives are stated in the student handbook.
- Students are informed about the objectives during the orientation programme at the commencement of the programme.
- The university approved copy of the programme structure is available with the faculty and the staff working in the academics and examination departments of each institute/department. The copy of the

approved programme structure is also available on the website of the institutes/departments.

- At SCMHRD, courses are mapped to learning outcomes by creating a rubric. Faculty are made aware in advance of the learning rubric.
- Session plans prepared by faculty members also have learning objectives/outcomes which are shared with students through email or intranet.

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

- Each institute/department commences their programmes with a clear objective of satisfying a social / industry need. This helps them articulate the graduate attributes for their programme. Courses under each programme have detailed learning outcomes which together dovetail into the graduate attributes outlined.
- Each course outline prescribes teaching, learning and assessment criteria to help achieve the outcomes.
- Blended learning and open learning resources are increasingly being employed to attain the learning outcomes. Conscious efforts are being made to move from the traditional classroom teaching methodology to project based and group based learning.
- Continuous assessment, which comprises of three or more components employed for each course, helps in attaining these learning outcomes. A variety of components such as assignments, presentations, seminars, quizzes, group discussions, group projects, live projects, etc. are selected by the faculty members for developing knowledge and desired skill sets in students.
- Internships, projects, seminars, field projects and industry projects are an integral part of the syllabi of these academic programmes. The faculty member monitors and assesses the performance of students through formative and summative methods and facilitates the achievement of learning outcomes.

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

- Student learning outcomes are monitored by the faculty on a continuous basis as every programme has a component of 40% to 60% continuous evaluation. Faculty members counsel students and may suggest remedial courses to help students achieve the desired level of learning. In addition, the university analyses data on the rate of failure in each programme/course, and in extreme cases, steps are taken to ascertain why the students are failing. Faculty is encouraged to reflect on pedagogy used and take corrective measures to overcome barriers to learning.
- Collection and analysis of data on student learning outcomes is also done through feedback from students, alumni and industry.
- Feedback is used for improving the quality of teaching and curriculum design. Emerging areas are incorporated in the curriculum, industry academia interaction is improved, value added and certification

courses are also added to the curriculum.

- The placement/internship teams also collect feedback from recruiters based on which further training and skills are imparted to students.

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

- E-learning portal Moodle and Curiosity used at SICSR, SCMS-P, SLS-N and SSLA for 24x7 access to students.
- ICT enabled teaching learning facility at all institutes/departments.
- Wi-Fi and high bandwidth internet at all the campuses.
- Videoconferencing equipment.
- E-books and online databases like Capitaline and Prowess CMIE.
- EduWiz integrated examination and student management software at the university as well as at institutes/departments. Maintenance and report generation of attendance, evaluation, course progress, elective selection and intranet at SCMHRD and SCIT.
- Library management software KOHA
- Conventional teaching is supplemented with lectures by IIT faculty through NPTEL, online lecture series, webinars, online tutorials, social media platforms, group forums, mobile applications, online simulation (capstone business simulation), the Bloomberg terminal and virtual laboratories, IBM Analytics Lab, IBM MatLab, ERP lab, Operations Research software like Lindo, Crystal Ball, Minitab and R software.

Any other information regarding Teaching, Learning and Evaluation which the university would like to include.

- The university created the Floating Credits Programme (FCP) for undergraduate programmes where students learn interdisciplinary courses, liberal arts courses, service learning/community outreach and skill development courses to enrich their regular educational programme.
- The university started a B.A./B.Sc. (Liberal Arts) programme in 2011 which is an innovation in academic programmes in India. The interdisciplinary programme seeks to meet the challenge to encourage students to think, speak, read and write logically and coherently. A small classroom size is the key to enhancing student learning in this respect as interactive learning is facilitated. The small class size also allows for innovative and creative assignments which would not have been possible with a large number of students in class.
- In the year 2012, the university started the Bachelor of Arts (Visual Arts and Photography) programme. This is a unique skill based professional undergraduate degree programme.
- National ranking of the institutes/departments: The university and most institutes are top ranked in the country:

Institute	Ranking/Year/Agency
SIU	As per India Today A. C. Nielsen University Ranking Survey 2015: Ranked 6th (Factual Rank) Ranked 16th (Perceptual Rank) Ranked 2nd in the western region Ranked 3rd amongst private deemed universities
SLS-P	Ranked 5th by India Today Nielsen University Ranking Survey 2015 Ranked in top 5 by India Today in 2014 Ranked in top 1% by Outlook India Survey in 2014 Gold Star by Bar Council of India in 2013
SIBM-P	Ranked 17th in 2014 by Business Today 4th Best B-School in India in 2011 by ET Overall 9th in 2014 by Outlook 3rd top B-School among private B-Schools by Outlook
SIIB	Certificate of Excellence as A++ Category B-School of India in 2014 by Business and Management Chronicle – Pan India – B-School Survey and MBA (IB) programme accredited with National - A** and MH - A *** (highest state grading) by Crisil in 2014 Ranked 3rd best B-School in Metro (Pune) in 2014 by Outlook
SCMHRD	Overall 12th ranking 2014 & 6th among private institutes by CSR-GHRDC B-School Survey 2014 Overall 15th ranking & 7th among private B-Schools by Outlook Drishiti B-School Survey 2014
SIMS	Ranked 1st as top emerging business school of Super Excellence by CSR in 2014
SCMS-P	Ranked 2nd by India Today Nielsen University Ranking Survey 2015 Ranked 2nd in 2014 by India Today and Nielsen Company
SICSR	BCA programme ranked 3rd India Today Nielsen University Ranking Survey 2015 BCA programme ranked 5th among India's best BCA Colleges 2014 India Today exclusive survey 2014 Ranked 8th by Competition Success Review in the B-Schools by Sector in the CSR-GHRDC B-School Survey 2011
SCIT	A++ rating for Top B-Schools in Maharashtra 2014 by Career 360 in 2014
SIMC-P	MMC programme ranked 2nd by Outlook among all PG Mass Communication programs in 2014 Ranked 37th MBA (CM) by Outlook among all B-Schools in 2014
SID	Ranked 4th by India Today Nielsen University Ranking Survey 2015 Ranked 6th in 2014 by India Today and Nielsen Company
SCMC	Ranked 1st in 2013, 2014 and 2015 and 2nd in 2012 by India Today and Nielsen Company. One among the top two undergraduate media colleges of India at Edutainment Awards 2014
SSMC	4th Best Advertising School- National and 4th Best Media Communication School- South India in 2014



Criterion III

Research,
Consultancy
and Extension

Criterion III: Research, Consultancy And Extension

Sr. No.	Details	Upto 2009	2014-15
1	Research Collaborations	11	24
2	Research Budget	Rs. 10 lakhs (2007-08)	Rs. 20.90 crores (2015-16)
	% of Budgeted Income allocated to Research	0.32%	4.40%
3	Consultancy earnings*	Rs.51.39 lakhs (2007-08)	Rs. 2395.08 lakhs
4	Industry/ Corporate sponsored projects - Number, (Value)*	17 (Rs.29.54 lakhs)	49 (Rs. 9.88 crores)
5	Ongoing research projects - Number , (Value)*	-	73 (Rs. 2.37 crores)
6	Research projects completed- Number, (Value)*	-	35 (Rs. 117.96 lakhs)
7	Major Projects , No. (Value)*	8 (Rs. 10 lakhs)	16 (Rs. 162.25 lakhs)
8	Minor projects*	31 (Rs. 3.25 lakhs)	57 (Rs. 73.98 lakhs)
9	Faculty Training programmes conducted by University	17	93
10	Conferences conducted by SIU - National and International	13	51
11	Papers presented at National Conferences	23	204
12	Papers presented at International Conferences	9	45
13	Patents filed	Nil	2
14	Copyrights	Nil	2
15	Service mark	Nil	1
16	Research Publications	45	1708
	International Publications	-	728
	National publications	45	585
	Books	31	44
	Others (Proceedings, Case Studies and Working papers)	32	351
17	Papers in Journals Indexed in Top Indexes	-	755
18	Citation Index (For SIU affiliated papers)		
	Google Scholar (total Citations)	4	1069
	Scopus (total citations)	1	305
19	SNIP	-	Range: 0 - 3.677; Avg: 0.485

20	SJR – range/average	-	Range: 0 – 2.786; Avg: 0.367
21	Impact Factor – range/average	-	Range: 0 – 5.968; Avg: 0.532
22	h-index		
	Google Scholar	1	14
	Scopus	1	8

Note : * denotes data from 2009-2015. Research publication data is upto 31 July '15

- SIU receives research grants from government departments such as -
 - Department of Science and Technology, (DST) Government of India
 - National Remote Sensing Centre (NRSC)
 - Indian Space Research Organisation (ISRO), Department of Space
 - National Foundation of Corporate Governance (NFCG)
 - UGC-DAE Consortium for Scientific Research
 - National Highway Authority of India
 - Indian Nursing Council
 - American Heart Association
 - Centre of Excellence by the National Foundation for Corporate Governance (NFCG)
 - Indian Council of Medical Research (ICMR), New Delhi
 - Maharashtra State Agricultural Marketing Board, Pune
- Funding per annum for each faculty member to attend / present papers at conferences in India / overseas or to utilize as seed money for research/field visits is as follows:

Cadre	Amount sanctioned (Rs) per annum, towards Registration, Travel, TA/ DA etc.
Professor	70,000
Associate Professor	50,000
Assistant Professor	30,000

- Every SIU-JRF receives a stipend of Rs. 25,000/- per month, along with a contingency grant of Rs. 30,000/- per annum. Currently the university has 20 SIU JRFs . From inception, 45 SIU-JRFs have been awarded Rs. 96.90 lakhs so far.
- The university has active partnerships with 41 NGOs/organizations. These include the Centre for Environment Education (CEE) and the Appropriate Rural Technology Institute (ARTI).
- The university curriculum includes courses on CSR, Ethics & Governance, and Energy and Environmental Management.
- Symbiosis Community Outreach Programme and Extension (SCOPE) was launched with the objective of positively impacting the community around SIU. Two key initiatives are Family Doctor Clinic (FDC) and Mobile Medical Unit (MMU) in the Mulshi block of Pune district catering to 14 villages and 9 hamlets around its campus at Lavale with respect to health, education, sanitation and waste management.

Criterion III: Research, Consultancy And Extension

3.1 Promotion of Research

Symbiosis International University (SIU) offers all support and facilities in terms of training, library resources, computers, research grants, publishing and incentives. Research culture is promoted through **Research Mentorship and Research Committees** set up at the university and institute levels, respectively. Collaborations with industry help institutes in undertaking research projects.

The university has laid down comprehensive guidelines for research encompassing all aspects of research to be conducted by the faculty and doctoral scholars. It includes the composition and charter of **Research and Recognition Committees (RRC)** at SIU and its institutes / departments; monitor and redress grievances of research scholars; approval of research supervisors; scrutinizing research proposals and recommendation to RRC; monitoring of the university's research output and metrics; planning and delivery of the Ph.D. programme; organisation and participation in conferences/seminars/symposia; facilitating, encouraging and incentivizing faculty / student research and minor research projects.

In order to accomplish the research activities efficiently, the university has converted the erstwhile Research Cell of the university into the **Symbiosis Centre for Research and Innovation (SCRI)** as an administrative office to -

- facilitate and enhance the research output of the university
- provide an environment that is conducive to research
- facilitate the process of offering the Ph.D. coursework and monitoring the Ph.D. programme

Towards promotion of research, SCRI oversees and facilitates the following:

- Establishing the process of approval and providing financial support for participation in international conferences
- Providing funds for minor research projects for faculty
- Organizing training sessions to enhance research related skills of faculty
- Funding faculty to participate in training programmes to enhance research skills among faculty members and students

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

Yes, the university has a Research and Recognition Committee (RRC) for each of the seven (7) Faculties, to monitor and address the issues related to research. The composition of the RRC is as follows:

Table 3.1.1(a)

1.	Vice Chancellor	Chairperson
2.	Dean of the Faculty concerned	Member
3.	One nominee of Academic Council	Member
4.	Three experts in the subjects who have guided at least three Ph.D. students or who have published at least three to five papers in reputed national or international journals to be nominated by the Chancellor	Members
5.	Registrar	Member
6.	Head, Ph.D. and Research Projects, SCRI	Member Secretary

The RRC formulates and executes the research strategy, goals, policies and procedures. Few recommendations which have been implemented and their impact are:

Table 3.1.1(b)

Recommendations relating to	Positive Impact
Plagiarism	It was approved in Research and Recognition Committee meetings of all Faculties that maximum level of similarity in PhD Thesis should be between 21-25 % (Ref. Minutes RRC 2013-14/FOHBS2 dated January 21, 2014). Finally, 21% of similarity was approved in PhD rules and accordingly implemented.
Validity of Qualifying PhD Entrance Test (PET)	Research and Recognition Committees of all Faculties have approved the validity of the PET score for only one year. (RRC 2013-14/FOHBS2 dated January 21, 2014).
Approval of Research Guides	All the requests received for being recognized as a research guide in SIU are reviewed and approved in respective RRC's. Approvals being provided as per the SIU PhD rules (RRC 2013-14/FOHBS2 dated January 21, 2014).
Approval of SIU – Junior Research Fellowship	Selected applicants for PhD programme in the merit list are awarded SIU JRF's in each Faculty. This process has brought complete clarity about JRF guidelines, selection and other related issues (Ref. Agenda RRC 2015-16/1).

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

- SIU is a deemed university. Being a unitary university, it cannot affiliate. The university, however has comprehensive **guidelines for promoting research** in its institutes/departments.
- The university established **Symbiosis Centre for Research and Innovation (SCRI)**, as an administrative office to promote research and innovation at all of its institutes/departments. The two verticals of SCRI are responsible for planning and monitoring the **Ph.D. Programme & Research Projects**, and enhancing the number and quality of **Research & Publications**, respectively.
- The university has **appointed Research Mentors** for all the Faculties. All the Research Mentors coordinate with the Head – Research & Publications, SCRI, to promote, encourage and support research by faculty members, research scholars and students.
- The university through **Symbiosis Teaching Learning Resource Centre (STLRC)** conducts **research related workshops and training**

- **programmes** to enhance research skills of the faculty members.
- **International and national research conferences** are organized every year for the benefit of faculty and students and to bring in renowned academicians from all over the world on a common platform. The university grants each of the Deans of the seven Faculties financial assistance of **Rs. 15 lakhs for conducting an international event**. Faculty are encouraged to attend conferences/symposia/ research workshops conducted at a national and international level.
- All regular faculty who have completed one year at Symbiosis are eligible for funding to attend conferences. The **amount sanctioned for each faculty** to attend/present papers at conferences in India or to utilize as seed money for research/field visits is as follows:

Table 3.1.2

Cadre	Amount sanctioned (Rs) per annum, towards Registration, Travel, TA/DA etc.
Professor	70,000
Associate Professor	50,000
Assistant Professor	30,000

- The university annually earmarks approximately **Rs. 25 to 30 lakhs towards minor research projects** for faculty and approximately Rs. 3 to 4.5 lakhs towards student research projects.
- The university has also **formulated an IP Policy and created an IP Cell** to promote innovative research by the generation of diverse IP elements like patents, designs, trademarks and copyright.
- The university actively encourages the faculty to attend and present papers at national and international conferences organised by other universities. The university has a policy to review the applications of faculty who wish to **travel overseas to present papers** at conferences. The Vice Chancellor constitutes an expert committee to review the quality of the paper to ensure that the faculty is a strong brand ambassador of the university.
- The university encourages faculty and students to **undertake research projects**.
- The university **incentivizes faculty and students** for publishing in reputed indexed journals.
- The university through its institutes/departments **publishes 13 peer reviewed research journals** to motivate the faculty and students for publishing. Of these, **four journals are indexed** in world renowned databases.
- The university promotes the publishing of **joint/interdisciplinary research papers** with reputed national and international universities/institutes.
- The university mandates its institutes/departments to make provision for research in their **research budgets**.
- Courses on **Research Methodology** are part of the **curriculum** of both UG and PG programmes.

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

The university follows a systematic mechanism as detailed below for granting, disbursement of funds and monitoring of projects. The mechanism is as follows:

Call for proposals - Receiving research proposals from faculty-
Constitution of scrutiny committee - Evaluation of projects by external experts - Approval from Vice Chancellor- Sending sanction letter to PI-
Releasing of first instalment (100% of non-recurring & 50% of recurring expenses) - Orientation of Principle Investigators (PI) & accountants -
Monitoring by SCRI through 6 monthly progress reports along with expenditure statement - Release of 2nd instalment (40% of recurring) -
Submission of final report along with publication, if any, & audited utilization certificate - Evaluation of Final project by external expert -
record of outcome and settlement of remaining 10% grant.

In case of research projects funded by external funding agencies, the Principal Investigator (PI) and the institute have full autonomy as far its operations are concerned. However, the PI submits requisite information about the project to the Finance Department, SCRI, Registrar and Vice Chancellor periodically.

Other proactive mechanisms include:

- Providing **seed funding** for research, requisite manpower and software/databases.
- Creating conducive research environment such as constituting a **Research Advisory Committee (RAC)** at institute level and the **Independent Ethics Committee (IEC)** at SIU level.

3.1.4 How is interdisciplinary research promoted?

* **between/among different departments/schools of the university**

The university encourages interdisciplinary research across its Faculties.

Following are the approaches adopted for the purpose:

- Doctoral committee panelists provide interdisciplinary inputs to the scholars to widen their understanding. There are few scholars where co-guides are mentoring scholars to provide interdisciplinary angle. For example, scholars are pursuing PhD in interdisciplinary areas in the Faculties of Media & Communication and Humanities & Social Sciences.
- Encourage faculty members to interact with the experts from other institutes and industries to conduct interdisciplinary research and publications
- At **Symbiosis Institute of Technology (SIT)**, the Applied Science Department is working in **collaboration** with the other Engineering Departments (Mechanical, Computer Science and Civil) for joint

- publications and projects. This has resulted in **five publications**.
- **The School for Liberal Arts (SSLA)** nurtures scientific enquiry and tries to inculcate a research mindset amongst its undergraduate students. Academic writing and research is an integral part of the programme structure where all final year students, having studied core courses in Research Methodology, must engage in a year long final seminar class. **Interdisciplinary courses** such as *Education and Identity, Democracy, The Bollywood Film, The Global Financial Crisis: Philosophical Perspectives, The Human Search for Meaning, Women, Labour and Livelihood: Post 1991 India, Seeking social justice in the likeliest of places, Modernity and its aftermath, and Human Emotion and Cognition* are discussed over an entire year by a faculty mentor and a small group of students drawn from cross functional specialisations. Based on these year long discussions, students write and submit their final seminar papers.

*** Collaboration with national/international institutes/industries.**

The university has signed **53 MOUs with international universities** from Germany, USA, UK, France, Australia, New Zealand, Kenya, Singapore, etc. to facilitate joint research. Apart from this, the faculty has research collaborations with premier institutions in India like IIT, Delhi, IIT, Kharagpur, Chest Research Foundation, Serum Institute of India, State Police Department, Public Health Foundation of India and many others. In addition, many of the faculty members collaborate with researchers from other national and international universities / institutions for joint research publications and this has resulted in **more than 240 publications** in peer reviewed journals/proceedings, indexed in Scopus and others.

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

Symbiosis Teaching Learning Resource Centre (STLRC) promotes a culture of research by way of organizing workshops, training and sensitization programmes for the faculty. In order to inculcate research skills and the spirit of scientific enquiry, workshops and training programmes are organised. Such programmes cover a wide spectrum of topics from the basics of research to highly advanced techniques.

Academic Year	No. of workshops / training / sensitization programmes conducted		No. of faculty attended	
	Teaching Learning & Others	Research workshops	Teaching Learning & Others	Research workshops
2011-12	2	1	50	22
2012-13	12	7	271	113
2013-14	23	14	622	332
2014-15	19	13	370	238
2015-16 (as of July 2015)	1	1	26	26
Total	57	36	1339	731

Titles of some of the basic workshops and training conducted include - Writing research proposals, Know your library, About Scopus, Interpersonal skills, Research paper writing and Basic Statistical Package for Social Sciences (SPSS). Some of the advanced workshops and trainings conducted included Advanced Excel, Qualitative research, Advanced SPSS and Business Analytics and R.

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

The university has made provision for adequate funds to engage people of eminence from academics and corporates as **Honorary Chair Professors. Scholars-in-Residence** from foreign universities spend three to six months on campus and help promote the research culture. This has helped to enhance research publications of the university. Some of the research scholars were Dr Vidyasagar Potdar (University of Curtin, Australia), Dr Markus Locher (Berlin School of Economics, Germany) and Dr Arvind Jadhav (University of Dallas, USA) to name a few.

Their interaction with faculty and students has resulted in -

- igniting the minds of research scholars for better quality research
- increase in the number of interdisciplinary research papers
- international research collaborations

Professionals who have rich experience in academics and/or industry are generally invited as visiting faculty and adjunct faculty to augment teaching and complement the inputs given by full-time faculty.

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

The percentage of total budget earmarked for research in the last four years is shown in the table below:

Table 3.1.7 (a)

Financial Year	Total Budget for Research Expenses (Revenue + Capital) (Rs. in lakhs)	Research Budget as a % of Total Budgeted Income	Research Budget as a % of Total Budgeted Expenditure
2012-13	2352.21	6.74%	7.03%
2013-14	1654.01	4.24%	4.31%
2014-15	1605.49	3.75%	3.89%
2015-16	2205.62	4.40%	4.51%

Details of expenditure, financial allocation and actual utilization are:

Table 3.1.7 (b) All the values in the table are in Rs. (Lakhs)

Sr. No.	Ledger Name	Budget	Budget	Actuals	Budget	Actual	Budget	Actual
		2015-16	2014-15	2014-15	2013-14	2013-14	2012-13	2012-13
1	Administrative Expenses	216.62	204.32	105.67	342.13	202.37	600.07	184.25
2	Infrastructure Expenses	58.88	45.91	39.98	47.77	51.35	31.58	37.42
3	Research & Project Expenses	1460.44	945.91	99.57	616.08	123.44	777.77	71.68
4	IT Expenses	23.14	5.75	1.38	5.15	8.27	0	1.33
5	Book, Database and subscriptions	210.13	213.98	145.58	130.91	112.15	234.64	59.9
6	Tours, Travelling and Conveyance Expenses	22	15.2	32.88	13.9	39.85	59.22	7.13
7	Consumable Expenses	50	50	5.48	50	6.02	60	15.62
8	Seminar Expenses	3.5	3.5	19.96	1.5	14.76	45.9	1.55
9	Depreciation	44.99	40.92	26.45	83.72		93.03	27.57
	Total Rs (A)	2089.7	1525.49	547.66	1291.16	558.21	1902.21	406.45
10	Capital Expenses (Lab Equipments/ Computers/ Furniture) (B)	115.92	80	16.85	362.85	31.67	450	42.26
	Grand Total Rs (A+B)	2205.62	1605.49	564.51	1654.01	589.88	2352.21	448.71

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

SIU is a unitary university and therefore non-affiliating. The university earmarks funds for promoting research at its constituent institutes/ departments. An amount of **Rs. 15.25 crores** was earmarked in the year 2014-15 and **Rs. 20.90 crores** for 2015-16.

3.1.9 Does the university encourage research by awarding Post-Doctoral Fellowships/Research Associate ships? If yes, provide details like number of students registered, funding by the university and other sources.

The university **invites Scholars-in-Residence from foreign universities** who visit SIU as Visiting Professors or Fulbright Scholars. As senior professors they often undertake post-doctoral work, but as yet no Post Doctoral Fellowship has been awarded by the University. These scholars **interact with the faculty, research scholars and students** to enhance their scholastic skills and research output.

Table 3.1.9

Sr. No.	Name of Research Scholar	Affiliation
	2010-11	
1.	Dr. Arvind Jadhav	University of Dallas, USA
2.	Dr. Gert Bruche	Berlin School of Economics & Law, Germany
	2011-12	
3.	Prof Kazuhiko Okuda	Ferris University, Japan

4.	Dr Alexander Nefger	Leibniz University, Hannover, Germany
5	Prof. Andreas Frey	Ingolstadt University, Germany
6	Prof. Dr. Per Agrell	Louvain School of Management, Belgium
7	Prof Thambipillai Srikanthan	Nanyang Technological University, Singapore
2012-13		
8	Prof. Brian Patrick O'Donoghue	Fulbright Scholar, University of Alaska Fairbank, USA
9	Dr. Rebecca E. Todd	Antioch University, USA
10	Prof. Koo	Silla University, South Korea
11	Mr. George Wyeth	Fulbright Scholar, Environmental Protection Agency, Govt of USA, USA
12	Dr. Nilanjan Sen	Nanyang Technological University, Singapore
13	Sarah Martin	Gender Violence Expert, United Nations, Thailand
2013-14		
14	Dr. Francis Jarman	University of Hildesheim, Germany
15	Dr. Markus Locher	Berlin School of Economics & Law, Germany
16	Prof. Dr. Clemens Arzt	Berlin School of Economics & Law, Germany
17	Linda Adale Goodline	Indiana University, USA
18	Prof Siobhan Mullally	University College Cork, Ireland
2014-15		
19	Prof Francis Jarman	University of Hildesheim, Germany
20	Prof. Kris Gledhill	University of Auckland, New Zealand
21	Prof. Rebecca E. Todd	Antioch University, USA
22	Dr Vidyasagar Potdar	Curtin University, Australia
23	Christine Herzer	French Poet & Painter, Paris, France
24	Prof. Maeve Mc Donagh	University College Cork, Ireland
2015-16		
25	Dr Razi Nalim	Indiana University-Purdue University, Indianapolis, USA
26	Prof. Tonya Kowalski	Washburn University, USA
27	Dr Klaus Ladstaetter	Washburn University, USA

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

As per the policy, the university permits its faculty members to take sabbatical leave for the pursuit of higher research in premier institutions within the country and abroad. The university has a provision of study leave for 12 months extendable by another 12 months, only after three years of continuous service. So far, one faculty has applied and was **granted sabbatical leave** (2012-2013) for joining a Post-Doctoral

Research Fellow Programme through a **Swiss Government Excellence Scholarship at Switzerland**. Another faculty was granted extraordinary leave of 8 months in 2011-12 to visit **London School of Economics (LSE)** as a Ratan Tata Fellow.

The output of such scholars on sabbatical is monitored with respect to the research papers published during and after their leave.

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

Since 2009-10, the university has organized 46 national and international conferences/seminars/symposia. The details are as under:

Table 3.1.11

Sr. No.	Faculty	No. of events organised	Eminent Scientists/Scholars who participated in these events (only representative list)
1	Faculty of Law	9	Justice Fern A. Fisher, New York Court, USA Fred Rooney, CUNY School of Law, NY, USA Adv. Ram Jethmalani, Mumbai Dr. N. R. Madhava Menon, Jurist & Scholar, India Siobhan Mullally, Univ. College Cork, Ireland Judge Abdulqawi Ahmed Yusuf, Int. Court of Justice, Hague Justice Madan Kokur, Supreme Court of India Justice Peter Tomka, ICJ, President, Slovakia Justice Dalveer Bhandari, ICJ
2	Faculty of Management	21	Mr. Wolfgang Lehmack, HongKong Dr. Marina Dabic, Croatia Dr. Rossitsa Yalamova, Canada Dr. H. R. Khan, Deputy Governor, RBI. Dr. George Wyeth, USEPA, USA Dr. K Ganesh, McKinsey & Co. Mr. Nalin Jain, Volkswagen Group Dr. Vinayak Pande, IIFT, New Delhi Mr AK Sattler, Germany.
3	Faculty of Computer Studies	2	Dr. LM Patnaik, VC, DIAT, Pune Mr. Bhooshan Kelkar, IBM Dr. WJ van den Heuvel, The Netherlands Mr. Graham Speake, USMK, USA Dr. Gargi Keeni, VP, TCS, India Mr. Narasinga Rao, Wipro Ltd, India
4	Faculty of Health & Biomedical Sciences	12	Mr. Ghulam Nabi Azad, Union Minister of Health, Mr. Laurence King, AHA, Hong Kong Mr Simon Blackburn, UK Dr GSK Velu, MD, Trivitron Group Dr Azad Moopen, Chairman DM Group Mr T Dilip Kumar, President, INC Dr Sanjay Gupte, Former President, FOGSI Mr. Shivinder Mohan Singh, VC, Fortis Group Dr. Subash Salunke, WHO, Indonesia
5	Faculty of Media Communication & Design	2	Mr. Jagadish B.V, Dhurva Interactive (P) Ltd. Mr. Prosenjit Ganguly, Financial Research at SG Analytics Mr. E. Suresh, Eeksaurus Pvt. Ltd. Ms. Sneha Iype, Co-Founder & Executive Producer, Nirvana Films

6	Faculty of Humanities & Social Sciences	2	Amb. Ronen Sen (to Russia, Germany, UK,USA) H.E. Mr. Lyonpo Rinzin Dorje, Bhutan Dr Sukhdev Thorat, Chairman, ICSSR H.E. Dr. Salem Al-Ismaily, Sultanate of Oman Prof. Rajen Harshe, South Asian University H. E. Dr. Joseph Butore, Burundi Dr.Bakhtiar Amin, Iraq Shri. Praful Patel, India Dr Ravikant Joshi, World Bank Dr. Sundeep Waslekar, SFG, India
7	Faculty of Engineering	3	Dr. Govind Swarup, NCRA, Pune Dr. John Mathews, USA. Dr. Kazuya Kobayashi, Japan. Dr. Justin Jonas, South Africa. Dr. Willem Baan, Netherland. Dr. TVC Sarma NARL, Thirupathi Dr. SA Ramakrishnan, IIT, Kanpur
	Total	51	

3.2 Resource Mobilization for Research

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

SIU provides funding for Ph.D. scholars as well as other student projects. It has made **financial provisions for SIU-Junior Research Fellowships (SIU-JRFs)** in the Faculties of Management, Law, Humanities & Social Sciences, Health & Bio-Medical Sciences, Computer Studies, Media & Communications and Engineering. Every SIU-JRF receives a stipend of Rs. 25,000/- per month, along with a contingency grant of Rs. 30,000/- per annum. Currently, the university has 20 SIU-JRFs and has spent Rs. 33.40 lakhs in 2013-14. From inception, 45 SIU-JRFs have been awarded Rs. 96.90 lakhs so far.

The University has also budgeted **Rs. 45 lakhs for the student research projects** in the year 2013-14. Four such projects have been awarded in 2013-14 and 2014-15.

Research projects undertaken by students/faculty, not funded by other agencies, are supported by the institutes/departments.

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

Yes, the university has formulated and issued an IPR Policy and has constituted an IP Cell. Additionally, the university conducts workshops on IP and filing patents/designs/trademarks and provides support to its faculty and students in all the processes.

Till date, **two patents** [one Indian Patent and one Patent Cooperation Treaty (PCT) application] have been filed jointly by Symbiosis International University and M/s. Kraft Powercon India Pvt Ltd.; and two Product Designs are in final stage of filing. Apart from the patents and designs, the university has also registered/filed **two copyrights** in 2013-14 and 2014-15 in the areas of 'HR tool for predicting talent growth and

retention' and 'Marketing mix model', respectively; and one 'Service Mark' to its credit.

Presently, the research work leading to potential IP element generation is at the nascent stage. The university certainly has researchers with potential like Dr Aravind Chinchure (6 Patents) and Dr Rupali Nagar (2 Patents) who have US and PCT, respectively, to their credit. Research work in the direction of generating various IP elements is underway at Symbiosis Institute of Technology, Symbiosis School of Biomedical Sciences and Symbiosis Institute of Design.

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

The university currently has 73 ongoing research projects funded by diverse funding agencies and the university. The details are as under:

Table 3.2.3(a)

Research Projects Ongoing	Amount (Rs.)
Ongoing major/minor research projects funded by external agencies	1,34,18,800
Minor Research Projects funded by SIU	69,48,381
Major Research Projects funded by SIU	32,57,192
Total (Rs.)	2,36,24,373

Project lists are mentioned below:

List of ongoing major/minor research projects funded by diverse external agencies (national/international) (2009-2015)

Table 3.2.3(b)

Sr. No.	Year	Reference No. (if any)	Name of project	Name of Funding Agency	Total grant sanctioned/received (Rs.)
1	2009	MOU dated 21 st March 2009	National Communication on inventory of greenhouse gases - national land use, land use change and forestry (LUCF) assessment using satellite data of Rajasthan, Gujarat and Maharashtra	National Remote Sensing Centre (NRSC), Hyderabad	5,29,200
2	2012	MOU dated 29 th March 2012	Vegetation Carbon Project (2 nd Phase)	NRSC, Hyderabad	4,19,700
3	2012	Agreement dated October 2012	Market potential estimation study for an ocean based theme park	Govt. of Maharashtra through Aqua Infra Strategies Industrial Development Corporation, Pune	67,075
4	2013	Email from Praveenkumar Bhoyar dated 25 Sept. 2014	Research Study on ingredients of Successful Succession planning- Study in respect of select Pune based companies	National Foundation of Corporate Governance (NFCG), New Delhi	1,20,000

5	2014	MOU dated 21.04.15 , Signed between SIU & JAPFA	Isolation and characterisation of Avian adenovirus associated with Inclusion Body Hepatitis (IBH) as a candidate vaccine strain	JAPFA Comfeed India Pvt. Ltd., Indonesia & India	17,05,800
6	2014	No.SB/FT/CS-136/2013 dated 01.08.2014	Development of New Nanostructured Thermoelectric Materials for Waste Heat Recovery Applications	Science and Engineering Research Board (DST), New Delhi	14,48,000
7	2014	MOU dated 19.08.2014, Between ISRO & SIU	Vegetation Carbon Dynamics in Maharashtra	ISRO Geosphere and Biosphere Program (IGBP), Hyderabad	29,21,520
8	2014	Email from IBM dated 15.07.14	Software Defect Analytics to augment DevOps Strategies	IBM Shared University Reward (SUR), Gurgaon	8,01,436
9	2015	CSR-IC-BL-19/CRS-116-2014-15/1212 dated 27.03.2015	Effect of preparation conditions on nanoparticle formation and oxygen stoichiometry of metal oxides	UGC-DAE Consortium for Scientific Research, New Delhi	6,39,000
10	2015	As per letter details from 2009-10 to 2014-15	American Express and SAP India	SAP, India	14,09,189
11	2015	BT/DVK/2014-15/ dated 18 May 2015	Development plan report – mobile biodigester toilets project for Kumbhamela	Defence R&D Establishment (DRDE), Gwalior	-
12	2015	IN-BL. 40284346398 N	'Project Shuddi' in human biowaste management (project under collaborative network)	Reckitt Benckiser Indian Pvt. Ltd., New Delhi	13,00,000
13	2015	MOU dated 3 Aug 2015	-do-	Charities Aids Foundation, New Delhi	6,65,000
14	2015	Letter dated 4 Aug 2015	-do-	Indian Infoline, Thane	6,92,880
15	2015	Email of 9 July 2015	Analysing social media behaviour using predictive analytics for reducing credit default	IBM India Pvt. Ltd.	6,35,000 (USD 10000)
16	2015	Email dated 25 Sept 2014	Women empowerment through community based microfinance institutions	Obama-Singh grant by IIM, Bangalore & University of North Carolina, Chapel Hill	65,000 (USD 1000)
				Total (Rs.)	1,34,18,800

List of ongoing Minor Research Projects funded by the university (2009-2015)

Table 3.2.3(c)

Sr. No.	Year	Reference No., if any	Name of project	Total grant sanctioned/received (Rs.)
1	2012	SIU/SIRI/Minor Research Approval/ 2012/01/SLSP1	Exploratory research on environmental law and policy with particular relevance to water pollution and water resource management in Pune Municipal corporation; the state of Maharashtra and India	1,20,000

2	2012	SIU/SIRI/Minor Research Approval/ 2012/05/SIIB2	Modelling industrial Symbiosis (Ecosystem) in Pune region for sustainable Business Development	1,50,000
3	2012	SIU/SIRI/Minor Research Approval/ 2012/04/SIIB1	Environmental footprints as an indicator of sustainability at Symbiosis International University and its constituent institutions in Pune - A preliminary study	1,30,000
4	2012	SIU/SIRI/Minor Research Approval/ 2012/03/SIBMB1	A study on service quality delivery and customer satisfaction in Indian Retail Banks	1,30,000
5	2012	SIU/SIRI/Minor Research Approval/ 2012/07/SIG1	Micro level planning of crop productivity in rain fed regions of Maharashtra state using Geospatial Technologies	1,44,000
6	2012	SIU/SIRI/Minor Research Approval/ 2012/06/SICSR1	Influence of Electronic-Learning Management System (e-LMS) environment on Student engagement and their academic performance	1,01,000
7	2012	SIU/SIRI/Minor Research Approval/ 2012/11/SIMC1	Listeners perspective of NammaDhwani community radio station in Karnataka	70,000
8	2012	SIU/SIRI/Minor Research Approval/ 2012/12/SIRI1	Transfer of Environmentally Sound Technologies: Understanding Barriers in Rural Areas (A case of Rajasthan)	1,50,000
9	2012	SIU/SIRI/Minor Research Approval/ 2012/13/SSE1	Creating a baseline database for all socio-economic sectors in Pune.	1,50,000
10	2012	SIU/SIRI/Minor Research Approval/ 2012/14/ELTIS1	Exploration And Analysis of Culturally Untranslatable Elements In The Published Translations of Dalit Narratives From Marathi Into English.	48,000
11	2012	SIU/SIRI/Minor Research Approval/ 2012/15/SIT1	Experimentation to test wear and friction resistance offered by die steels after performing EDM, using different electrodes and suspended metal powder in the electrolyte solution	1,17,000
12	2012	SIU/SIRI/Minor Research Approval/ 2012/16/SIT2	Analysis of performance characteristics of concentric annular heat pipe	1,50,000
13	2012	SIU/SIRI/Student Research Approval/ 2013/1/SCMSUG1 / 31.5.2013	Livelihood Creation At The Grass Root Level Through Self Help Groups And Micro Financing Schemes – A Case Study Of Select Districts Of Kerala	1,50,000
14	2013	Email from Vice Chancellor dated 30 January 2015.	Study of Road Safety Awareness and Practices among students of Symbiosis International University (SIU)	1,12,109
15	2013	SIU/SIRI/Minor Research approval/ 2013/01/SLSP1/1836/24 .3.14	Empirical study of Goa's Transition and Transformation from Continental to Common Law System after its liberation	1,20,000
16	2013	SIU/SIRI/Minor Research approval/ 2013/02/SIBM B1/1842/24.3.14	A select study on the effect of behavioural biases on investment patterns in the Indian stock market	1,47,900
17	2013	SIU/SIRI/Minor Research approval/ 2013/02/TLRC1/1839/2 4.3.14	Understanding gaps between reach and need for training in Higher Education	1,25,000

18	2013	SIU/SIRI/Minor Research approval/ 2013/02/SIMS1/1841/24.3.14	Symbiosis Training and Development Programmes for Prisoner Population	1,50,000
19	2013	SIU/SIRI/Minor Research Approval/ 2013/02/SCMHRD/2218 dated 10.4.2014	Study and Analysis of Sustainable Supply Chain Management Practices of Indian Manufacturing Organizations	1,50,000
20	2013	SIU/SIRI/Minor Research approval/ 2013/02/SITM1/1838/24.3.14	4G LTE voice Quality and Bandwidth Requirement	1,50,000
21	2013	SIU/SIRI/Minor Research approval/ 2013/02/SIOM1/1840/24.3.14	Humanitarian Supply Chain Designs and their impact's on Performance : Reference to Nashik MahaKumbh	1,40,000
22	2013	SIU/SIRI/Minor Research approval/ 2013/04/SSCON1/1845/24.3.14	Effectiveness of Progressive muscle relaxation versus Music therapy on Anxiety among elderly residing at selected Geriatric homes at Pune city	1,30,000
23	2013	SIU/SIRI/Minor Research approval/ 2013/04/SCON 2/1846/24.3.14	Efficacy of Training Module on Knowledge of Diabetes Care among Nurses of select hospitals in Pune City.	1,50,000
24	2013	SIU/SIRI/Minor Research approval/ 2013/05/SIMCP1/1849/24.3.14	Deconstructing Gender Representations on Animated Shows on Indian Children's Television Channels	1,45,000
25	2013	SIU/SIRI/Minor Research approval/ 2013/06/SSE2/1848/24.3.14	Competitiveness of Garment Industry in India	1,40,000
26	2013	SIU/SIRI/Minor Research approval/ 2013/07/SIT3/1852/24.3.14	Biosorption of Toxic Hexavalent Chromium from Industrial Effluents using Low Cost Biomaterials	1,50,000
27	2013	SIU/SIRI/Minor Research approval/ 2013/07/SIT2/1851/24.3.14	Electrical Discharge Machining of Monel Alloy, Shape Memory Alloy and Berllium Copper Alloy	1,50,000
28	2013	SIU/SIRI/Minor Research approval/ 2013/07/SIT1/18350/24.3.14	Developing a model for the assessment and prediction ground water contamination: A case study	1,50,000
29	2013	SIU/SIRI/Approval/2013/SIBM-P/2354 dated 22.4.2014	Research Capacity Building Among Students Pursuing Postgraduate Degree In Management Education With Specific Reference To Organisation Development Process In Indian Organisations	1,50,000
30	2013	SIU/SIRI/ Research Approval/2013/SIG/1943/27.03.2014	Research Capacity Building Among Postgraduate Students	1,50,000

31	2013	SIU/SIRI/ Research Approval/2013/SIMC PG/2355/23.4.14	Developing Research Skills Among Media Students Through Understanding Media Coverage Styles	1,30,000
32	2014	SIU/SCRI/Minor Research Approval/ 2014/03/SIIB2/1489/20.3.2015	Cashew Apple processing and preservation- A scope for value addition	1,50,000
33	2014	SIU/SCRI/Minor Research Approval/ 2014/03/SCMSnoida1/1489/20.3.2015	Citizens' Perceptions of E- Governance Services offered by New Delhi Municipal Council(NDMC)	1,10,000
34	2014	SIU/SCRI/Minor Research Approval/ 2014/04/SIIB1/1489/20.3.2015	Making Healthy Food Choice: A Study on the impact of Package Shape and Color on Consumers' Buying and their Perception about the product Healthiness	1,49,000
35	2014	SIU/SCRI/Minor Research Approval/ 2014/16/SIMS1/1489/20.3.2015	To Design an efficient financial management system and training module for sick/ inactive ShGs in Pune (PMC limits).	1,15,000
36	2014	SIU/SCRI/Minor Research Approval/ 2014/09/SIBM3/1489/20.3.2015	Private Health Insurance Buying behaviour among Rickshaw Drivers, Cab Drivers, Panwallas and Domestic/ house maids, in Pune	1,00,000
37	2014	SIU/SCRI/Minor Research Approval/ 2014/17/SIMS3/1489/20.3.2015	To identify financial constraints impeding the growth of tourism in Mahabaleshwar and make recommendations for their removal.	1,25,000
38	2014	SIU/SCRI/Minor Research Approval/ 2014/11/SCMSP1/1489/20.3.2015	Evaluating the role of Crow funding as an Alternate Finance opportunity for Business start ups in Pune Region.	1,05,000
39	2014	SIU/SCRI/Minor Research Approval/ 2014/05/SIBM1/1489/20.3.2015	Reducing credit Risk and Improving Credit Quality: Learnings from past experiences of Indian Banks	1,50,000
40	2014	SIU/SCRI/Minor Research Approval/ 2014/07/SIBM2/1489/20.3.2015	Determinants of challenges for managing Finance in Micro, small and medium Enterprises(MSMs) in Pune Region: An empirical study	1,50,000
41	2014	SIU/SCRI/Minor Research Approval/ 2014/08/SIBMH 1/1489/20.3.2015	Funding Landscape and Gap Analysis for Pharmaceutical Small and Medium Enterprises(SMEs) in Hyderabad	1,40,000
42	2014	SIU/SCRI/Minor Research Approval/ 2014/06/SIIB3/1489/20.3.2015	Ecological Risk Assessment of different Elements in River Bed Sediments of Betwa Stretch, Madhya Pradesh	1,48,000
43	2014	SIU/SCRI/Minor Research Approval/ 2014/02/SIMS2/1489 dated 20.3.2015	Waste Management in hospitals of Pune	70,000
44	2014	SIU/SCRI/Minor Research Approval/ 2014/01/SCIT1/1517/23.3.2015	Microblog based Disaster Event Analysis in Online Social Networks	1,46,372

45	2014	SIU/SCRI/Minor Research Approval/ 2014/12/SIT1/1490 /20.3.2015	Synthesis of Nanomaterials of Gas Sensing Applications	1,50,000
46	2014	SIU/SCRI/Minor Research Approval/ 2014/01/SID1/1520 /23.3.2015	Project T.U.I (Taxi for Urban India)	1,25,000
47	2014	SIU/SCRI/Minor Research Approval/ 2014/14/SLS P 1/1491 /20.3.2015	Judicial Trends and Patterns in Private International Law in India with special reference to Marriage and Matrimonial Issues	1,20,000
48	2014	SIU/SCRI/Minor Research Approval/ 2014/01/SSBS 1/1516 /23.3.2015	Risk factor profile for non-communicable diseases among employees of Symbiosis International University	1,50,000
49	2014	SIU/SCRI/Minor Research Approval/ 2014/01/SSBS 1/1516 /23.3.2015	Assessment of growth indices and micronutrient status of school children in rural Pune	1,50,000
50	2014	SIU/SCRI/Minor Research Approval/ 2014/01/SCHC1/1516 /20.3.2015	Assessment of community perceptions of SCOPE project	1,45,000
51	2014	SIU/SCRI/Minor Research Approval/ 2014/15/SSLA1/1492 /20.3.2015	Evolving new belief icons in Contemporary India: Two case studies	1,50,000
52	2014	SIU/SCRI/Minor Research Approval/ 2014/21/SCMS1/1489 /20.3.2015	Tourism, Transformations and Change in Livelihood Pattern- Designing New Approaches for Integrated Coastal Zone Management (ICZM) along Devbag Coast, Coastal Maharashtra, India	1,50,000
			Total (Rs.)	69,48,381

List of ongoing Major Research Projects funded by the university/institute (2009-2015)

Table 3.2.3(d)

Sr. No.	Year	Reference No., if any	Name of project	Total grant sanctioned/ received (Rs.)
1	2014	Email from Finance Officer dated 31 Dec 2014.	A 5-year longitudinal study of school children ... lung growth, respiratory functions by using new EU scale peak flow meter	20,60,169
2	2014	Email from Finance Officer dated 31 Dec 2014.	Factors affecting the health behavior amongst students of Symbiosis International University.	2,29,023
3	2015	-	An empirical study of implementation ... Wildlife Law Research and Resource Centre (WLRRC)	5,00,000
4	2015	-	Aftermath of land acquisition of land ... National Capital Region (NCR) – Phase 1 The case of five villages (District Faridabad NCR) - Phase 2	2,70,000
5	2015	Letter dated 29 June 2015	Health promoting behaviour amongst fresher students at Symbiosis International University	1,98,000
			Total (Rs.)	32,57,192

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

Yes, the university has **49 projects** sponsored by the industry/corporate houses (ongoing and completed) and the funding amounts to **Rs. 9.88 crores**. The details are as shown in the table below:

Table 3.2.4

S.N.	Name of the project	Funding agency	Grants sanctioned/ received (Rs.)
1	Management development programme	American Heart Association	2,73,98,352
2	Management development programme	International Trauma Life Support	41,76,347
3	Management development programme	Advanced Trauma Life Support	38,28,600
4	Maharashtra Emergency Medical Services	BVG India Ltd. and Ministry of Health, Govt of Maharashtra	24,00,196
5	First aid trauma training project for route patrol staff of Nationl Highway Authority of India	National Highway Authority of India	3,67,500
6	First aid for lay person	American Heart Association	6,81,369
7	Global Fund to Fight Aids Tuberculosis and Malaria	Indian Nursing Council, Mumbai	2,48,07,009
8	Neonatal Resuscitation - First Golden Minute	Indian Academy of Pediatric	2,47,735
9	'Project Shuddi' in human biowaste management (project under collaborative network)	Reckitt Benckiser Indian Pvt. Ltd., New Delhi	13,00,000
10	'Project Shuddi' in human biowaste management (project under collaborative network)	Charities Aids Foundation, New Delhi	6,65,000
11	'Project Shuddi' in human biowaste management (project under collaborative network)	Indian Infoline, Thane	6,92,880
12	Analysing social media behaviour using predictive analytics for reducing credit default	IBM India Pvt. Ltd.	6,35,000 (USD 10000)
13	Initiatives in Environment, Health and Safety (EHS) centre	Institute for Sustainable Communities (ISC), USA	9,54,829
14	10000 Women entrepreneurship programme	Goldman Sachs, USA & ISB, Hyderabad	1,35,00,000
15	Electricity Regulation	Maharashtra Electricity Regulation Corporation, Mumbai	7,92,000
16	Management capsule for scientists	Defence Institute of Armament Technology (DIAT), Pune	1,45,500
17	SAP	SAP India Pvt. Ltd.	2,54,450
18	Assessing Indian market presentation for high speed scanners	Primagest Inc., Japan	5,70,000
19	Isolation and characterisation of Avian adenovirus associated with Inclusion Body Hepatitis (IBH) as a candidate vaccine strain	JAPFA Comfeed India Pvt. Ltd., Indonesia & India	17,05,800
20	Bio-informatics of HINI virus	Intel, Bangalore	5,00,000

21	Prevention of life style disorders in School Children	KEM Hospital, Pune	3,58,900
22	Sero-surveillance to assess Rubella susceptibility and assessment ... students aged 18-24 years, of Symbiosis International University	Serum Institute India Ltd., Pune	8,14,464
23	Mobile collaborative productivity team tools	Nokia India University Relations Research Grants	10,35,755 (15,000 Euros)
24	Project Bhasha: Encouraging Indian language use on mobile phone	Nokia Research Centre, Bangalore	4,00,000
25	Project on Corporate Take-over in collaboration with ITC Ltd.	ITC Ltd., India	1,26,000
26	A Design Analysis and Implementation of Multi-Mode Convertor Using Matrix Topology a Novel Approach	Kraft Powercon India Pvt. Ltd., Pune	90,000
27	Market potential estimation study for an Ocean based theme park	Govt. of Maharashtra through Aqua Infra Strategies Industrial Development Corporation, Pune	67,075
28	Parental choice criteria and preferences for schools	Kangaroo Kids, Pune	45,000
29	Road Safety Audit Consultancy for Pune Solapur NH-9 Package-II	National Highways Authority of India	52,26,000
30	Study of customer viewing habits for a leading General Electronics consumers in India	Sony Entertainment Television (SET)	50,000
31	Need assessment of the CSR initiatives needed in each school for enhancement of existing	ShyamchiAai Foundation, Pune	1,50,000
32	Assessing customer experiences	Amdocs Development Centre Indian Pvt. Ltd., Pune	45,000
33	Mood survey of Pune for Danone-Narang Beverages through Perfect Relations (PR firm)	Danone-Narang Beverages	1,63,795
34	American Express and SAP India	SAP, India	14,09,189
35	Constitution defaced and defiled	Nani A. Palkhiwala	1,53,755
36	Kaizen implementation	Kama Schachter Jewelry Pvt. Ltd.	2,25,000
37	Sikkim biodiversity and forestry project, Govt of Sikkim & Tamil Nadu biodiversity and greening project, Tamil Nadu Govt.	Japan International Cooperation Agency (JICA)	37,745
38	Personal and team organisation and improvement	Aker Subsea, Pune	5,00,000
39	Training need analysis	Maharashtra State Agriculture Marketing Board	24,225
40	Designing warehousing facility for Tata Chemicals	Tata Chemicals	6,45,000
41	Management development programme for middle managers	Burckhardt Compression India Pvt. Ltd.	9,50,000
42	Field user study of Solar Lattern in states of Maharashtra and Uttar Pradesh	I2R Design, Bengaluru	1,80,000
43	Community legal care (Community Lawyering Legal Literacy & Legal Aid)	Ram Jethmalani Associates	5,00,000

44	Relationship banking in Janata Sahakari Bank Ltd., Pune	Janata Sahakari Bank Ltd., Pune	Self-funded & as a part of ISR
45	Use of technology in Janata Sahakari Bank Ltd., Pune	Janata Sahakari Bank Ltd., Pune	Self-funded & as a part of ISR
46	Environmental impact assessment of existing biogas plants in Pune Municipal Corporation (PMC) region, Pune	Pune Municipal Corporation (PMC), Pune	Self-funded & as a part of ISR
47	Tracking of municipal solid waste vehicles in select areas of PMC region using GIS	Pune Municipal Corporation (PMC), Pune	
48	Reviving of vermicomposting plants in selected apartments of Pune city	Pune Municipal Corporation (PMC), Pune	
49	Awareness and training to MSW personnel	Pune Municipal Corporation (PMC), Pune	
		Total	9,88,19,470

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

Symbiosis Institute of Management Studies (SIMS) has been recognised by **Department of Science and Technology**, Government of India (DST) and has been given a grant of Rs. 4.4 lakhs and Rs. 2.8 lakhs in 2014-15 for Entrepreneurship Development. SIMS is also recognised as a Centre of Excellence by the **National Foundation for Corporate Governance** (NFCG) with a research grant of Rs. 1 lakh and Rs. 1.2 lakhs in 2014-15.

The positive outcome from this grant is that it has **facilitated five students to become entrepreneurs**, while the research paper published from the NFCG research project has been put on the NFCG website for greater visibility and societal utilisation.

Department of Space, GOI has recognised Symbiosis Institute of Geoinformatics (SIG) to conduct their research activity and an assistance of **Rs. 52.84 lakhs** has been provided from the year 2009 to 2015.

Similarly, **Indian Nursing Council** has funded more than **Rs. 248 lakhs** to Symbiosis College of Nursing (SCON) under global funds to fight AIDS, Tuberculosis and Malaria project to impart training to staff nurses.

The university has **research collaborations with 19 institutes** that include five institutes under ICMR, National Institute of Pathology, Centre for Promotion of Nutrition Research and Training, National Aids Research Institute, Bhopal Medical Health and Research Centre and Regional Medical Research Centre for Tribals.

Other institutes include Serum Institute of India (SII), Pune, Chest Research Foundation (CRF), Public Health Foundation of India (PHFI),

Larsen and Toubro (L&T) and National Institute of Securities Markets.

3.2.6 List details of

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

The University has completed 34 research projects as shown in the table below:

Table 3.2.6(a)(i)

Sr. No.	Year	Number	Name of project	Name of Funding agency	Total grant sanctioned / received (Rs.)
1	2011	As per letter dated June 18, 2008 With Ref: IIRS: FED: VCP: 08/	Vegetation Carbon Pool Assessment (VCP) of Maharashtra State	Indian Space Research Organisation (ISRO), Department of Space	4,44,590
2	2012	Prn.SA/ADV/Ayurveda/Asthama/2010 dat7 Sept 2010	Functional genomics for understanding holistic principles of Ayurveda therapeutic with asthma as model	Office of Prime Minister Scientific Advisor, Govt. Of India	12,00,000
3	2012	MOU dated 25 th May 2011 between NRSC & SIG	Assessment of irrigation potential under accelerated irrigation benefit program in Krishna river basin	National Remote Sensing Centre (NRSC) & Central Water Commission	79,800
4	2012	MOU dated 25 th May 2011 between NRSC & SIG	Assessment of irrigation potential under accelerated irrigation benefit program in Surya river basin	National Remote Sensing Centre (NRSC) & Central Water Commission	35,960
5	2012	MOU dated 25 th May 2011 between NRSC & SIG	Assessment of irrigation potential under accelerated irrigation benefit program in Nandur Madhmeshar river basin	National Remote Sensing Centre (NRSC) & Central Water Commission	1,01,720
6	2013	As per letter dated 17 th July 2012	Enhanced Customer Insights and HR Analytics using integrated analysis of psychometric and Social Media	IBM Shared University Reward (SUR)	13,86,615 (USD 25000)
7	2012	MOU dated 25 th May 2011 between NRSC & SIG	Assessment of irrigation potential under accelerated irrigation benefit program in Amravati river basin	National Remote Sensing Centre (NRSC) & Central Water Commission	35,960
8	2012	MOU dated 25 th May 2011 between NRSC & SIG	Assessment of irrigation potential under accelerated irrigation benefit program in Bahula river basin	National Remote Sensing Centre (NRSC) & Central Water Commission	46,920
9	2012	MOU dated 29 th March 2012 between SIG NRSC	Measurement of vegetation and biomass parameters under vegetation carbon pool assessment (VCP) sub-project of the ISRO Geosphere Biosphere Program (IGBP)	National Remote Sensing Centre (NRSC), ISRO, DOS, Hyderabad	4,19,700

10	2013	As per letter dated 10 th December 2011 With Ref : 5/968/2008-RHN	SNP and expression ... polyunsaturated fatty acids of pregnant women and their association with neonate anthropometrics	Indian Council of Medical Research (ICMR), New Delhi	11,37,192
11	2013	MOU dated 20 th February 2012 between ICLEI – South Asia & SIIB	GHG Protocol Review	International Council for Local Environmental Initiatives (ICLEI), South Asia	1,20,000
12	2014	RUSI Project Ref : 209/13-14 India CBR Project Extension FCO MOU signed on 08-08-2013	The insider threat to Radiological security: Knowledge proliferation and radiological security	Royal United Services Institute of Defence & Security Studies in London, UK	2,66,160
13	2014	MOU dated 10.10.2014 between UNEP & SIU	Catch the raindrop – Rainwater harvesting feasibility study for Symbiosis Vimanagar Campus	United Nations Environment Program (UNEP)	39,130
14	2015	Email from Prof. Deepak Phatak, IIT Mumbai dated 25 Sept. 2014	Effective utilisation of Akash Tablets for R&D ... National Mission on Education through ICT	IIT Bombay through MHRD, New Delhi	95,425
15	2012	-	Bio-informatics of HINI virus	Intel, Bengaluru	5,00,000
16	2010	-	Prevention of life style disorders in School Children	KEM Hospital, Pune	3,58,900
17	2011	MOU dated 24 Jan 2011	Sero-surveillance to assess Rubella susceptibility and assessment ... female students aged 18-24 years, of Symbiosis International University (SIU)	Serum Institute India Ltd., Pune	8,14,464
18	2010	Suresh Chande, IUG 1H 2010; dt. 26 May 2010	Mobile collaborative productivity team tools	Nokia India University Relations Research Grants, Bengaluru	10,35,755 (15,000 Euros)
19	2013	Dated 02 feb 2011	Project Bhasha: Encouraging Indian language use on mobile phone	Nokia Research Centre, Bengaluru	4,00,000
20	2010	-	Project on Corporate Take-over in collaboration with ITC Ltd.	ITC Ltd., India	1,26,000
21	2011	MOU dated 17 th Sept 2011	A Design Analysis and Implementation of Multi-Mode Convertor Using Matrix Topology a Novel Approach	Kraft Powercon India Pvt. Ltd., Pune	90,000
22	2013	Agreement dated 24th July 2013	Study of potential of fresh vegetables and fruits requirements of Pune city	Maharashtra State Agricultural Marketing Board, Pune	5,54,300
23	2014	-	Study of customer viewing habits for a leading General Electronics consumers in India	Sony Entertainment Television (SET)	50,000

24	2014	MOU dated 18 th April 2014	Need assessment of the CSR initiatives needed in each school for enhancement of existing	ShyamchiAai Foundation, Pune	1,50,000
25	2011	-	Mood survey of Pune for Danone-Narang Beverages through Perfect Relations (PR firm)	Danone-Narang Beverages	1,63,795
26	2014	Email from Praveen Kumar dated 25 Sept 2014	Investigating the corporate governance practices in to be listed SMEs in Pune region	National Foundation of Corporate Governance (NFCG), New Delhi	1,00,000
27		-	Impact of credentials on the success of IT projects	PMI Organisation Centre Pvt. Ltd., Mumbai	7,00,000
28	2012	Agreement dated 15 th February 2012	A risk management framework for distributed agile development projects	Project Management Institute's Educational Foundation	6,74,758 (USD 11875)
29	2012	Agreement dated 24 th September 2009	Case Study: ERP at Kohinoor Planet Constructions - Dead End or A Road Ahead	Project Management Institute (PMI) India under sponsored Case Writing Program 2012	1,50,000
30	2014	Letter from Dr Sanjay Bhatia. Dt 10.02.2014	Assessing customer experiences	Amdocs Development Centre India Pvt. Ltd., Pune	45,000
31	2015	Email from Supriya Bambawale. Dt 22.01.2015	Parental choice criteria and preferences for schools	Kangaroo Kids, Pune	45,000
32		-	Constitution defaced and defiled	Nani A. Palkhiwala	1,53,755
Total (Rs.)					1,15,20,899

Completed Projects Funded by SIU

Table 3.2.6(a)(ii)

Sr. No.	Year	Reference No., if any	Name of project	Total grant sanctioned/received (Rs.)
1	2012	SIU/SIRI/Minor Research Approval/ 2012/09/SCON1	Effectiveness of planned health teaching ... recommend necessary changes in the nursing curriculum of SIU	1,25,000
2	2013	SIU/SIRI/Minor Research approval/ 2013/03/SCIT1/18 44/24.3.14	Design, Build and Implement a risk assessment framework for ERP adoption in small and medium enterprises	1,35,000
Total (Rs.)				2,60,000

b. Inter-institutional collaborative projects and grants received

i) All India collaboration

Table 3.2.6(b)(i)

Sr. No.	Name of Investigators	Title of the project	Name of the University / Company collaborating with	Funds received (Rs.)
1	Dr. Tarun P Singh (SIG)	Irrigation Infrastructure Assessment of Maharashtra under Accelerated Irrigation Benefit Program (AIBP)	Planning Commission and NRSC, Govt. of India	3,00,360

2	Dr. Tarun P Singh (SIG)	Irrigation Infrastructure Assessment of Uttar Pradesh under AIBP	Planning Commission and NRSC, Govt. of India	3,36,000
3	Dr. Tarun P Singh (SIG)	Environment Impact Assessment of mining in Agriculture and Vegetation.	National Remote Sensing Agency (NRSA)	99,779
4	Dr. Tarun P Singh (SIG)	AIBP Project Bhima and Kukadi	Planning Commission and NRSC, Govt. of India	1,36,000
5	Dr Deepak Phalgune (SIHS)	Prevention of life style disorders in School Children	KEM Hospital, Pune	3,58,900
6	Dr Deepak Phalgune & Dr Abhay Saraf (SIHS)	Sero-surveillance to assess Rubella susceptibility and assessment... female students aged 18-24 years, of Symbiosis International University (SIU)	Serum Institute India Ltd.	8,14,464
7	Dr. Vandana Sonwaney & Dr Aditi Mishal (SIOM, Nashik)	Development plan report – mobile biodigester toilets project for Kumbhamela	Defence R&D Establishment (DRDE), Gwalior	-
8	Symbiosis Institute of Health Sciences (SIHS)	First aid trauma training project for route patrol staff of National Highway Authority of India	National Highway Authority of India	3,67,500
9	Symbiosis Institute of Health Sciences (SIHS)	Maharashtra emergency medical services	BVG India Ltd. and Ministry of Health, Govt of Maharashtra	24,00,000
Total				48,13,003

ii) Inter institutional collaborative projects and grants received – International.

Table 3.2.6(b)(ii)

Sr. No.	Name of Investigators	Title of the project	Name of the University / Company Collaborating with	Funds sanctioned/ received (Rs.)
1	SCIT: Dr. Urvashi Rathod, Dr. Ajey Kumar Curtin University: Dr. Vidyasagar Potdar	The awareness, knowledge and perception of online spam in Indian Internet Users	Curtin University, Perth, Australia	In Progress
2	SCIT: Dr. Urvashi Rathod, Prof. Suprika Shrivastava, Dr. Ajey Kumar NDSU: Dr. Gursimran Singh Walia	Impact of Learning Styles of software inspectors on their defect detection effectiveness and efficiency	North Dakota State University (NDSU), USA	In Progress
3	SCON & SIHS: Col. Jayalakshmi, Minakshi Gijare & Dr. Rajiv Yeravdekar	Building interdisciplinary leadership skills among health practitioners in 21 st century: An innovative training model	Institute of Medicine (IOM) Washington, USA and Datta Meghe Institute of Medical Sciences, Nagpur	In Progress
3	SCRI: Dr. Manju Singh	Developing Entrepreneurial Mindset	British Council via Foundation for Academic excellence and access (FAEA) and Women in security conflict management and Peace (WISCOMP)	6,16,090

3.3 Research Facilities

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

The university has been making concerted efforts to create and continuously improve infrastructure and facilities for research in its constituents/departments. Every year funds are earmarked in the budget for purchase of equipment for research.

The university promotes research by developing the infrastructural requirements in the emerging disciplines such as Biotechnology, Nanotechnology, Geo-informatics, Engineering and Media & Communication. For example, at Symbiosis School of Biomedical Sciences (SSBS), the university has created state-of-the-art laboratory facilities such as special instruments laboratory, bio-analytical laboratory, animal tissue culture laboratory (BSL-2), genetics and molecular biology laboratory, microbiology laboratory, animal house, nutrition laboratory and is in the process of setting up three specialized laboratories viz. biomaterials and tissue engineering, microbial technology and food science.

The university has been instrumental in supporting Symbiosis School of Biomedical Sciences (SSBS) in facilitating research activities by providing the requisite infrastructure, equipments and consumables. As a result, the animal house of SSBS was approved by Committee for the Purpose of Control and Supervision of Experiments on Animals (CPCSEA), Ministry of Environment and Forest, Animal Welfare Division, Government of India. Additionally, the Institutional Animal Ethics Committee (IAEC) also got approval from CPCSEA. This is an achievement due to which critical *in vivo* experiments can now be performed at SSBS. The Institutional Biosafety Committee and Institutional Committee on Stem Cell Research have been also recognised by the Govt. of India.

In order to promote research, Symbiosis Institute of Technology (SIT), in the past four years, has purchased equipment worth approximately Rs. 100 lakhs. These equipments include Tilting Flume, Wind Tunnel, Palton, Kaplan and Francis Turbines, GPS and Total Station and Digital Theodolite, Electric Discharge Machine, Pin-on-Disk Tester, Micro Hardness Tester, CAD-CAM and Analysis Software: Catia V6 and Ansys, Matlab and LabVIEW, UV-Visible Spectrometer, Rotary Shaker, Basic Pneumatic Training equipment set, Analytical balance, 6.5 digits DMM, R 24 evolutionary hi aped centrifuge, Ultrasonic bath, etc.

In addition, other facilities set up in different faculties are the state-of-the-art studio and an incubation centre. Free access to e-journals and databases is given to all students, faculty and researchers. Access and training is provided to all scholars and students to Turnitin software that facilitate responsible conduct of research for avoiding plagiarism. An excellent ICT infrastructure for research exists and all the faculty

members are provided with a desktop, printer and an internet connection. The university in its efforts to improve infrastructure requirements to facilitate research has signed a **Memorandum of Understanding (MoU) with Science Parks of Wallonia (SPoW) for the creation and development of a Science Park called the 'Health Science Technology Park (HSTP)** dedicated to Biotechnology at the Lavale Campus. HSTP will work in the area of Technology, Bio-Medical Sciences and Paramedical & Allied Health Sciences. Recently, SIU has established **Symbiosis Centre for Health Skills (SCHS)** to train the health care professionals.

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

Yes, the university has an Information Resource Centre, in the form of the Central Library, and institutional libraries across Symbiosis campuses which are accessible to all faculty, Ph.D. scholars and students. The Central Library provides research related information, articles, and clippings to the faculty and research scholars useful for their research. Well-equipped libraries and online resources are made available. The resource details are as under:

Table 3.3.2

Sr. No.	Particulars	Number
1.	Journals (National + International)	737 (554 + 183)
2.	Magazines	530
3.	Books	289857
4.	E-Journals	99329
5.	E-Books	50374
6.	Research databases	33
7.	Microfiche, AV, etc.	19090
8.	Ph.D. Thesis	85
9.	Ph.D. Thesis on Shodhganga	55
10.	Synopsis on Shodhgangotri	52
11.	UG & PG Dissertations & Projects	3134

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

The university mainly runs programmes in the areas of Management, Humanities & Social Sciences and Law which do not require an instrumentation centre facility. It has only few technology institutes like SIT and SSBS which has an instrumentation centre. Additionally, the University has selected **19 research centres** for collaboration and research for sharing laboratories and instrumentation facilities. Some of these research centres include - Chest Research Foundation (CRF), National Aids Research Institute (NARI), Serum Institute of India, L&T, Vaikunth Mehta National Institute of Cooperative Management, National Institute of Securities Markets, etc.

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

Yes, the university does provide residential facilities (with computer and internet facilities) for Ph.D. research scholars, scholars-in-residence, and summer/winter fellows and to the visiting academicians/scientists (national/international).

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

Yes, the university has a specialized research centre called **Symbiosis Centre for Research and Innovation (SCRI)**, an administrative office to promote and facilitate research among faculty, scholars and students. This centre addresses the diverse research challenges, for instance, exploring research questions, using appropriate research design, software for analysis, data management, research writings, etc. Scholars are encouraged to interact with seniors as well as peers to have greater clarity about the various research challenges. SCRI has a well set process for the doctoral programme as per the UGC norms with a rigorous monitoring system. It helps scholars in the development of appropriate research skills with quality output. Furthermore, **SCRI monitors the overall research output metrics** of faculty and scholars.

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

The Symbiosis Institute of Management Studies (SIMS) is an accredited **'Centre of Corporate Governance'** recognised by the NFCG (National Foundation for Corporate Governance) under the **Ministry of Corporate Affairs**, Govt. of India. SIMS is a unique institute established under a Memorandum of Understanding (MoU) between the **Ministry of Defence**, Government of India and Symbiosis International University in 1993. SIMS is also an active programme implementation agency of the **Department of Science and Technology (DST)**, India. It is recognised by DGR (Directorate General of Resettlement), Ministry of Defence, GoI for conduct of resettlement programmes for defence personnel.

3.4 Research Publications and Awards

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

Yes. The university publishes **13 research journals** across its seven Faculties.

Table 3.4.1

Sr. No.	Research Journal Name (ISSN)	Institute's Name	Publishing agency	Database listed/Indexed in	Year of Inception
1.	Symbiosis Contemporary Law Journal (ISBN: 978-81-8038-840-8)	SLS, Pune	Lexis-Nexis	-	2013
2.	Symbiosis Student Law Review (ISBN: 978-81-8038-841-5)		Lexis-Nexis		2013
3.	Samvad (ISSN: 2348-5329)	SIBM, Pune	SIBM-P	-	2010
4.	PRIMA Practices & Research in Marketing (ISSN: 2230-844X)	SCMHRD	Publishing India Group	Ebsco, Ulrich and Cabell's	2010
5.	Drishtikon A Management Journal (ISSN 0975-7422; eISSN:0975-7848)		Publishing India Group	Google Scholar, Proquest, EBSCO, Cabell's&Ulrich, Index Copernicus	2009
6.	OPUS - Organisation, People and Us (ISSN: 0973-9866)		Publishing India Group	-	2006
7.	Telecom Business Review (ISSN: 0973-9114)	SITM	Publishing India Group	ProQuest	2009
8.	Jidnyasa (ISSN: 0976-0326)	SIMS	SIMS	-	2010
9.	Journal of General Management Research (ISSN: 2348 – 2869; eISSN: 2348 – 5434)	SCMS, Noida	Bloomsbury Publishing India Pvt. Ltd.	-	2013
10.	Annual Research Journal of Symbiosis Centre for Management Studies, Pune (ISSN: 2348-066)	SCMS, Pune	Bloomsbury Publishing India Pvt. Ltd.	-	2014
11.	SCIT Journal (ISSN 0974-5076),	SCIT	SCIT	Index Copernicus, TM-Journals Master List, Poland, Cabell's Directory, CSBIS Directory	2001
12.	Orion (ISSN: 2349-7939)	SIBM-B	SIBM-B	-	2014
13.	Perspectiva: A Case Journal (ISSN: 2394-9961)	SIBM-B	SIBM-B	-	2014

The Editorial Board of the said journals comprise an editor and editorial board members drawn from faculty/researchers from SIU and other premier Indian and foreign universities/institutions. As per the journal policy, each journal follows the double blind review process before acceptance of paper for publication. **4 journals out of 13 are listed in reputed international databases like EBSCO, Index Copernicus, ProQuest, Google Scholar, Cabell's Directory, TM-Journals Master List (Poland) and CSBIS Directory.**

3.4.2 Give details of publications by the faculty:

- Number of papers published in peer reviewed journals (National/international)

During the post accreditation period due to the focused efforts made by the University to encourage the faculty to undertake research and publish the same in SCOPUS and other reputed Indexed/abstracted journals, the number of **cumulative publications by faculty has increased substantially from 45 in 2009-10 to 1708 in 2014-15**. The quality of the publications also has significantly improved which can be seen from the details given below:

Table 3.4.2

Total number of publications (From 2009 to 2015; as of 31-07-2015) (Excluding Students: 74 & PhD Scholars: 39)		1708
i. Number of papers published in peer reviewed journals (national / international):		1313 (National 585 & International 728)
ii. Monographs		8
iii. Chapters in Books		135
iv. Edited Books		5
v. Books with ISBN with details of publishers		31
vi. Case Studies		20
vii. Proceedings papers		194
viii. Working / Discussion papers		2
Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)		755
Citation Index – range / average (For SIU affiliated papers)	Google Scholar	Total Citations = 1069 Range: 1- 49 Avg: 3.52
	Scopus	Total Citations = 305 Range: 1- 15 Avg: 2.56
Total citations of SIU faculty (SIU + Non-SIU affiliated publications)		6319
SNIP		Range: 0 - 3.677; Avg: 0.485
SJR		Range: 0 - 2.786; Avg: 0.367
Impact Factor – range/average		Range: 0 - 5.968; Avg: 0.532
h-index		Google Scholar: 14; Scopus: 8

Fig. 3.4.2(a) : Year-wise total number of publications vs. publications in top indexed/abstracted journals

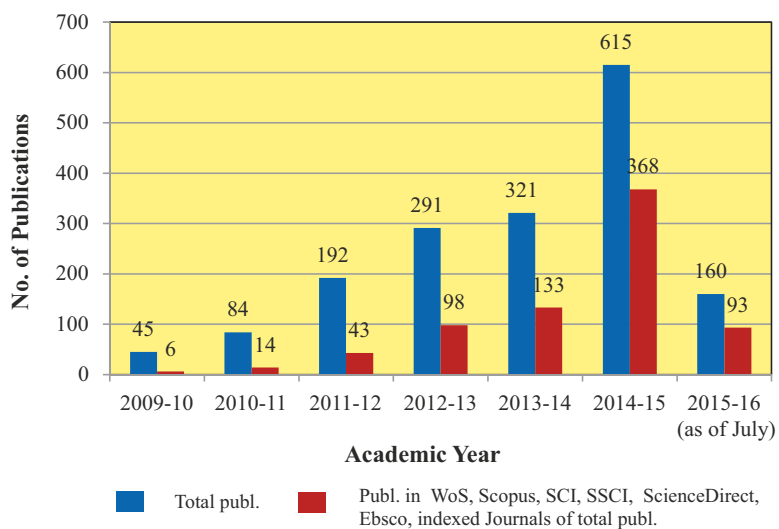


Fig. 3.4.2(b) : Year-wise cumulative increase in research publications

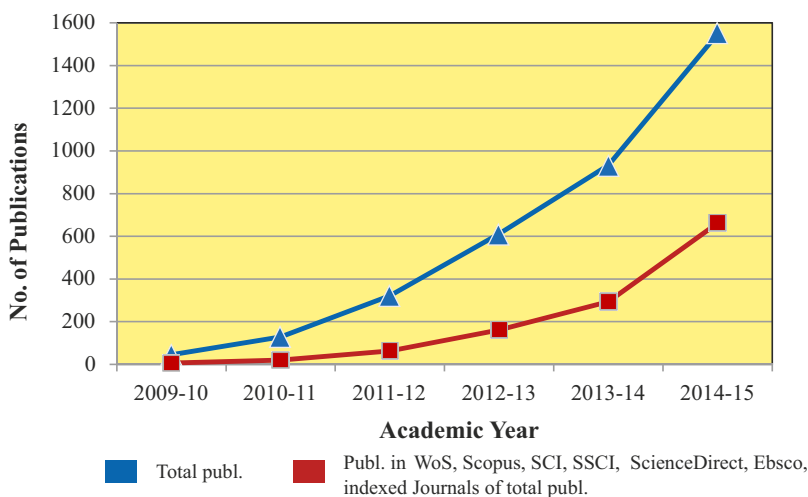
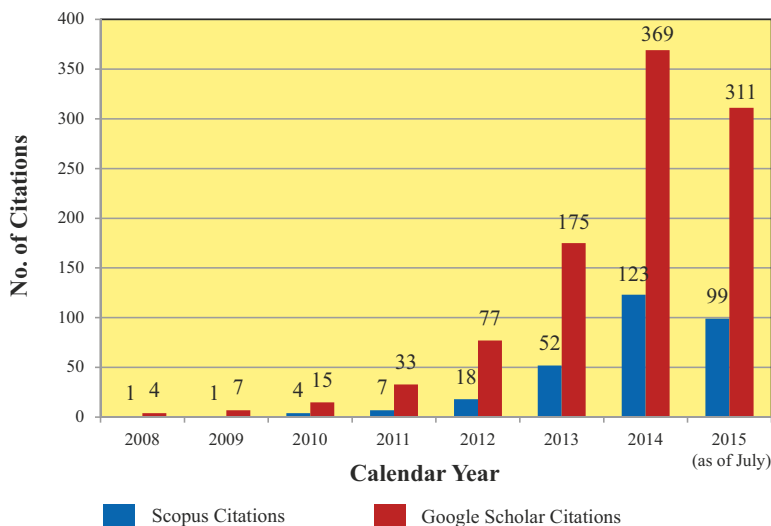


Fig. 3.4.2(c) : Year-wise citations for SIU affiliated research publications



3.4.3 Give details of

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

Sixty-seven (67) faculty members across the university are serving as Editor/Deputy Editor/Editorial Board Member of numerous national and international journals of repute. Apart from this, more than fifty (50) faculty members have been reviewing the research manuscripts of reputed national and international journals and most of these journals are Scopus indexed.

Note: Asterik (*) indicates that faculty serving as member of SIU journals; # N = National and I = International

Table 3.4.3(a)

Sr. No.	Faculty name	Journal name	N/I#	Editor/Editorial Board Member
1	Dr Rameshwar Dubey	Journal of Supply Chain Management System	N	Chief Editor
		Global Journal of Flexible System Management	I	Asso. Editor
		International Journal of Innovation Science	I	Member
		AIMS International Journal	I	Member
		International Journal of Automation Logistics	I	Guest Editor
		Int. J. of Process Management & Benchmarking	I	Guest Editor
		Annals of Operations Research	I	Guest Editor
		International Journal of Procurement Management	I	Guest Editor
		Computers & Industrial Engineering	I	Guest Editor
		Electronic Markets - The International Journal on Networked Business	I	Guest Editor
2	Dr Prakash Rao	International Journal of Agriculture Resource Governance and Ecology	I	Dy. Editor
		Int. J. for Higher Education and Sustainability	I	Member
3	Dr Yogesh Patil	Modern Applied Science	I	Member
		Journal of Management and Sustainability	I	Member
		South Asian Journal of Management Research	N	Member
4	Dr.Dipika Jaspal	Research Journal of Chemistry and Environment	N	Guest Editor
		Journal of Environmental Chemistry and Ecotoxicology	I	Editor
5	Dr.Meena Laad	International Journal of Physics and Research	I	Editor
6	Dr. B R Londhe	OJAS : Expanding Knowledge Horizon An International Journal of Research in Management	N	Editorial Advisory Board
7	Prof. Arti Chandani	International Journal of Applied Financial Management Perspectives of Pezzottaite Journals	N	Associate Editor
8	Dr. Mita Mehta	International Journal of Advance Research on Computer Science and Management Studies	N	Member
		International Journal of Retailing RuralBusiness Perspective	N	Editorial Advisory Board
9	Dr. Rajiv Yeravdekar	Indian Healthcare Quality Forum	N	Member
10	Dr. Abhay Saraf	Perspectivies in Medical Research	N	Editorial Advisory Board
11	Dr.Kanchan Khare	Int. J. of Advances in Engineering Sciences	I	Editorial board
		Research Journal of Environmental Sciences	I	Member
12	Dr.Preeti Mulay	Journal of Data Mining and Knowledge Discovery	I	Member
13	Dr Vandana Sonwaney	Journal of Supply Chain Management System		Member
		Int. J. of Process Mgt& Benchmarking	I	Guest Editor

14	Dr S Chakraborti	Journal of International Relations	I	Member
		The Asian Journal	N	Member
15	Prof.Ruchi Jaggi	Amity Journal of Media and Comm. Studies	N	Member
16	Dr P.Rajhans	EMS Asia	N	Member
17	Dr S Bhattacharya	Journal of Strategic Human Resource Mgt.	N	Member
		Drishtikon: A Management Journal	N	Member
		Int. J. of Software and Websciences	N	Member
18	Dr Ajey Kumar	SCIT Journal*	N	Editor
19	Dr Urvashi Rathod	Int. J. of Project Organisation and Management	I	Member
		Int. J. of System Assurance Engg. & Management	I	Member
20	Dr Sonali Bhattacharya	Journal of Strategic Human Resource Management	N	Member
21	Dr Lopamudra Bajpai	Retrospect	I	Member
		Indian Journal of Comparative Literature and Translation Studies	N	Member
22	Dr Shweta S. Deshpande	Journal of Society of South Asian Archaeology	I	Founder Member
23	Dr BN Swar	Int. J. of Applied Services Marketing Perspectives	N	Member
24	Dr Navendu Chaudhary	Int. J. of Advancement in Earth and Environmental Sciences	I	Member
25	Dr R Hiremath	Journal of Sustainable Development	I	Member
26	Prof S Upendra	Journal of Psychiatry Nursing	N	Member
27	Dr S. G Joshi	Sinhgad e-Journal of Nursing	N	Member
		Int. J. of Academic and Scientific Research	N	Member
28	Dr. S Gurpur	Symbiosis Contemporary Law Journal*	N	Editor in Chief
		Symbiosis Student Law Review*	N	Editor in Chief
		International J. of Business & Cyber Security	I	Member
		Irish Review of CED Law & Policy	I	Member
29	Pratima Sheorey	Int. J. of Marketing and Business Communication	N	Member
		PRIMA: Practices and Research in Marketing*	N	Member
30	Dr. Netra Neelam	OPUS: HR Journal*	N	Member
31	Dr. A Mohanty	Symbiosis Student Law Review*	N	Co-editor
32	Dr. R Rautdesai	Symbiosis Student Law Review*	N	Co-editor
33	Prof. R Divekar	Jidnyasa*	N	Member
34	Dr P Chitrao	Jidnyasa*	N	Member
35	Dr A Nagendra	Jidnyasa*	N	Member
36	Dr BR Londhe	Jidnyasa*	N	Member
37	Prof K Chopra	Jidnyasa*	N	Member
38	Dr Pravin Kumar	Jidnyasa*	N	Member
39	Dr R Raman	Samvad*	N	Editor
40	Dr S Anand	Samvad*	N	Member
41	Dr M Srivastava	Samvad*	N	Member
42	Dr M Bedarkar	Samvad*	N	Member
43	Prof AA Naik	Symbiosis Contemporary Law Journal*	N	Editor
44	Prof S Bangali	Symbiosis Contemporary Law Journal*	N	Member
45	Prof A Krishnan	Symbiosis Contemporary Law Journal*	N	Member
46	Dr R Rautdesai	Symbiosis Contemporary Law Journal*	N	Member
47	Dr A Mohanty	Symbiosis Contemporary Law Journal*	N	Member
48	Prof SP Mysore	Symbiosis Contemporary Law Journal*	N	Member
49	Prof A Abhyankar	Symbiosis Contemporary Law Journal*	N	Member
50	Prof U Aswar	Symbiosis Contemporary Law Journal*	N	Member
51	Prof S Fazalbhoj	Annual Research Journal of SCMS, Pune*	N	Member

52	Dr Manju Singh	Annual Research Journal of SCMS, Pune*	N	Member
53	Dr Dhanya P	SCIT Journal*	N	Editor
54	Dr P Purandare	SCIT Journal*	N	Editor
55	Dr S Altekar	Journal of General Management Research*	N	Member
56	Dr A Vashisht	Journal of General Management Research*	N	Member
57	Dr Kriti Gupta	Journal of General Management Research*	N	Member
58	Dr B Wadhwa	Journal of General Management Research*	N	Member
59	Dr Rajani Gupte	Journal of General Management Research*	N	Adv Board
60	Prof L Kathpalia	Journal of General Management Research*	N	Adv Board
61	Prof Sunil Patil	Telecom Business Review*	N	Editor
62	Dr Sujata Joshi	Telecom Business Review*	N	Member
63	Dr KSS Iyer	Telecom Business Review*	N	Member
64	Dr P Damle	Telecom Business Review*	N	Member
65	Prof P Kulkarni	Telecom Business Review*	N	Member
66	Dr Trupti Dhote	Telecom Business Review*	N	Member
67	Prof Giri Hallur	Telecom Business Review*	N	Member

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

There are **ten faculty members** who have served as members of steering committees of international conferences recognized by reputed organizations/societies

Table 3.4.3(b)

S.N.	Faculty name	Institute	Name of International Conference
1	Dr Shashikala Gurpur	SLS-P	International Conference on Advances in Biotechnology and Patenting, Bharathidasan University from 18 th Feb to 21 st Feb 2013
2	Dr Rajiv Yeravdekar	SIHS	International Relations Conference held during Dec 2013 & 2014 organised by SIU sponsored by Ministry of External Affairs, GoI
3	Dr TP Singh	SIT	International Conference on Powder, Granule and Bulk Solids: Innovations and Applications (PGBSIA 2013), Thapar University, Patiala, November, 28-30, 2013 Third International conference on Production & Industrial Engineering (CPIE-2013), BR Ambedkar National Institute of Technology, Jalandhar, March 29-31, 2013
4	Dr Jyoti Chandiramani	SSE	International Relations Conference (2013 & 2014) organized by SIU.
5	Dr Vandana Sonwaney	SIOM	International Advisory Board Member of AIMS International Conference organised by IIM Kozhikode
6	Dr Rameshwar Dubey	SIOM	International Advisory Board Member of AIMS International Conference organised by IIM Kozhikode
7	Prof. Ardhendu Shekhar Singh	SSBF	International Conference on Sustainable Innovation and Successful Product Development for a Turbulent Global Market at IIT, Madras (16 & 17 December 2013)
8	Prof VG Venkatesh	SIBM-B	International Supply chain management Symposium program Committee held in Edmonton, Alberta from June 10 to 11 2014.
9	Dr Dipali Krishnakumar	SCMHRD	Eastern Finance Association Conference at Tampa
10	Dr Manju Singh	SCRI	Third International Conference SCMS, Pune

3.4.4 Provide details of

* **Research awards received by the faculty and students**

38 faculty members and 34 students have received a diverse range of research related awards in the form of best paper presentation in national/international conferences, research competitions, research grant awards, Fulbright scholarship, Erasmus Mundus Research Scholarship, case study competitions and business models.

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

Nine faculty members have received national and international recognition from reputed professional bodies and agencies:

Dr. Rajani Gupte

Independent Director on the Board of Directors of four L&T companies -

- L&T Finance Limited
- L&T Housing Finance Limited
- L&T Capital Markets Limited
- L&T Family Credit Limited.
- UGC nominee on the Advisory Council of Kalasalingam University, Chennai.

Dr. Vidya Yeravdekar

- Member - Governing Body, Indian Council for Cultural Relations (ICCR), Govt. of India
- Member - Board of Governors, Indian Institute of Corporate Affairs (IICA)
- Member - Executive Council, Indian Institute of Mass Communication (IIMC)
- Member - Board of Management, Yeshwantrao Chavan Maharashtra Open University (YCMOU), Govt. of Maharashtra
- Member - Government of Andhra Pradesh, Higher Education Department - Constitution of State Knowledge Advisory Board
- Member - Task Team of Arts Management Strategy for Karnataka
- Member - Swarnim Gujarat Sports University
- Former Member - University Grants Commission (UGC), Govt. of India
- Former Member - Central Advisory Board of Education (CABE), Govt. of India
- Managing Committee, Symbiosis Board of Management, Symbiosis International University (SIU)
- Other non-governmental committees & organizations such as - Mahratta Chamber of Commerce & Industries, (MCCIA); Federation of Indian Chambers of Commerce & Industry (FICCI); Confederation of India Industry (CII); Managing Committee Member of HK Firodiya Foundation; India International Centre (IIC) & Pune International Centre (PIC).

Dr. Rajiv Yeravdekar

- Former Member, Board of Governors, Medical Council of India, Govt. of India
- Consultancy Development Centre (CDC), DSIR, Ministry of Science & Technology
- Central Supervisory Board – PCPNDT, Govt. of India
- National Inspection & Monitoring Committee (NIMC) -PC & PNDT, Govt. of India
- Maharashtra Medical Council (MMC), Govt. of Maharashtra
- Maharashtra Nursing Council (MNC), Govt. of Maharashtra
- Federation of Indian Chamber of Commerce & Industry (FICCI)
- Indian Society for Critical Care Medicine (ISCCM)
- Society for Emergency Medicine in India (SEMI)
- Indian Healthcare Quality Forum (IHCQF)
- Chairman - MCCIA
- Healthcare Sector Skill Council (HSSC), New Delhi
- NAT HEALTH, Healthcare Federation of India, New Delhi.

Dr. Shashikala Gurpur

- Academic Council Member, National Judicial Academy, Bhopal (2015)
- Member, Law Commission of India (2010-12)
- Committee Member, Journal of International Legal Education, International Association of Law School, USA
- Member, IUCN - World Commission on Environmental Law, Canada (2015)
- Member, IGNOU School of Law
- Member, Governing Council, NALSAR, Hyderabad
- Life Member, Indian Law Institute (Research affiliate to Supreme Court of India)
- Member, Indian Nursing Council Task Force
- Certificate of Recognition 'My Choice for Equality' by the Global Ethics Forum, Geneva in association with IIM, Bangalore in the Global Ethics Forum 2014 Conference.
- South Asia Legal Education Innovation Award of SILF-MILAT in 2011
- Fulbright Fellow (2010-2011)

Dr Manju Singh

- Sir Ratan Tata Fellowship Award, London School of Economics, UK (2011-12)
- Member Academic Council, Governing Body Nominee at NAAC 'A' Grade Autonomous College, Parvatibai Chowgule College of Arts & Science, Gogol, Goa.

Dr. Urvashi Rathod

- Member of ACM-W India Committee in 2011.

Dr. Ajey Kumar

- Session Chair at the 14th Wireless Personal Multimedia Communications Symposium (WPMC'11) , 3-7 October, 2011, Brest, France. (<http://www.wpmc2011.org/>)

- Proposal Reviewer at Superior Council of the National Fund for Scientific & Technological Development (FONDECYT), Chile, 2012

Prof. Harshad Gune

- Emeritus member, Open Source Initiatives (OSI) Board and Member, Board of Directors, 2008 to 2014.

Dr. Rajashree Jain

- Chair, Women in Engineering (WiE), Affinity Group, IEEE Pune, 2014.

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

Ten faculty members successfully guided 20 Ph.D. scholars. The average number of successful Ph.D. scholars guided per faculty during the last four years was two.

Yes, the university actively participates in *Shodhganga* by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access. Till date 55 Ph.D. theses have been deposited in *Shodhganga*.

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

- The university has formulated a policy to check research malpractices and plagiarism
- The university has online 'Turnitin software' to check the 'Similarity index' in terms of percentage
- In case of Ph.D. research, the candidate is required to submit a signed statement certifying the originality of work. If proven otherwise, the degree may be withdrawn.
- The guidelines for research students clearly specify the instructions to avoid plagiarism.
- Large number of faculty members use Turnitin before communicating research manuscripts to any journals, conferences and books.
- A similarity index of 25-30 % has been set up as a benchmark for PG and UG dissertations respectively, while for Ph.D. theses it is 21%.
- No plagiarism cases of Ph.D. students or research articles published in ISSN/SCOPUS indexed journals have been reported so far.
- At one of the institutes, final semester PG students were found guilty of plagiarism. A committee was constituted to investigate and recommend actions. Based on the recommendations of the committee all the erring students were declared failed in keeping with the 'zero tolerance to plagiarism' policy of the university.

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

Yes, the university promotes and encourages interdisciplinary research. There are several research scholars pursuing Ph.D. in interdisciplinary areas. Apart from this, faculty from two or more different departments/institutes/areas are conducting research and publishing joint research papers in interdisciplinary areas. SCMHRD and SCIT as well as SIT and SIHS are working on the interdisciplinary projects IBM and NHAI, respectively. As of today, 146 papers have been published in interdisciplinary areas.

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

The university incentivizes faculty members since 2012-13 for publishing in the designated top indexed/abstracted national and international journals of repute such as Scopus, ISI Thomson Reuters (Web of Science), Science Citation Index (SCI), Social Science Citation Index (SSCI), Science Direct, Inspec, Scirus and PubMed/Medline. A total of 520 papers have been published in the above mentioned indexed/abstracted journals since 2009-10 and 89 faculty members have received incentives. A few institutes/ departments have instituted awards for best project/dissertation for students.

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

Symbiosis International University (SIU) has been increasing its focus on the research output of the faculty. Several steps have been taken to create an environment that encourages research. These steps have positively impacted the research output of the faculty. One of the significant steps taken was to attach 50 % weightage to API 3 (Research) in the performance appraisal of faculty for the year 2014-15. This has ensured that good researchers scored maximum points thus being eligible for performance related incentives in addition to the incentive given to them for publishing papers in high index journals.

3.5 Consultancy

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

The university has well-defined and structured procedures and policies for Consultancies, Management Development Programmes (MDP) and Corporate Education Programmes (CEP). The university also provides guidelines for the faculty to undertake consultancy projects.

The procedure for undertaking consultancies / MDP includes the following steps:

- (i) The faculty interacts with organisations and identifies the MDP/consultancy projects.
- (ii) A proposal is made to the organisation after obtaining approval from the finance department and also from the Board of University Development (BUD).
- (iii) The distribution of revenue for consultancy and MDP is as per the guidelines of the University.

In all, the university has received an amount of Rs. 2,395.08 lakhs from Consultancy, MDPs and CEPs undertaken by faculty members during the last 4 years. The Symbiosis Centre for Corporate Education (SCCE) offers Corporate Education Programmes having duration of more than 3 months.

Some of the important consultancies and training programmes undertaken are listed here:

Table 3.5.1

Sr. No.	Name of the project	Funding agency	Amount sanctioned/ received (Rs.)
1	Bio-informatics of HINI virus	Intel, Bangalore	5,00,000
2	Mobile collaborative productivity team tools	Nokia India University Relations Research Grants	10,35,755 (15,000 Euros)
3	A risk management framework for distributed agile development projects	Project Management Institute's (PMI) Educational Foundation	6,74,758 (USD 11,875)
4	A Design Analysis and Implementation of Multi-Mode Convertor Using Matrix Topology a Novel Approach	Kraft Powercon India Pvt. Ltd., Pune	90,000
5	Road Safety Audit Consultancy for Pune Solapur NH-9 Package-II	National Highways Authority of India	52,26,000
6	Study of potential of fresh vegetables and fruits requirements of Pune city	Maharashtra State Agricultural Marketing Board, Pune	5,54,300
7	American Express and SAP India	SAP	14,09,189
8	Market potential estimation study for an Ocean based theme park	Govt. of Maharashtra through Aqua Infra Strategies Industrial Development Corporation, Pune	67,075
9	Management development programme	American Heart Association	2,73,98,352
10	Management development programme	International Trauma Life Support	41,76,347
11	Management development programme	Advanced Trauma Life Support	38,28,600
12	Maharashtra emergency medical services	BVG India Ltd. and Ministry of Health, Govt of Maharashtra	24,00,000
13	First aid trauma training project for route patrol staff of National Highway Authority of India	National Highway Authority of India	3,67,500
14	First aid for lay person	American Heart Association	6,81,369
15	Global Fund to Fight Aids Tuberculosis and Malaria	Indian Nursing Council	2,48,07,009

16	Neonatal Resuscitation - First Golden Minute	Indian Academy of Pediatric	2,47,735
17	Sikkim biodiversity and forestry project, Govt of Sikkim & Tamil Nadu biodiversity and greening project, Tamil Nadu Govt.	Japan International Cooperation Agency (JICA)	37,745
18	Community legal care (Community Lawyering Legal Literacy & Legal Aid)	Ram Jethmalani Associates	5,00,000
19	Training and development programme	Amdocs Development Centre Pvt. Ltd., Pune	1,46,000
20	Entrepreneurship development programme	L&T	10,86,900
21	Project Bhasha: Encouraging Indian language use on mobile phone	Nokia Research Centre, Bangalore	4,00,000

Symbiosis Law School, Pune (SLS-P) provides ‘free consultancy services’ through its centres of Corporate Laws, Justice Education, Private Law, Public Law & Governance, Technology & Innovation Laws, and Transnational & Global Legal Studies to vulnerable classes of society (like children, women, differently abled, third gender, senior citizens and tribals) in the following areas:

Women empowerment; Consumer protection; Child protection; Senior citizen care; Environment protection; Labour welfare; Animal and wildlife care; Land lord and tenancy law; Foreigners and NRI care; Differently abled; IGBT community care; Prisoners (under trial convicts) rights; Farmers Rights; Hawkers and Peddlers Rights; Alternative Dispute Redress (ADR); Slum Dwellers and Beggar Rights; Anti-Corruption and RTI; Indigenous, Tribal Community, Social Disadvantages Rights; Anti-naxalism and Anti-terrorism and Justice deliverance system.

Similarly, **Symbiosis Centre for Waste Management and Sustainability (SCWMS)** provides ‘free consultancy services’ to Pune Municipal Corporation (PMC), Pune by way of carrying out various projects in a phase wise manner. These include Environmental Impact Assessment (EIA) of 26 PMC biogas plants running on municipal solid waste (MSW); GIS mapping of MSW collection vehicles; awareness creation among MSW personnel and reviving vermi-composting plants at apartment/society level.

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

Symbiosis Centre for Corporate Education (SCCE) is the support centre for providing a **university-industry connect**. Activities such as **Corporate Education Programmes (CEPs)** and **Management Development Programmes (MDPs)** are conducted by this centre. In addition, corporate relationship cells at the institute/department level, also carry out the following activities:

Table 3.5.2

S.N.	Type of partnerships	Range of activities
1	Consultancy and Research	<ul style="list-style-type: none"> Sponsored corporate research projects Technical/Technological solutions Analysis & solutions to design problems Industrial testing (Proofing & Calibration) Usage of industrial equipment & labs Use of specialized database / lab equipment Joint Intellectual Property like patents, designs, etc. Publications of joint research papers
2	Education	<ul style="list-style-type: none"> Management Development Programmes (< 3 months), Corporate education programmes (> 3 months) Part time educational programmes leading to degree
3	University-Corporate Interface	<ul style="list-style-type: none"> Industrial visits for students Project internship for students in industries In plant training for students during summer and winter vacations Visiting faculty from corporates Participation of industrial experts in curriculum design Sabbatical leave assignments to the faculty members to work in industry.

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

Each constituent institute/department has a website which displays the specialization of the faculty and the facilities/infrastructure available. This site acts as the portal to the outer world. The various modes of publicizing the expertise of the institutes/departments include brochure circulation to industries, arranging workshops for industrial personnel, networking during national and international conferences, mails to alumni and publicizing through visiting faculties, advocates/bar associations, village panchayat volunteers, self-help groups, child helpline -1098 and many others. Institutes/departments like SIHS, SIIB, SCMHRD, etc. have been sought for consultancy projects.

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

The university takes pride in encouraging faculty members to undertake consultancy and training with industry. This provides them with rich practical insights that are then transmitted as inputs to students in class, ensuring that delivery of academic content has an excellent blend of theory and practice. Developing contacts with industry also ensures industry participation in conferences. This provides a forum where foreign delegates interact with Indian corporate delegates and students.

The faculty in-charge of Consultancy Projects in the respective institutes liaises with industry to understand their consultancy needs, matching it with in-house skills and knowledge. This results in the expertise of the

University getting projected to the industry as well as professional growth and additional earnings for the faculty member.

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

Some of the broad areas of consultancy services provided by the university are as follows:

Risk management framework; Designing supply chain; Market potential; ERP & SAP; Road safety audit; Bio-informatics; First aid trauma; Trauma live support; Emergency medical services; Neonatal resuscitation; Biodiversity; Community legal care; Entrepreneurship development.

In all, the university received an amount of **Rs. 2,395.08 lakhs** from the various consultancies and training undertaken by faculty members during the last 4 years.

Table 3.5.5

Financial year	Revenue generated through Consultancies, CEPs and MDPs (Rs. in lakhs)
2011-12	657.43
2012-13	542.71
2013-14	627.34
2014-15	567.60
Total	2395.08

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

Service Learning is one of the components offered to undergraduate students under the **Floating Credits Programme (FCP)**. It carries a minimum of **four credits** and students put in significant efforts for community service related to their discipline. Service Learning is a method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service to community. It enriches the learning experience, teaches civic responsibility, encourages lifelong civic engagement and strengthens community for the common good.

Service learning focuses on:

- Experiential learning for students through interaction with diverse and under privileged people
- Integration of experiences from community with classroom learning and one's own life
- Reflection upon community service and participation

The university has **active partnership with 32 NGOs/organizations**. Some of these NGOs/organisations include the Centre for Environment Education (CEE), Appropriate Rural Technology Institute (ARTI), Social Action for Manpower Creation (SAMARC), Blind School, JeevanJyoti Charitable Foundation, Parisar, ShyamchiAai, Kshitij, Ecological Society, Door Step, Yashada, Green Thumb, Janwani and many others.

Areas in which students work on service learning projects include Management, Computer Studies, Photography, Design, Media and Communication, Legal Aid Cell, Human Rights Cell, Rotaract Cell, ECOCON Cell, Tech Legal Cell, Corporate Cell, Law Econ Cell wherein students carry out various awareness drives, community services and other programmes. Students participate in the education of poor children, providing students and parents guidance and helping them improve their overall personality.

Through service learning, students are immensely benefitted in the following ways:

- Increase in self-esteem, analytical skills and social development
- Sense of empowerment by participating in community service where they are needed, valued, and respected
- Improved citizenship as a result of active engagement in community life
- Heightened desire to learn through one's experience
- Inculcation of leadership skills and values
- Direct or indirect application of concepts from the classrooms to the service

The **university curriculum** includes courses on **CSR, Ethics & Governance, and Energy and Environmental Management**. This exposes the student community to various dimensions of CSR which in turn helps them to participate in ISR activities in good numbers. At SIMS, a **ISR project involving 30 hours of community work** is part of the curriculum while at SSLA a **two month intensive community outreach** is part of the programme structure.

Every institute/department has a **voluntary social initiative students' group** that motivates students to participate in ISR activities. They organise blood donation campaigns, clothes donation, celebrate conservation and environment day, and collaborate with NGOs / companies to reach out to the economically weaker sections, conduct events/activities for orphans, old people, physically challenged and conduct coaching classes for children in village/municipal schools. Some institutes conduct conferences and seminars, workshops and competitions on social issues for students.

In tune with the national mission '**Swachh Bharat Abhiyan**' activities are conducted in and around all campuses and students are sensitised to avoid the use of plastic bags and keep the campuses litter free.

Students are encouraged to participate in various awareness campaigns such as breast cancer awareness, AIDS awareness and tobacco, liquor and

drug addiction awareness. Exhibitions and sale of goods produced by handicapped, widows, and self-help groups are organised.

All these activities have created a deep impact on the students and enriched their campus experience promoting overall personality development. Approximately, **1500 to 2000 bottles of blood is collected each year** through a blood donation drive organised on 31st July at all campuses. Involvement in ISR activities helps students grow as responsible citizens in the corporate world and society at large.

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

- Symbiosis International University (SIU) under the aegis of the Department of Student Affairs launched **Symbiosis Community Outreach Programme and Extension (SCOPE)** activities with the objective of positively impacting the community around SIU. The initial area of focus was healthcare, which later expanded to include Finance & Banking, Computer Literacy, Legal Counsel, etc. These areas were already being addressed by other constituents and were consolidated under SCOPE.
- In line with the SCOPE initiative, Symbiosis Centre of Health Care (SCHC) launched the **Family Doctor Clinic (FDC) and Mobile Medical Unit (MMU)** in the Mulshi block of Pune district. The FDC located in Sus village is led by a Medical Officer and supported by a staff nurse and one attendant.
- MMU is a well-equipped mobile clinic run by a Medical Officer, a staff nurse and one medical social worker. It is catering to 14 villages in Mulshi block and 2 construction sites in Walhekarwadi and Kalakhadak areas of Pimpri Chinchwad Municipal Corporation.
- FDC & MMU conduct a variety of **preventive, promotive and curative services for poor**, mostly rural, needy and marginalized population based in access compromised areas. Activities like outpatient services, health talks, celebration of national and international health days, etc. are conducted. SCOPE has increased networking with government and private health care sector to undertake variety of activities like monthly immunization of pregnant and lactating mothers and children, monthly ANC (ante natal care) checkups, and treatment camps, patient referrals, support to private/government health programmes. FDC and MMU teams also conduct health awareness and research/survey related activities in collaboration with sister institutions of SIU. From inception upto July 2015, more than **25000 patients** have been examined, counselled and treated.
- In tune with **Institutional Social Responsibility (ISR)**, students of various constituents of SIU have been providing education and some related resources like school fees, uniforms and books to the underprivileged children around their campuses. As a part of service learning, students also go and work with NGOs on projects of relevance for them. Students of the Law School, Pune have been

- conducting camps and workshops in villages around Pune to improve their legal literacy.
- Every organization has a responsibility to the society apart from sustaining itself. With this thought in mind, SIU has **undertaken to adopt 14 villages and 9 hamlets around its campus at Lavale** with respect to **health, education, sanitation and waste management**. Keeping in view the need for baseline information for this ISR project, a detailed survey was conducted by more than **200 students from 5 institutes (SCMHRD, SIIB, SIHS, SSP and SSBF)** in August 2015.
 - This activity was an enabler for these young bright minds in understanding the perspective of the social responsibility concept on ground with a clear picture of the basic and ground reality of modern India's villages. The survey gave insights about village facilities and the difficulties related to infrastructure, education, health, life-style, sanitation and waste management.
 - Plans are now underway for introducing appropriate interventions based on the findings of the survey. In addition to healthcare services being provided currently, these interventions may include providing free education up to graduation to deserving girl students, provision of computers and books for school libraries, etc.

The importance accorded to Institutional Social Responsibility (ISR) in the university can be gauged by the fact that the **Outcome Metrics Performance Indicators (OMPI)** index developed in-house has ISR as one of the **key parameters to measure the performance** of each institute/department. OMPI asks probing questions seeking information regarding the initiatives undertaken, the frequency and the impact of such initiatives.

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

The university encourages students and faculty to take up extension activities through service learning and similar other activities from time to time as the university does not have NSS, NCC and YRC. For these activities, the faculty is a part of the team of students which undertakes work related to extension.

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

Yes. The university has undertaken a wide range of social surveys, research and extension work to ensure social justice and empower the underprivileged and most vulnerable sections of society.

The following surveys/activities have been conducted by various institutes/departments:

- A structured **socio-legal survey** of Pirangut

- Legal aid and **community legal service** related activities on which public want to know legal remedies, rights, compliances, based on which structured legal empowerment programmes were conducted and panels of judges and experts were organized.
- **Community-based legal reform** proposal competition.
- Condition of international prisoners and recommendations thereafter.
- **‘Mahatma Gandhi Tantamukti Gao Yojna’** at Pirangut village where eight matters were settled by learned panelists comprising of advocates, retired judges, faculty members and social activists.
- Lecture and consultancy to Pirangut villagers on the **‘Rights of the Consumer and Use of Lok Adalat’**.
- **Legal literacy and legal awareness** campaign on anti-ragging policies at Gokhale Institute of Politics and Economics and Marathwada Mitramandal’s College of Law, Pune .
- **Project for Pune Police:** SLS-P students were exposed to the role of police, promises and challenges. It involved law and order duties, FIR, orientation on police records, bandobast, night patrolling and live raid under Prevention of Immoral Traffic Act at a red light area.
- Every year **SIHS** provides free **medical services for warkaris during Pandharpur Wari**. Students participate in Pandharpur Wari, provide First Aid, OPD services and pre-hospital care and look after the overall logistics and management of the event. More than **1,00,000 warkaris availed these services**.
- As a yearly activity, **Symbiosis Institute of Health Sciences(SIHS)** organizes **blood donation camps** at all Pune campuses on the occasion of International Students Day. Students promote the blood donation drive through skits, presentations and posters depicting the necessity of donating blood. Blood Banks from Pune contribute to this noble cause extending help to those in need.
- **Alcoholism – Social Drive:** The general public was made aware of the adverse effects on health and the social impact due to alcoholism by way of street plays.
- **Self-defence:** For promoting women empowerment and enabling them to fight for their safety, display and conduct of sessions on self-defence especially for teenage girls and college students was conducted by SIHS.
- **Malnutrition:** SIHS students have generated awareness among the general public on ‘Effects and Prevention of Malnutrition’ and ‘Obesity in the younger generation’ through posters and street plays.
- **Community services to residents of old age home:** SIHS students visited various old age homes like Trimurti, Abhalmaya and Sanjeevani in the city of Pune and conducted health awareness and entertainment sessions.
- **Hruday Mahotsav** is a one-day preventive health check-up programme especially for cardiovascular diseases, aimed at creating awareness and preventing heart ailments.
- **Amrut Mahotsav** is a field activity targeted at students with an objective to contribute to labour. The students are taken out to rice cultivation fields wherein they participate with the farmers in seeding the rice. Working with local farmers and experiencing their

work helps the students to value the hard work done by farmers.

- **Symbiosis College of Nursing (SCON)** is actively involved in setting up head stations for Oxfam Trailwalker, India thereby providing services to those involved in walking 100 km distance continuously for a period of 48 hours. For different target groups and the public, SCON also conducts autism awareness drives, school health programmes, national health days, Tuberculosis Day, World Heart Day, World Mental Health Day and Suicide Prevention Day.

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

Yes, the university has a **two-tiered tracking mechanism**, one at the university level and the other at the institute/department level.

The university's **Department of Student Affairs** coordinates and monitors all students' social outreach programmes conducted by various institutes/departments. At the institute level, there are students' social groups whose activities are budgeted controlled and monitored.

Besides this, many institutes like Symbiosis Institute of Management Studies (SIMS) and Symbiosis School for Liberal Arts (SSLA) have **social responsibility projects** as a part of their curriculum which are evaluated and graded.

Suitable record of students involved in blood donation, participating in various awareness campaigns/rallies, teaching in schools/poor children, conducting medical camps is maintained and many students who participate most actively are also given awards by institutes/departments.

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

Through the extension activities organised by the university, the students' academic learning experience is complemented as under:

- An understanding of the bottom of the pyramid
- Sensitization towards issues which concern society
- Appreciating the importance of ethical conduct
- Understanding the factors motivating the community at large
- Establishing a connect with different sections of society
- Creating awareness of societal needs
- Exposure to the conditions in which the under privileged sections of society live
- Enhances contentment of being a privileged human being and a desire to do something for the society as well as taking one's own studies more seriously

Besides this, some of the important values inculcated among students are: spirit of democracy, nationalism, secular outlook, concern for the economically deprived and physically challenged, scientific

temperament, sustainable development, resource conservation, humility and being law abiding citizens. Skills learnt through these activities include communication, IT, management and leadership.

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

The university ensures the involvement of the community in its outreach activities by the following ways:

- Collaborating with and assisting NGOs in their community outreach activities
- Reaching out to schools for the conduct of awareness campaigns
- Interacting with Village Panchayats to carry out social awareness and welfare activities involving the villagers
- Empowering women through community based microfinance institutions

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

Prominent awards received for extensions activities include:

- The project on ‘Women empowerment through community based microfinance institutions’ was awarded the **Obama-Singh grant** administered by the Indian Institute of Management, Bangalore, jointly with the University of North Carolina, Chapel Hill, USA.
- Symbiosis Institute of Health Science (SIHS) won the Certification of Appreciation from **Maharashtra Emergency Medical Services** and the **Aids Awareness Campaign Award** from Mahindra (Chakan Group).
- SLS, Pune received award from Adarsh Mitra Mandal, Pune for Community Legal Service.

3.7 Collaboration

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

The university has developed several national and international collaborations with world renowned universities and institutions. These linkages have resulted in faculty exchange, student exchange programmes and placements of students (includes summer/winter placements, live projects and final placements). Through the **Study India Programme (SIP)**, students of many foreign countries (like Australia, Japan, and Germany to name a few) have visited the university. Activities of this nature have enhanced the diversity, uniqueness and visibility of the university across the world. A programme called HUMKADAM was specially conducted for the students from Jammu & Kashmir. Such

collaborations have helped the faculty to learn global practices and to introduce new pedagogy. Most of these global programmes are on a reciprocal basis and hence there is a total tuition waiver for students.

Symbiotic relationship with public service spirited organisations such as Public Concern for Governance Trust (PCGT), Nani Palkhiwala Trust and Forum of Free Enterprises has enriched SLS-P and Faculty of Law with PG gold medal, cash awards, public lecture and elocution competition.

3.7.2 Mention specific examples of how these linkages promote

* Curriculum development

The range of courses available in the Master Catalogue allows a fairly flexible selection of courses making credit acceptance after exchanges possible.

Members from corporate organisations serve on the Board of Studies (BoS) and Curriculum Advisory Committee of the institutes/departments. Feedback from industry members on skills needed and subjects to be taught is considered while developing the curriculum. Inputs from the industry/other experts are incorporated in the curriculum.

At Symbiosis Institute of International Business (SIIB) for example, curriculum development of the M.B.A. (Energy and Environment) programme takes place through a committee called 'Technical Experts Group' (TEG) comprising top level managers and experts from the industry. To name a few, experts from companies like Praj Industries Ltd, Alfa Laval and Thermax are invited. Similarly, at Symbiosis Law School, Pune, such linkages have led to including new programmes namely **Diploma in Gender Studies, Sexuality and Human Rights** and **LL.M. in IP and Innovation Law**. Thus, linkages have played a significant and crucial role in bringing experts from different professional bodies and tie-ups to enrich content, relevance and validity of a practical curriculum.

* Internship

Speakers from industry are invited for guest lectures on a regular basis. This provides students an opportunity to interact with them. This interaction has helped many students get opportunities for internships based on their areas of interest.

At Symbiosis Centre for Information Technology (SCIT), for example, in the past 4 years, more than 70 internships have been created owing to the collaboration with companies and universities. This includes SCIT's alliance with American Express, SRV Media and Thru-Put Management Systems Private Ltd., Ritsumeikan University, Japan offers 10 international internships with stipends.

* **On-the-job training**

At SCIT, students were selected by IBM India for IBM's Premier Internship programme called Extreme Blue, a prestigious assignment for students to become a part of the teams working in any of the 15 Extreme Blue Labs of IBM worldwide.

* **Faculty exchange and development**

Many international faculty participate in the research conferences conducted by the University. These international faculty members also conduct classes and workshops for the students/faculty. A few international faculty members are:

Dr. Mukul Madahar from Cardiff University.

Dr. Raj Khandekar and Dr. Kishore Kulkarni from MSU, Denver

Dr. Sitam Raju from University of Sydney

Ms. Cleo Paskal from Chatham House, UK

Similarly, SIU faculty have also visited the following universities:
Dr. Pratima Sheorey (SCMHRD) visited Telecom Business School, France

Dr. Netra Neelam (SCMHRD) visited University of Cologne, Germany

Dr. BR Londhe (SIMS) visited Metropolitan State University, Denver

Dr. Viswas Purohit and Dr. Akshay Malhotra (SIT) visited Leibniz University, Hannover, Germany.

Similarly, several faculty members from SLS-P visited Germany under the Erasmus Mundus and DAAD programme. They include Dr. C.J. Rawandale, Swati Kapre, Dr. Bindu Ronald, Dr Aparajita Mohanty, Dr Asawari Abhyankar, Dr Rupal Rautdesai, Dr Sujata Arya, Dr Aradhana Nair and Dr Atmaram Shelke.

* **Research & Publications**

Signing of MOUs with national/international institutions/universities/organizations promotes collaborative research in interdisciplinary areas and thus generates joint publications. Symbiosis Institute of Health Sciences (SIHS) has a number of joint publications which were generated from such collaborative efforts with Public Health Foundation of India, Society of Emergency Medical Care, Chest Research Foundation (CRF) and several other institutions in various verticals of healthcare.

Similarly, collaborations with IIT, DIAT, NCL, Thapar University and IISER have helped to promote research and publications. Several papers have been published by faculty members jointly from these institutes.

Apart from this, many faculty members from various SIU institutes

are collaborating with national/international universities/institutes for research work and joint publications. These institutes include SIOM, SIT, SCMHRD, SIMS, etc. and has resulted into more than 240 publications.

* **Consultancy**

The collaboration with the **National Highways Authority of India (NHAI)** has helped Symbiosis Institute of Technology (SIT) to obtain a consultancy project on **Road Safety Audit** for Pune-Solapur NH-9.

Similarly, the **Institute for Sustainable Communities (ISC), USA** has recently signed and MOU with Symbiosis Institute of International Business (SIIB) to promote a series of **training programmes on environment, health and safety** for the manufacturing industry and their supply chain partners. The partnership is expected to lead to capacity building of faculty as well as industry professionals.

* **Extension**

The **Symbiosis Community Outreach Programme and Extension (SCOPE)** collaborates with various governmental, semi/non-governmental organisations and operates a mobile medical unit (MMU) to provide doorstep health care services in the remote interiors of Mulshi taluka, Pune. SCOPE along with Symbiosis Institute of Business Management (SIBM), Pune provides **computer literacy and health care services** to two schools in Nande village, Mulshi taluka, Pune. SLS, Pune has undertaken several community legal care initiatives since 2008 covering two villages and providing legal and literacy services.

* **Student placement**

Collaboration with industry through different modes including guest lectures, internships, membership on Board of Studies (BOS) has resulted in good placements. For example, more than 20 students have been placed in the companies that have/had formal collaboration with SCIT in the past 5 years.

* **Any other (please specify)**

Guest-Lectures: The representatives of various companies have delivered guest-lectures to the students. In several institutes, during the induction programmes and regular delivery of the courses, industry practitioners from companies like **IBM, TCS and Thought works** have conducted sessions on industry-relevant topics along with the full time faculty.

Rewards and Prize: Students are rewarded for their creativity through institute and industry collaborations. SRV Media offered prizes and internships to SCIT students who won the blog contest held by SCIT. SLS, Pune students registered several national and international moot and ADR awards.

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

Yes. The university has signed 53 MoUs with international universities/institutions of importance. Some of these universities include Maastricht University, Columbia University, Bremen University, Nanyang Technological University and many more. Apart from this, SIU has signed 19 MOUs with various research institutes and corporate bodies like Serum Institute, L&T, Vamnicon, National Institute of Securities Market (NISM) and Praj Industries Ltd. to enhance research and development activities.

These MOU's have given opportunities for members of the faculty to visit facilities and share best practices with the partner organisations. This has brought in all round improvement in research. Summer schools and research projects have also helped the students to enhance their skill sets immensely.

Moreover, collaborations with Indian organisations/industries have led to an increased number of published research papers. The collaboration with Kraft Powercon has resulted in one doctorate and two patents.

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

Alliances with SAP and Microsoft have made many technologies and software of these organizations available to the students and faculty members of Symbiosis Centre for Information Technology (SCIT).

At Symbiosis Law School, Pune, such interactions have resulted in the formation of SLS Entrepreneur–Incubator Cell (launched in 2015); **ICT** enabled academic governance facility; and **Law Lab** consolidated in **Moot court**, ADR/Practice Centers, Clinical Legal Learning Center and specialized **Legal Clinics and IP Cell**.



Criterion IV

Infrastructure
and Learning
Resources







Criterion IV: Infrastructure And Learning Resources

S. No	Parameters	2009	2015
1	Campus area (in acres)	320 acres	468 acres
2	Process for enhancement of academic infrastructure for new programs	Process was not streamlined	Centralized and systematized process through Board of University Development (BUD)
5	Policy on creation and enhancement of infrastructure	Formal policy did not exist	A comprehensive policy has been formulated and put in place
6	Expenditure on new campuses and infrastructure	Rs.260 crores	Rs. 500 crores
7	Number of classrooms	165	339
8	ICT enabled classrooms	Most	All
9	Number of auditoria	7	11
10	Research laboratories	-	10
11	Number of computers	2000	Approximately 4500
12	Expenditure on new lab facilities and classrooms	-	Rs.22 crores
13	Video conferencing	Not available	Installed in all campuses
14	Hostel accommodation • Girls • Boys	1164 1311	3740 3443
15	Broadband connectivity	Mostly wired with 2-8 Mbps bandwidth	Mostly Wi-Fi connectivity with upto 32 Mbps bandwidth in hostels. Total internet bandwidth of around 400 mbps across campuses.
16	Library infrastructure	Automation in some libraries	<ul style="list-style-type: none"> Automation in all libraries using KOHA Creation of library gateway portal for remote access Online databases including Emerald, EBSCO, JSTOR, indiastat.com, PROWESS, HBR cases, Frost & Sullivan
17	Library Holdings • No. of Books • Library Budget	1,24,542 Rs. 5.04 crores	2,89,857 Rs. 17.20 crores
18	IT policy	No formal policy existed	Comprehensive policy formulated and deployed
19	Procurement and use of IT resources	Institute specific procedures followed	Centrally procured, software installed on servers for use by various institutes

20	Online access of teaching-learning resources	Initiation made	Provision of online journals including CMIE, EBSCO, Economic Outlook, Emerald, EMIS, ASCE, Euro Monitor, ASME, ASTM, IEEE and teaching learning software like Moodle, Canvas, Curiosity Live Google classrooms and anti-plagiarism software Turnitin. Total expenditure on e-resources per annum is Rs 3 crores
22	Software for teaching learning	Initiation made	Extensive use of Pro-E, Catia, Ansys, MATLAB, LabView, Microsoft Project, Prowess, SAP, Primavera, Rhino, AutoDesk Design Suite, STATA
23	Budget for update and maintenance of computers	Rs. 718.58 lakhs (2009-10)	Rs.1527.60 lakhs (2014-15)
24	Health care facilities	More emphasis on curative healthcare	Emphasis on promotive, preventive and curative healthcare
25	Sports facilities and competitions	Institute specific competitions	Centralized inter institute tournaments, creation of state-of-the-art cricket ground and other facilities at Lavale campus
26	Campus facilities <ul style="list-style-type: none"> • Solar heating systems • Biogas plants • Water treatment plant • Heat pump technology for water heating • Lighting system 	Available at: Nil 2 campuses Nil Nil Conventional with fluorescent tubes	Available at: At all residential campuses 4 locations 3 locations 7 campuses Energy efficient LED lamps and solar systems

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

The university is spread over 468 acres of land in Pune, Nashik, NOIDA, Bengaluru and Hyderabad. Over Rs. 500 crores have been spent on building state of the art infrastructure to enhance the learning environment. Infrastructure and learning resources directly impact the quality of the learning. The university regularly augments the infrastructure by keeping in view the technological changes and pedagogical innovations along with requirements of new programmes and courses offered.

4.1 Physical facilities

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

The Wi-Fi enabled state-of-the-art infrastructure at all campuses of the university includes well-furnished class-rooms with multimedia facility, well-equipped laboratories, faculty cabins, well stacked libraries, seminar halls, auditoria, food courts, common rooms and hostels, rest rooms for students and staff, facilities for indoor and outdoor games, recreation and wellness facilities, and health centres.

The university plans and ensures adequate availability of physical infrastructure by adopting the following policies:

- The university earmarked Rs.65 crores in 2013-14 and Rs.71 crores in 2014-15 towards campus development of infrastructure.
- Before introducing a new programme or a new course, the infrastructure requirements as laid down by the statutory bodies like UGC, AICTE, BCI, INC are taken into consideration. Buildings, laboratories and other facilities are planned to meet and exceed these requirements, both in terms of quantity and quality. **The Board of University Development (BUD) evaluates all new proposals and accords its approval, only if adequate infrastructure is available.**

Optimal utilization of the infrastructure facilities is ensured through the following:

(A) **Institute specific facilities**

The academic time table is thoughtfully prepared to ensure optimal utilization of all the classrooms, laboratories and other facilities. Libraries and laboratories are kept open for extended hours for students and staff, which is need based. Equipment and buildings are maintained to ensure uninterrupted usage.

(B) **Common facilities on a campus**

Facilities such as the hostels, mess, canteen and cafeteria are commonly shared by institutes on a campus. Learning spaces and facilities are also optimally utilized during vacation periods for summer schools, workshops, Faculty Development Programmes (FDPs), Management

Development Programmes (MDPs), competitive examinations, training programmes and other activities organized by either the institutes/ departments or the university.

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

Yes, the university has a policy that addresses issues of creation and enhancement of infrastructure. All institutes/departments make provisions for enhancing the infrastructure in their budget. A few recent initiatives that influence the quality of the teaching –learning environment positively are:

(A) Academics

The university has a policy to provide adequate infrastructure for its existing programmes as well as the new programmes. As a consequence, provision/enhancement of infrastructure was undertaken for the new programmes offered at the off-campus centres in the states of Uttar Pradesh (NOIDA), Telangana (Mammidipalli near Hyderabad) and a few new institutes/ departments in Pune too.

New Campuses and New Institutes/Departments (after 2009)

Table 4.1.2 (a)

(Rs in crores)

Sr No	Institute Name	Facility Created	Year	Amount spent
1	SCMS, SLS-N	New campus in NOIDA for students of the NCR region	2010	131.52
2	SIIB	New stand-alone spacious building	2010	10.00
3	SSP	State-of- the- art studio established	2010	1.71
4	SIT	Campus in compliance with the AICTE norms	2009	77.73
5	SSBS	Institute for promoting research in biomedical sciences	2011	2.97
6	SLS-P, SSLA	New spacious building constructed at Viman nagar	2014	161.75
7	SIBM, SLS	A new campus for Management and Law at Hyderabad	2014	102.24
Total				487.92

New Lab Facilities and Classrooms

SIU has made an **investment of around Rs.22 crores** in the lab facilities, classrooms, major equipment and software to be utilised in new campuses, institutes and departments.

Table 4.1.2 (b)

Sr No	Institute Name	Facility Created
1	All institutes	Wi-Fi connectivity with increased bandwidth, video conferencing facility, modeling, simulation and educational software are available in most institutes.
2	SSBS	6 state-of-the-art laboratories. Animal experimentation facility approved by CPCSEA, Government of India

3	SID, SIT	Equipment procured for IT & research labs, micro hardness tester, electric discharge machine and tilting flume
4	SCIT	Virtual lab equipped with machines and N-computing devices
5	SIMS	Incubation centre
6	SCMHRD	Analytics lab and video conferencing facility

(B) Student Support

- Infrastructure for recreation, music rooms, theater room and wellness facilities
- **Shuttle buses** provided at Lavale and Vimannagar locations where over 2000 students take advantage of this facility

(C) Campus Facilities and Infrastructure for Environment and Resource Management

- Power supply backup, installation of bio-gas plants, solar systems and rain water harvesting at most of the campuses ensure environment and resource management.
- Based on the Energy Audit Report (EAR), the following initiatives were taken to conserve energy: use of solar power plants (PV panels), use of induction lamps for flood lighting and use of heat pump technology for water heating.
- New generation energy efficient air conditioners (ACs with VRF System) have been installed.

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

Research Laboratories

- The university has established **ten laboratories** (four at SIT and six at SSBS) during the last five years for research. Facilities and expenses for pursuing major and minor research projects are funded by the university/ institute/department.
- The university has **research collaborations with 19 institutes** and corporate houses that include five institutes under ICMR, National Institute of Pathology, Centre for Promotion of Nutrition Research and Training, National Aids Research Institute, Bhopal Medical Health and Research Centre and Regional Medical Research Centre for Tribals.

Computing Facilities

- Statistical software such as SPSS and SAP for modeling, analysis and design are made available to students and faculty members.
- **About 4500 computers** across all institutes/departments facilitate the access of online journals and databases in research areas of interest.

Allied Services

- Faculty Development Programmes (FDPs) on writing **research**

proposals for funding, research methodology, data analysis, modeling and use of SPSS are conducted in-house for faculty by Symbiosis Teaching Learning Resource Centre (STLRC).

- Research Assistants assist the faculty in their research projects.
- Libraries provide specialized information and research services to researchers.
- Faculty upload publication and research information for credit/incentives/ information in the online Faculty Information System (FIS).

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

Yes, all constituents/departments of the university have office rooms for faculty / staff, and separate restrooms/toilets for women students and staff.

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

The university ensures that infrastructure facilities are disabled-friendly by:

- Providing ramps, railings, elevators, special toilets and wheel chairs
- Providing hostel rooms at convenient locations with special facilities
- Permitting a dedicated attendant to assist motor disabled students

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

Capacity of hostels with occupancy: For students of postgraduate full time residential management programmes, 100% hostel accommodation is provided. Adequate residential facilities are available for all other students. All campuses of the university have separate hostels for men and women students with round- the-clock security.

Table 4.1.6: Capacity of hostels of various campuses

Sr. No.	Campus	Name of the Constituent/ Department	Total Capacity		Current Occupancy	
			Girls	Boys	Girls	Boys
1.	Pune	SIBM, SIMC, SITM, SSBF, SSP	739	793	632	757
		SIT	288	384	288	384
		SIHS, SCON, SSE	150	110	150	110
		SCMHRD, SCIT, SIIB	524	808	524	808
		SIMS	276	332	276	332
		SICSR, SIG, ELTIS	132	-	132	-
		SID, SCMS, SCMC, SLS, SSLA	1005	28	1005	28
2.	Nashik	SIOM	54	216	31	208
3.	Bengaluru	SIBM, SSMC	232	218	232	215
4.	NOIDA	SLS, SCMS	171	-	168	-
5.	Hyderabad	SIBM, SLS	298	298	196	214
Total			3869	3187	3634	3056

Recreational Facilities

All campuses of the university have the following facilities:

- Auditorium and gymnasiums including yoga hall
- Multipurpose hall/room for aerobics, dance and other recreational facilities
- Three swimming pools (at Pune campus), indoor and outdoor sports facilities

Broadband connectivity / Wi-Fi facility in hostels: Each of the hostels of the university has **24x7 internet access** through a Wi-Fi and/or a wired connection with bandwidth up to 32 mbps (depending upon the requirement) and a firewall.

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

SIU, through one of its departments, the Symbiosis Centre of Health Care (SCHC), provides promotive, preventive and curative health care facilities to all students and staff on all campuses. The facilities offered include the following:

Promotive health care facilities

- Access to state-of-the-art recreational and wellness centres at all campuses which include gymnasium, aerobics studio, swimming pools, and yogashala with meditation halls
- **Health awareness lectures** on various healthcare related issues
- Online counseling on health, diet and lifestyle related issues
- **Campus Health Advisory Committee (CHAC)** established at each campus reviews the student communications strategy for evaluating health care services, health care policies and makes recommendations to the management on aspects relating to health care facilities.

Preventive health care facilities

- **Annual health check-up** of all students and staff members.
- Pre-employment health checkup of all candidates before joining Symbiosis
- Inspection of campus and eating establishments on campus
- HIV Testing Policy (As per Government of India rules, all international students entering India on student visa must be tested for HIV).

Curative health care facilities

- **Outpatient Department (OPD)** services including **Emergency Medical Services (EMS)** phone number for medical assistance is prominently displayed at all institutes and hostels. The EMS and Insurance cell number is also printed on the identity cards issued to students, faculty and staff.
- Every student at Symbiosis is covered under a **group medical insurance scheme** (Mediclaime & Road/ Rail traffic accident policy), a unique feature of Symbiosis which is committed to being a health promoting university.
- A health centre with a full time medical officer and nurse is available at all campuses. An ambulance is stationed at Lavale Hilltop

campus considering the location of the campus and nearby hospitals. At other campuses in Pune and outstation campuses such as Nashik, NOIDA, Bengaluru and Hyderabad, 108 (Emergency number of concerned state) number is dialed for ambulance services. Patients needing specialized care are referred to or shifted to local hospitals without loss of time. This is critical for parents to feel confident that their children are secure and safe.

- Physiotherapy services are provided on referral. Counselor services are also available on referral.

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

The **University Sports Board (USB)** promotes participation in sports by organizing inter-institute tournaments, indoor and outdoor games and selecting students for inter-varsity tournaments. Sport facilities are available at all campuses. The following facilities are available across various campuses:

- Outdoor Games: Cricket, Football, Basketball, Volley Ball and Swimming
- Indoor Games: Badminton, Table-Tennis, Squash and Snooker

Cultural events and activities:

Annually, almost **50 cultural events** are organized by institutes/ departments. The university also organizes important events such as 'International Students Day' on 31st July, 'Foundation Day' on 26th January, 'Freedom for Fitness Run' on 15th August and cultural programmes of the **north east under the aegis of 'Symbiosis Ishanya Cultural and Educational Centre'**.

4.2 Library as a Learning Resource

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

The university has a Central Library at the Lavale campus. The constitution of the Advisory Committee of the Central Library is:

1. Vice Chancellor - Chairperson
2. Four Deans of Faculty by rotation - Members
3. Registrar, SIU - Member
4. Finance Officer, SIU - Member
5. Librarian, Central Library SIU - Ex officio Secretary
6. One student representative - Member

Each campus has its own library which works under the guidance of its own Advisory Committee. Its constitution is:

1. Director / Head of the Constituent Institute / Department - Chairperson
2. Deputy Director - Member
3. Four Faculty members nominated by the Director - Members
4. Administrative Officer - Member

5. Institute Librarian– Member Secretary
6. One student representative – Member
7. University Librarian – Invitee

A few initiatives for making the library user friendly include:

Online Resources

- Library Management Software 'KOHA', online journals, e-books and international newspapers
- **Library Gateway Portal** to facilitate remote access to e-resources
- Online databases including Emerald, EBSCO, Jstor, Indiatat.com, Prowess (CMIE), HBR Cases, Frost & Sullivan and EMI

Student Support and Facilities

- Physical and online display of newly added collection
- Introduction of study material facility
- Ongoing training of library staff through FDPs so that they are equipped to render services to students
- Installation of CCTV cameras for safety and reprographic facilities
- Ambience for reading with spacious, comfortable seating area

Student Participation in Library

- Feedback system and student representatives in the Advisory Committee

4.2.2 Provide details of total area, seating capacity and working hours, layout of library

Table 4.2.2 (A)–Area and seating capacity of libraries

Sr. No.	Campus	Area (Sq. m)	Seating Capacity	Working Hours			
				On working days	On holidays	Before and during Exams	During vacation
1	Central Library	1342.82	260	10am-8pm	10 am-5 pm	10am-8 pm	10am-5 pm
2	Other Campus	5692.74	1755	9am-6pm	10 am-5pm	9 am-8pm	10 am-5pm

Reading rooms are usually open till 10 pm. Library and reading room hours are extended before and during the examinations.

- **Layout of the library**

Libraries have well-lit and ventilated reading spaces, lounge areas for relaxed reading and IT zones equipped with computers and access to e-resources.

Table 4.2.2 (B)– Area and seating capacity of the Central Library

Sr. No	Campus	Layout of the library	
		Individual reading carrels	Lounge area for browsing and relaxed reading
1.	Central Library	10	Ground Floor-403 m ² , 1st Floor- 60 m ²
2.	Other Institutes	135	313 m ²

Clear and prominent display of floor plan, adequate sign boards, fire alarm

- At the entrance of each library, the floor plan is prominently displayed, sign-boards are affixed for ease of identification of major areas in the library
- Adequate number of fire extinguishers and fire-alarms are installed
- CCTVs are installed for monitoring and security purposes
- The following provisions have been made for differently-abled users:
 - Ramps at the entrance of the Central Library
 - Elevators in the Central Library and special assistance to differently-abled students, staff and faculty by the library staff.

4.2.3 Give details of the library holdings

Table 4.2.3 provides details of library holdings of the Central library and institute/department libraries (*as on 31st July 2015*)

Table 4.2.3 Details of library holdings

Books	Print		Books added*	Non Print (Microfiche, AV)	Electronic (e-books, e-journals)	Special collections		
	Back volume	Theses				Text books	Reference books	Standards
289857	10108	85	19750	19090	149703	-	1401	33

*Average number of books added in the last 3 years

Book-Banks

The book-bank facility is available at a few institute libraries where sets of four to five books are issued to the students as course material kits for the entire semester.

Question Banks

Question papers of the previous examinations are maintained in the libraries.

4.2.4 What tools does the library deploy to provide access to the collection?

All the libraries of the university use OPAC with Library Automation Software 'KOHA'.

Electronic Resources and Packages for E-Journals

- All libraries subscribe to electronic resources and packages for e-journals in their relevant domain. E-resources including online journals specific to a particular disciplines are procured by the library of the concerned institute/department.
- High speed broad-band connectivity helps access e-resources

Federated searching tools to search articles in multiple databases

The library subscribes to several online databases like Scopus. Access is given to faculty through their institute IP address. The discovery service of the EBSCO database allows single window search of multiple resources.

Library Website

Access to all the centrally procured e-resources is provided to faculty/ staff / students through the Library Gateway Portal (URL: <https://library.siu.edu.in>). Institute libraries have a library home page on their website.

In-house and remote access to e-publications

All university campuses are connected through radio frequency, fibre optic cables and broadband LAN connectivity.

4.2.5 To what extent is ICT deployed in the library?**Library automation using KOHA**

- All in-house activities of acquisition, cataloguing, circulation and serial control and administrative tools are computerized.
- The databases of books, journals, theses, audio-visual materials and book acquisition are created. OPAC is available and accessible 24x7.
- Emails to library users regarding their transactions are automatically sent
- Libraries have developed an in-house facility for bar coding of books. Books are arranged as per standard classification methods DDC (Dewey Decimal Classification).

Total number of computers and printers for general access

Sufficient number of computers with at least 8mbps internet connectivity speed and printers/scanners are available at all the libraries

Table 4.2.5: Details of ICT deployed in libraries of SIU

Total number of computers for access to e-resources	Total number of e-book readers available	Total number of printers for general access
291	10	28

Internet band width speed

Bandwidth up to **32 mbps** is provided to each institute/department depending upon the functional requirements. Provisions for diverting adequate bandwidth to the library when necessary have been made.

Institutional Repository

The Central Library has created an **Institutional Repository** with a dedicated server to store the journal articles published by the faculty, papers published in proceedings, book chapters, theses, Annual Reports and all other relevant material. (<http://10.10.81.47:8080/jspui/>)

Content Management System for e-learning

Some institutes/departments use proprietary content management software and some use Moodle for the same.

Participation in resource sharing networks/ consortia like INFLIBNET

The university has **UGC INFLIBNET and DELNET facilities**.

Participation in INFLIBNET's Shodhganga and Shodhgangotri has allowed for uploading 55 theses and 52 synopses. All libraries have access to Jstor.

4.2.6 Provide details (per month) with regard to average number of walk-ins, average number of books issued/returned, ratio of library books to students' enrolled and average number of books added during last four years

Table 4.2.6 : Number of walk-ins, average number of books issued/ returned, ratio of library books to students enrolled and average number of books added

Avg No. Walk-ins / month	Avg No. books issued /returned/ month	Ratio of library books to students	Avg No. of books added/ year
649	532	20:1	19750

Number of IT (Information Technology) literacy training programmes organized : 14 training programmes have been organised on library usage and access of e-resources. Students are trained on IT and e-resources.

4.2.7 Give details of specialized services provided by the library

Manuscripts: Dr. Babasaheb Ambedkar's manuscripts are available in the 'Dr. Babasaheb Ambedkar Museum and Memorial' established and maintained by Symbiosis.

Reference Services

Articles and press clippings on education, telecom and management are provided through email to all faculty, directors and librarians on a daily basis.

Reference assistance provided by the library includes:

- i. Assistance in location of library materials, use of the catalogue, use of computers to access information and the use of basic reference sources
- ii. Information for retrospective searching, current awareness, and selective dissemination of information required for academics/ research
- iii. Assistance in accessing e-journals, databases, multimedia sources

Reprography/Scanning services: Reprography and scanning is by an outsourced agency at subsidized rates.

Inter-library Loan Service: An Inter Library Resource Centre Loan Service is available to users who request for a book which is not available in-house. This is through memberships of institutions such as the **British Council Learning Resource Centre**, the Maharashtra Chamber of Commerce, Agriculture and Industry, Gokhale Institute of Politics & Economics, American Information Resource Centre, Indian Law Institute, DELNET and Jaykar Library, University of Pune.

Information Deployment and Notification: Important information is displayed on conventional notice boards and also sent through emails to

faculty and students.

Printouts: Sufficient numbers of computers, printers and scanners are available at all the libraries for users to access online resources and take printouts.

Reading list/ Bibliography compilation: Libraries generate reading lists and bibliography on request from scholars.

User Orientation: During the induction at the beginning of the academic year, library orientation is organized for incoming students training them for using the e-journals, online databases and e-books.

Assistance in searching databases: Professionally trained library personnel guide the users on the use of databases, searching information from available e-resources, e-books, theses and research articles information.

INFLIBNET/IUC facilities: By subscribing to databases through the INFLIBNET consortia and participating in Shodhganga and Shodhgangotri, the university offers its learners an exposure to national and international research and knowledge.

4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Table 4.2.8: Annual library budget (in lakhs)

2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
401.75	382.45	628.12	491.04	779.16	514.85	996.53	506.00	1642.83	572.31	1720.5	623.57

Note: Library budget for 2015-16 is Rs. 1116.24 lakhs

4.2.9 What initiatives has the university taken to make the central library a 'happening place' on campus?

- A beautifully landscaped area has been developed around the Central Library to create the right ambience for reading and studying.
- Comfortable seating for serious reading and spaces for lounging while casually browsing through magazines and newspapers are available.
- The cafeteria adjoining the library serves tea, coffee and snacks for readers.
- Exhibitions and cultural events, attractive display of books, book releases and interaction with authors, events like the 'Festival of Thinkers' which offer a rare opportunity to listen to and interact with luminaries such as Mr. Arun Shourie, Mr. Amitabh Bachchan, Mr. Pavan Varma and Dr. Shashi Tharoor.
- Book releases and 'Meet the Author' events have been conducted with authors including Mr. Ramachandra Guha, Dr. Shashi Tharoor and Mr. Rajdeep Sardesai

4.2.10 What are the strategies used by the University library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

The Central Library and other libraries have used the following strategies to collect feedback from the users and its analysis:

- Students and faculty are encouraged by respective institutes/ departments through meetings, open houses and classroom interactions to suggest books and other reading materials of their choice before buying reading materials.
- Suggestion box feedback is discussed by the Library Advisory Committee
- Some institutes/departments have online student feedback systems
- Actions taken on the feedback given by the students / faculty:
 - ◆ General books related to competitive exams, soft skills, certification courses and books other than areas related to studies are purchased.
 - ◆ Library timings are suitably extended as per requirements
 - ◆ Measures taken for security of students' belongings. Lockers provided.
 - ◆ Space for group learning and team study created

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

In the last four years the university has enhanced the infrastructure of the libraries. Currently 7035.56 sq. mt. area is available for all libraries.

Besides this, the following improvements have been made:

- Use of 'KOHA' Library Management System through cloud services
- Provisions for charging laptops / tablets in the Central Library
- New racks, reading tables, computers, printers and other furniture items
- **Individual cabins provided for research associates** for independent study

Support Infrastructure

- 10 KVA UPS connection at libraries to ensure uninterrupted power supply.
- Wi-Fi connectivity with good bandwidth provided at all the libraries.
- Information security measures employed to prevent the access to unwanted information/websites as per the university's IT policy
- Pedestal fans and wall fans fitted in the reading hall of the library
- Separate shelves for students' belongings at the entrance of the library
- Audio-video facility available at some libraries

4.3 IT Infrastructure

4.3.1 Does the university have a comprehensive IT policy?

Yes, a comprehensive IT policy has been implemented to maintain quality of services and smooth functioning of secure systems. It also includes best practices for administering IT resources and facilities, and authorization of access to the users. The detailed IT policy includes strategies on IT Service Management, Information Security, Network Security, Risk Management, Software Asset Management, Open Sources Resources and Green Computing.

4.3.2 Give details of the university's computing facilities i.e., hardware and software.

All institutes/departments have adequate number of computers with high-end configuration. The computer-student ratio as prescribed by statutory bodies such as AICTE/ BCI/ INC is maintained across the university. Table 4.3.2 gives an account of the number of computers and the computer-student ratio in various institutes of the university

Table 4.3.2: Details of the number of systems and computer-student ratio

Institutes or Departments	Desktop/ PC's	Total Nos.	Comp-Student ratio
SIMC	Dell OptiPlex Desktops PC's	170	1:4
SIBM	Desktops PC's with core i5, core i3, Intel core 2 duo, processors, 2 GB RAM, 160/250/500 GB HDD, servers 4 with intel Xeon processors 4GB RAM, 270 GB HDD	207	1:4
SITM	Desktops PC's with Intel core 2 duo, dual core, core I3, Core I5, P-IV and P-III processors with RAM 2 / 4 GB and HDD up to 250 /500 GB Server: 2 IBM Xeon Quadcore3.16 GHz, 300x2 GB HDD,500 x2 GB HDD, 8 GB RAM	155	1:2
SSBF	Desktop PC's with Intel Core2 Duo2.93Ghz (10) RAM: 2 GB, 320 GB HDD, Core i-3 3.10 Ghz RAM 2GB / 4Ghz (13)/core i-5 1.60Ghz RAM 4GB Server:- Xeon, RAM: 8GB (Share Lab with SIBM-P)	207	1:1
SSP	Mac Workstations, Windows Machines	39	1:3
SIT	Intel Dual core, 1 RAM 160GBHDD Intel C2D processor,2 to 4 GB GB RAM,250 to 320 GB HDD, Intel core i3 & i5 processor, 4 GB to 8 GB RAM , 500GB HDD, Server with Intel Xenon quad core processor, 8 GB RAM, 146 GB to 500 GB HDD - 4 qty	554	1:4
SSBS	Desktop Ci3, 4GB RAM, 500GB HDD	40	1:10

SIHS	Desktops IBM X3400 with xeon processor,2 HDD with 136 GB each, with 2 GB RAM, Laptops(L)	78	1:4
SSE	Desktops PCs with Intel core 2, core I3 processors with 2GB,4 GB RAMs and HDD capacities ranging between 160 GB- 400 GB, HP server, HP Proliant	110	1:1
SCON	Desktops PC's with Intel core 2, core I3 processors with 2GB RAM, 320 GB HDD	20	1:8
SIMS	Core 2 Duo ,2GB RAM,160 GB HDD SATA Server, I Mac m/c (I)	160 3 2 (I)	1:1
SICSR	IBM HS21, HS22 & HS22e, Lenovo Desktops i 5, 8 GB RAM, 500 GB Sata HDD, HP Core 2 Duo, 2 GB RAM, 160 GB HDD, HP Pro Core 2 Duo, Intel G 41, 3 GB RAM, 320 GB HDD, HP DX Dual Core, 512MB RAM , 80GB HDD, AMD Dual Core, 4 GB RAM, 160 GB HDD, Laptops(L) , Akash Tablets (T)	285 pc's 60 244	2:1
SIG	Core 2 duo, 4 GB, 2GB RAM, 250 GB, 160 GB, 80 GB HDD, Intel core i5, 500 GB HDD, 4 GB Ram	51	1:2
SIIB	Desktop C2D & core i3, 2 to 4 GB RAM, ,320 to 500 GB HDD	156	1:1
SCMHRD	Core i3, core2duo, 2 to 4 GB RAM , 160 to500GB HDD	400	1:1.75
SCIT	IBM and HP hardware	270	1:2
SID	I - Mac system with 4 GB Ram; 250GB HDD Desktop I-7, 8 GB RAM; 500 GB HDD, 2 GB Graphics Card C2D processor, 4 GB Ram; 250 to 500GB HDD Lenovo Workstation; 4 GB Ram, 250 GB HDD All in One Touch Screen Laptop	16 87 150 05 02 09	1:2
SCMC	Win 7 – 21,XP – 58,Server 2008 – 01,Mac - 14	67	1:5
SCMS-P	Desktop PC's with I3, 4 GB RAM, 500 GB HDD Core 2 Duo, 2 GB RAM, 160 GB HDD	161	1:4
SLS	Core i3, 2 GB to 4GB RAM, 260 to 500 GB HDD Laptops	243 5	1:1
SSLA	Desktops, core i3 processor ,4 GB RAM, 500 GB HDD	58	1:6
SIOM-Nashik	Desktop with C2D &I3 processor. 2 GB to 4 GB RAM, 250 GB to 500 GB HDD , Desktop with PIV & Dual Core processor, 2 GB RAM, 250 GB HDD	166	1:2
SIBM-B	Desktop with C2D, dual core processors, 1 GB & 2 GB RAM, 160 GB & 320 GB HDD	176	1:3.2
SSMC-B	Desktop with i3 & C2D processors, 2 GB & 4 GB RAM 320 & 500 GB HDD	60	1:2
SLS-N	Core 2 Duo Processors with 2 GB RAM& 300GB Hard Disc/I3G Processor with 2 GB RAM& 500GB HDD Laptops	126 9	1:9
SCMS-N	Desktop with C2D, quad core, dual core, Celeron processors, 4 GB RAM, 500 GB HDD	94	1:4

Dedicated computing facilities

- Computer labs for general purpose
- High end computer labs using special software wherever required, such as laboratories for using software like MATLAB, LabView, CATIA, PRO-E, SPSS. Many institutes have n-computing devices.

LAN facility: All computers are connected through a local area network (LAN) to servers with **manageable and Layer-2 switches to seamlessly connect end-users** with a campus-wide Gigabit Ethernet network with wireless broadband internet. Approximately 400 mbps of internet bandwidth is available across all campuses.

Proprietary software: All institutes/departments have proprietary software related to their courses of study. As per Microsoft Campus Agreement Microsoft Windows 7/8, Microsoft Office 2007/2010 and Symantec Endpoint Protection are provided.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Considering the rapid developments in technology expected in the future, the university has drawn up the following plan for up gradation:

- To upgrade infrastructure like bandwidth, servers, configuration of computers and related equipment for using multimedia in class rooms, webinars, on line assignments/ evaluation and academic support
- To automate the academic and administrative processes and all areas of institutional working including 'Student Life Cycle', HR, Finance and Asset Management, to ensure efficiency of operations and faster and paperless communication between all stakeholders
- To continuously review and include the changes in IT policy
- Annual maintenance contracts and related upgrades of all software
- Provision of firewalls for the use of IT infrastructure
- Strengthening the disaster recovery plan
- Upgrading local systems data to the cloud
- Increasing the bandwidth ratio given to the students

Strategies

- Software and other IT infrastructure are centrally procured, installed and loaded on servers and used by various institutes/departments.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

Online teaching and learning resources are provided to faculty and students to enhance their learning productivity as detailed below:

- The university and its institutes have access to top online databases like **CMIE (Prowess), Ebsco, Economic Outlook, Emerald, Emerging Markets Information Service (EMIS), Euro monitor** as also to **ASME, ASCE, ASTM-Digital Library, IEEE** as per regulations of AICTE. The university also gives access to Bloomberg terminals for up to date financial information.

- Computer-aided teaching tools for faculty, library management system through KOHA and e-learning portals like Moodle and Canvas. Google classrooms are set up for assignments and evaluations at a few institutes.
- Curiosity Live software helps some institutes share information/presentations / study material among faculty, parents and students.
- Turnitin, an internet-based plagiarism-prevention service has been subscribed for use by faculty members and research scholars.
- Cintiq Tablets and Apple Macbooks are provided at some institutes based on their need.
- Cisco WebEx Training Center, e-CLDP, Simulation – Strategy and Telecom, IBM Analytics Lab and its SPSS software, Analytical and Predictive lab are also used at some institutes/departments.

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

Following initiatives have been taken in the last four years:

Almost all classrooms now have multimedia facility used extensively by faculty to prepare presentations using text and pictures, Prezi, short films enhancing student learning. E-library software and Curiosity Live are used by some institutes for upload/download of reading material, presentations, class readings and marks. Student evaluation is done through computer based tests. Moodle and Canvas blend conventional teaching with on-line dissemination of information, learning, assessments and evaluation. Some of the software deployed or upgraded in the past four years includes:

- Design software like Pro-E, CATIA V-5 and V-6, analysis software like ANSYS, MATLAB, LabView; other software like Microsoft Project, Prowess, SAP GUI 7.20, Capital line plus Database and Bloomberg terminal, online SAP/Oracle University, Alliance programmes, PRIMAVEERA/ Savion, Rhino 5.0, AutoDesk design suite, Entertainment suite, Creo Adobe Creative suite Corel Draw, STATA SE-13, Polycom M 100 for video conferencing, Canvas has been procured depending on the student requirements.
- Use of Akash Tablet, GIT hub, virtualization technologies, cloud computing, mobile computing at Symbiosis Institute of Computer Studies and Research (SICSR).
- Extensive use of Webinars and National Programme on Technology Enhanced Learning (NPTEL) lectures.

These technologies help produce professionals for competitive organizations.

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

All institutes of the university provide excellent IT facilities (computers with internet, printers and peripherals) for individual faculty members to

enable them to teach effectively, carry out quality research and engage in collaborative research both nationally and internationally. Access to online journals, databases, scholarly and other e-resources and software support research and enhance the quality of their teaching and research.

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

Today's classrooms need to be smart rooms creating an ambience to nurture insight, introspection and creativity.

- Classrooms are ICT-enabled with availability of desktops/ laptops, LCD projectors, audio system and internet connectivity.
- Servers on which study material and NPTEL and other such lectures can be loaded and streamed in the classrooms.
- Facilities of conducting webinars either in classrooms or in seminar halls.
- Special labs with facilities like **Graphics and Design, Animation Film Design, CAD, Video Film Design** etc., wherever necessary.

The IT enabled learning spaces are optimally utilized by scheduling classes, motivating and assisting teachers to prepare and use ICT in their teaching, encouraging students to attend webinars, other lectures and e-resources, giving access of e-resources to all those who need it.

4.3.8 How are the faculty assisted in preparing computer- aided teaching-learning materials? What are the facilities available in the university for such initiatives?

The university assists the faculty in preparing computer aided teaching-learning materials through the following initiatives and provision of facilities:

- Faculty development programmes on educational technology including the preparation of computer- aided teaching-learning material
- Access to NPTEL lectures, movies, CDs/ DVDs, articles, images, etc.
- Assistance from network administrators, experts and senior teachers

4.3.9 How are the computers and their accessories maintained?

The university has established processes and guidelines for maintaining computers, their accessories and other IT assets. This includes general upkeep, preventive and periodic maintenance.

General Upkeep, Care and Provisions

- Maintaining 'Asset Register' of IT resources and their locations.
- Maintaining an annual inventory of all IT assets and periodic physical verification of the assets
- A team of computer networking experts such as onsite engineers,

System/Network Administrator for servers and network maintenance, and lab assistants in every computer lab maintain the IT infrastructure.

- Rs.19.55 crores allocated in the 2015-16 budget for maintenance of IT infrastructure
- **Periodic backup** of data and checking the authenticity of software
- Regular cleaning of all computer peripherals and periodic inspection by IT administration team as a policy of maintenance

Preventive Action and Maintenance

- Protection of all IT assets from physical hazards through surveillance and use of CCTV cameras
- Scheduled maintenance of IT equipment depending on its usage, criticality or manufacturer's guidelines
- Ensuring that all requisite contracts for annual maintenance with approved contractors are operational, for the IT resources that are not under warranty
- Annual maintenance contracts for servers, networking and all other required electrical gadgets like UPS
- Preventive maintenance of desktops is done regularly

Support Services

- Regular **monitoring, coordination and communication** by the technical staff with other support services of facilities management such as electrical and UPS services, air-conditioning and fire and safety services
- Power backups are provided for all computers.
- Air conditioning facility for all laboratories and server rooms is also in place.

Repair and Maintenance

In case of computer parts' or service failure, calls are logged with vendors if products are under warranty. Out of warranty products are repaired by respective vendors or replaced by new products.

4.3.10 Does the institute avail of the National Knowledge Network connectivity? If so, what are the services availed of?

The institutes/departments do not avail of the National Knowledge Network connectivity directly or through the university. The institutes have access to several renowned databases. Further, study material available on NPTEL is used extensively by many institutes.

4.3.11 Does the Institute avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Faculty of various institutes of the university avail of web resources and other material available on IMF, World Bank, UNCTAD, WTO, Forum for Global Knowledge Sharing, medical dictionaries, Pubmed and open access journals. Wikipedia being a secondary source of information is

used as only a supplement to the existing databases by the faculty and students. The university policy restricts the use of **unauthorized material**. Use of **legitimate open resources** is permitted.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the Institute.

All institutes/departments of the university make provisions in their annual budget for updating, deployment and maintenance of computers.

Table 4.3.12 : Annual Budget for updation and maintenance of computers

Computer Data for the F.Y. 2009 to 2014 (in lakhs)												
Ledger Head	2009-10		2010-11		2011-12		2012-13		2013-14		2014-15	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
Computer H/w & S/w	559.61	381.29	767.18	490.26	554.56	324.68	516.53	244.35	591.31	165.61	563.52	696.17
Maintenance, Internet, website and admin expenses	158.97	340.59	385.8	314.23	497.5	408.09	532.36	406.02	909	899.01	964.08	638.93
Total	718.58	721.88	1,152.98	804.49	1,052.06	732.77	1,048.89	650.37	1,500.31	1,064.62	1,527.60	1335.10

Note: Budget of 2015-16 for Computer (H/w & S/w) and Maintenance, Internet, Website and Administrative Expenses is Rs. 713.40 lakhs and Rs. 1241.18 lakhs, respectively.

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed Institute information network to open environment?

The university is committed to integrating conventional teaching learning practices with newer open learning systems thereby preparing the students for a changing future with multiple challenges.

- For this purpose, webinars, NPTEL lectures, Webinar National Weblogue Series on People mantra and video conference guest lectures arranged by Watchwitz are conducted in many institutes. The university has signed up with Harvard Business Publishing to provide online courses as part of its pre-induction programme through its Learning Management System (LMS).
- Many institutes employ IT tools like Moodle, Curiosity, Big Blue Button for remote sessions, Aview and BBB to integrate open learning from various sources with conventional teaching learning process.
- Internet, web resources and other facilities are used by faculty of all institutes. Social media tools like **twitter and blogging** are employed by faculty for sharing of knowledge. Students make use of these tools for preparing their assignments and presentations. Faculty and students access MOOCS.

4.4 Maintenance of Campus Facilities

4.4.1 Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Each campus has an Estate Office which is headed by a Campus Administrator who ensures the maintenance of the campus. The following activities are undertaken by the Estate office:

- Housekeeping, cleanliness, **pest control**, **mosquito control**, **landscaping** and maintenance of lawns
- Preventive and corrective maintenance of infrastructural facilities, biogas plants, water purification units, generators, electric supply, street lights, firefighting equipment and security of all campuses

Some of the campus specific initiatives undertaken to improve physical ambience are:

- ‘**Swachh Bharat Abhiyan**’ on all campuses working towards cleaner and greener campuses
- Provisions of display boards with proper directions on campuses
- Installation of **solar water heaters**, **heat pump technology** water heaters in hostels, **biogas plants** at Lavale, SB road and Viman Nagar, **water harvesting**, **drip irrigation**, water purification, **sewage water treatment** and water re-circulation at the Lavale, Hyderabad and Kirkee campuses
- Replacement of conventional lamps with **LED lamps** for lighting
- Proper garbage disposal with source segregation of waste
- Tree plantation
- Provision of firefighting equipment and training on disaster management
- Pest control, fly control by fly killers and mosquito control by fogging

4.4.2 How are the infrastructure facilities, services and equipment maintained? Give details.

The university has policies and procedures in place for the upkeep of the campuses and maintenance of buildings and infrastructure.

Campus maintenance is undertaken in a planned manner by the Campus Administrator with the preparation of a budget at the start of the financial year. Important campus assets including lifts, DG sets, fire fighting equipment, heat pumps, water coolers, ACs, STPs and WTPs are maintained through Annual Maintenance Contracts (AMC). Regular cleaning of water tanks, testing of water bodies, painting and repairs is undertaken for maintenance and upkeep of the campus. Campus maintenance is monitored through inspections by the Chief Administrator and Chief of Estates.



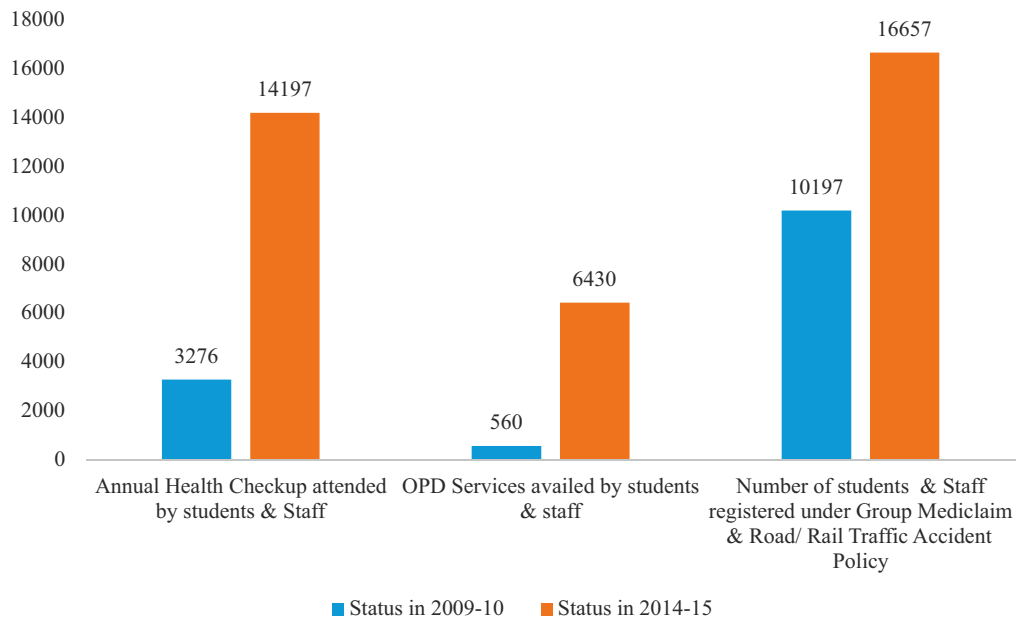
Criterion V

Student
Support and
Progression

Criterion V: Student Support and Progression

Sr. No.	Parameters	2009	2015
1	Department of Student Affairs	Did not exist	Established in 2010 - handles need based counselling, grievance redressal, provision of scholarships, fee concessions, etc. and implements all UGC regulations related to students' welfare.
2	Women Safety	Hostels for girl students, statutory committees for welfare of women	In addition to the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, the University has constituted an Internal Complaints Committee (ICC).
3	Access to students to enhance skills	-	Establishment of the Symbiosis Centre for Health Skills, Finishing School for SC/ST students in association with CII, Skills in Banking and Financial sector
4	Admission process	Dissemination of information in print media alone	SIU now communicates the same also in e-format with online access. The entire process is now more student friendly and ensures transparency.
5	Pre induction bridge course for MBA programs	Many of the constituent institutes offered this, but they had disparate processes and content .	Content and process unified. Online course by Harvard Business Publishing helps the students from diverse educational backgrounds to understand basic concepts before the regular commencement of MBA programmes on campus
6	Recreation & Wellness Centre (RWC):	5 centres where facilities were not standardised	<ul style="list-style-type: none"> 4 new locations added - Pune, NOIDA, Bengaluru, Hyderabad. Infrastructure facilities & manpower deployment have been standardized . RWCs now have latest, state-of-the-art recreation and wellness facilities which include a gymnasium, aerobics studio, Yogshala with meditation hall, managed by qualified and certified fitness trainers.
7	University Sports Board (USB):	Did not exist. Student awards at state, inter-university, regional, national and international events were 301	<ul style="list-style-type: none"> The USB was formally established in 2010 with the objective of promoting students participation in sports competitions and tournaments. The sports budget of SIU is now Rs. 2.63 crores Students earning laurels increased to 764 in 2015.
8	Upgradation of Healthcare Facilities	5 centres with disparate facilities and health records maintained manually	<ul style="list-style-type: none"> 12 centres currently, including the off-campus locations at Noida, Hyderabad & Bengaluru. Infrastructure facilities & manpower deployment were standardized and upgraded. ICT services were introduced with maintenance of individual e- health records of all staff and students.
9	The health insurance claim settlement percentage		Has been close to 100% consistently over the last 5 years which has resulted in a reduction in the out of pocket (OOP) expenses of students by 64%.

Healthcare Services Aailed



CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1. Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes. In alignment to its motto, '*Vasudhaiva Kutumbakam*', '*The World is one Family*', the University has a strong system for student support and mentoring, to help the students cope with academic and adjustment challenges and enable them to excel on their chosen path. The structural and functional characteristics of student support and mentoring are as follows:

- 1. The Department of Student Affairs:** The Department of Student Affairs along with the individual institutes/departments undertakes a wide array of initiatives such as **need based counseling, grievance redressal, provision of scholarships and fee concessions**. The department also implements all UGC regulations related to student welfare. The details are available on: http://siu.edu.in/students/student_affairs.php
- 2. Mentor-Mentee System:** A specific number of students (mentees) are assigned to a teaching faculty (mentor) for the entire duration of the programme of study. Issues including academic performance, attendance and student discipline are looked into by the mentor and corrective action is taken through guidance and counselling. Through regular interactions, the mentor identifies the students performing exceptionally, as well as those who require additional assistance. Appropriate interventions are instituted accordingly.
- 3. Language Proficiency:** Students desirous of and in need of improving language skills are guided to English Language Teaching Institute of Symbiosis (ELTIS).
- 4. Learning Resources:** All campuses of the university have a well- stacked library. Additionally, the Wi-Fi enabled campuses allow students to access a wide variety of e-books, journals and databases.
- 5. Facilitating International Exposure:** **The Symbiosis Centre for International Education (SCIE) takes care of international students' admissions, collaborations with foreign universities, promotes international student relations and organizes global immersion programmes and cultural activities.**
- 6. Fostering participatory management through student committees:** All institutes/ departments of the University have student committees to cater to various aspects of the student lifecycle. Each committee has a faculty in charge to guide and supervise the students. The roles, responsibilities and structure of these committees differ at individual institutes / departments.

7. **Bridge Courses for post graduate management programmes:** Unique, online 'pre induction bridge' courses help the students from diverse educational backgrounds to understand basic concepts before the regular commencement of classes on campus. The SCIE offers need-based bridge courses for international students.
8. **Placement Assistance:** Placement assistance is provided to all eligible students for internships and final placements.
9. **Sports Promotion:** The University Sports Board (USB) has enabled a large number of students during the last five years to participate in inter university, state, regional, national and international events. Through SCIE, the USB conducts sports tournaments exclusively for international students.
10. **Recreation & Wellness Centres (RWC):** All campuses have state-of-the-art recreation and wellness facilities which include a gymnasium, aerobics studio, yogshala with meditation hall and swimming pool (on three campuses), managed by qualified and certified fitness trainers.
11. **Health Promoting Facilities:** The on-campus health centers address the healthcare needs of all the students and staff, envisioning a state of 'Positive Health' through preventive, curative and promotive healthcare facilities. Individual e-health records are maintained which aid in providing timely medical aid to all. This unique initiative is one of the hallmarks of being a Health Promoting University (HPU).
12. **Health Insurance:** All students and staff are covered under a dual and unique cashless insurance scheme as per the Mediclaim and Rail/Road Traffic Accident (RTA) policy of the National Insurance Company (NIC), insuring the student for Rs. 50,000 and Rs. 1, 00,000 respectively. The services provided to the students have helped them in getting quality health care services across India. Guidance is provided for cashless/reimbursement facilities during hospitalization.
13. **Women Safety:** The University in accordance with the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 has constituted an Internal Complaints Committee (ICC).
14. **Anti-ragging Policy:** In accordance with the UGC regulations 2009, the university has implemented the Anti-ragging Policy.
15. **Providing Hostel Facilities:** Most of the institutes/departments have well equipped residential facilities with attached toilet and bath.
16. **On Campus Support Services:** Most campuses have stationery, reprography facilities, grocery / general stores, unisex parlours, laundry services, extension counters / ATMs of banks.
17. **Providing Nutritious and Hygienic Food on Campus:** All campuses have a canteen / mess / cafeteria (or all) catering to the ethnically diverse requirements of the students. Mess committees have student representation.

18. **Transport Facilities:** Bus services are operational from and to various locations in the city for the students of Lavale, Vimannagar and Hinjewadi campus. A shuttle bus '**Symbus**' is available connecting the Lavale hill base to the hill top and also across the 350 acre campus.
19. **Financial Support:** Scholarships are awarded to meritorious students and financial assistance is provided to needy students. Ph.D. scholars who are full time staff members of SIU are offered 50% concession in their tuition fees.

5.1.2 **Apart from classroom interaction, what are the provisions available for academic mentoring?**

Mentoring commences during the conduct of the pre induction bridge course and continues during the initial period of learning in a new environment and thereafter. Guidance is provided to all students including slow and advanced learners and those having personal problems, throughout student life cycle by faculty, students (buddy, mentor-mentee system)etc. Academic mentoring is provided to students while undertaking projects, dissertation and certification courses, technical and research writing, selecting specializations and electives, service learning and community work. Students are also encouraged to attempt competitive examinations both within the country and abroad.

5.1.3 **Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.**

For the above purpose, interaction with students begins from pre-admission stage by way of addressing queries relating to the programme and admission, pattern of entrance examination and administrative procedures. Continuous online support is made available to students.

- **Personal Enhancement and Development Schemes:** For personality and technical skill development, guest lectures and workshops are organized. The curriculum of different institutes / departments include courses such as Information & Communication Technology (ICT), soft skills and other need based programmes such as Psychometric analysis taught at SCMHRD. **ELTIS collaborates with the Confederation of Indian Industries (CII) Finishing School, to impart industry oriented skills.** The University regularly organises the 'Festival of Thinkers' and public lectures where eminent personalities from different walks of life share their experiences.
- **Career Counselling:** Students are counselled by their mentors regarding specializations, internships and projects. Furthermore, experts from the industry are invited to provide clarity on career choices.
- **Career-path identification:** Apart from the faculty, members of the alumni and industry representatives are also involved in helping students identify possible career paths and their suitability for it.

This is through the induction programme, personality tests, sessions with experts, etc.

- **Orientation to well-being** is provided through SCHC, RWC and USB. Certain institutes / departments such as SSBS, SLS Pune and SIHS conduct **lectures on ethics, morals and spiritual learnings**.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes. The University provides assistance for educational loans through banks at concessional rates. Banks like State Bank of India, Bank of India and Axis Bank provide educational loans to students of SIU.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes, the University publishes the prospectus and handbook every year which contains information that is statutorily required as well as details which assist students in making informed choices for programmes/ courses before taking admission to the University. An online version of both documents is available at www.siu.edu.in and on the websites of individual institutes/departments. These documents contain the following information:

Details of the University and its institutes and departments: Profile of the Director, institute profile, vision and mission of the institute, programmes offered, specializations, programme structure, duration, eligibility, intake, reservation of seats, admission procedures, faculty members, academic courses, fee structure, important dates, orientation and pedagogy, career prospects, teaching, learning and evaluation methods, availability of learning resource centres (library and computer lab), results and convocation, co-curricular activities, students committees, achievements of the students, students activities, placements, collaborations, guest lectures, contact details, address, phone number/s, fax number, email id (for admission related queries), website address and photographs. A dedicated section of the prospectus addresses various aspects specific to international students.

Details with respect to administration criteria fulfillment include eligibility document requirements, personal details, parents/guardians details, undertakings, contact details, code of conduct, list of holidays, facilities available on campus like hostel, mess, food court, disaster and evacuation management plan, healthcare and information about the other Symbiosis institutes/departments and Pune city.

A special **information booklet is provided to all foreign students who visit the university on semester exchange and Study India Programmes**. Information about Pune city, places to visit, famous eateries, bank information, basic etiquettes and manners to be followed in India are included in this booklet.

- 5.1.6 Specify the type and number of university scholarships / free ships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil./Ph.D./Diploma/others (please specify).

Scholarships awarded to students in the last four years:

Table 5.1.6

Type of Scholarship	Nature of Scholarship	No. of Scholarships
Merit Scholarship	For UG and PG students	127
Late. Jayatee Deshmukh Scholarship	For SET and SNAP girl student topper	8
Sports Scholarship	Annual Scholarship	20
SIU-ICCR Joint Scholarships for Foreign Nationals	One scholarship for UG and one scholarship for PG students	15
Symbiosis International Scholarship	Meritorious and needy foreign students. Per country four scholarships for UG and one scholarship for PG student. Students from Zambia, Gambia, Nigeria, Rwanda and Afghanistan have been awarded scholarships.	17
Total		187

All the scholarships and freeships were given on time. Additionally, every year the **Chancellor's Gold Medal** (4 medals) is awarded to the '**Best Outgoing Student**' completing the full time PG and UG programmes of SIU.

- 5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose fellow, etc.)?

442 students of various institutes / departments of SIU have received **financial assistance of Rs. 4.60 crores** from state, central and other national agencies in the last 4 years.

- 5.1.8. Does the university have an International Student Cell to attract foreign students and cater to their needs?

Yes, the university has a support department called the Symbiosis Centre for International Education (SCIE) which deals with all aspects of international students from around 85 countries, through its following three departments:

- International Student Admissions and Student Events
- International Initiatives and Collaborations
- International Promotions and International Student Relations

Admissions of all international students are centralized for all the constituent institutes / departments and routed through the SCIE. The

online admission procedure has made it accessible to each and every student to apply from different parts of the world and in the comfort of their homes. The student needs to come to India only when the applicant is shortlisted for a particular programme chosen by the student.

Students have to report to SCIE office to complete reporting formalities like medical test, submission and verification of all the required documents, eligibility requirements, and balance payment, if any.

SCIE organizes a variety of activities where international students as well as students from other institutes of Pune are able to meet on a common platform and display their various talents. As a part of enriching students' international experience, SCIE organizes the Food Festival, the Flag Hoisting Ceremony, NGO visits, Blood Donation Camps, Tree Plantation, Iftar Party, Christmas Party, Diwali Party, Dance Competition and Sports activities like football, basketball, volleyball and many more.

Over the years it was observed that the first time a student visiting India (and particularly, to Pune) found it difficult to adjust to the new physical, social and cultural environment. SCIE organizes an orientation programme for all international students who have joined Symbiosis International University. The aim of the orientation programme is to acquaint students with the Symbiosis family, rules and regulations of the University, importance of legal procedures, medical facilities available, events and other miscellaneous matters of importance and interest for international students during their stay in India. Along with this, on the day of the orientation programme, SCIE also conducts team building games so that the students get to know each other.

SCIE strives to provide international students' with assistance, support and guidance to solve all their problems and make their international experience a fruitful one. Understanding the importance of ensuring a fulfilling experience, both academic and social, SCIE focuses totally on assisting foreign students to adapt to their new home, ensuring a 'home away from home' experience.

5.1.9. Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes. The University provides assistance for educational loans through banks at concessional rates.

5.1.10. What types of support services are available for?

***Overseas Students**

SCIE provides the following support services to international students:

1. **Centralized admission process:** For admissions to all constituent institutes/departments.
2. **Foreigners' Registration Office (FRO):** Assistance is provided for Registration with the Foreigners' Registration Office (FRO)

3. **Orientation Programme:** An orientation programme to acquaint students with the Symbiosis family, rules and regulations of the university, importance of legal procedures, medical facilities available, team building sessions, events and other matters of importance during their stay in India is conducted.
4. **International Students' Council** is constituted annually to assist SCIE in organizing various events. This council consists of students of SIU as well as students from other academic institutes.
5. **Buddy System:** Assigning an Indian student buddy to each foreign national student.
6. **International Student Coordinator** is appointed at every institute to cater to the needs of the international students at the concerned institute.
7. **Experience Sharing:** Periodic, informal meetings are arranged to provide an opportunity to the students to share their experiences.
8. **Counselling:** SCIE provides counselling for academic, institutional, personal and other matters. Clinical counselling is provided through SCHC.
9. **Earn & Learn Schemes:** SCIE provides an opportunity to international students to earn while they learn. These students are paid a stipendiary amount by SCIE.
10. **Extra-Curricular Activities:** Every year, 31st July is observed as International Students' Day. Further, all throughout the year activities like international food festival, flag hoisting ceremony, blood donation camps, tree plantation, Iftar / Christmas / Diwali Party, visits to NGOs, dance competitions and sports activities like football tournaments are organized regularly. Sports activities like table-tennis, badminton, carom, chess, swimming, basketball, volleyball, football and Symbi Fit are organized for international students.
11. **International Students' Convocation Ceremony:** This unique initiative is organized exclusively for international students who are unable to participate in the regular convocation held in the month of December.
12. **Study India Programme:** Study India Programme is organized for Foreign Nationals (FN) / Persons of Indian Origin (PIO) students. This programme is a combination of academic and cultural activities. This is attended by students from universities in Japan, Germany, Canada, USA and Australia. This programme is floated by the Ministry of Overseas Indian Affairs to Indian Embassies globally to cater to the Indian diaspora.
13. **Semester Exchange Programme:** This programme provides an opportunity for students of SIU and students from collaborating foreign Universities to avail of a semester exchange programme.

14. **Credit mapping, equivalence and Cumulative Grade Point Average (CGPA) system:** This facilitates transfer of credits.
15. **Symbiosis Alumni Network (SAN):** SCIE maintains an Alumni Network page, (accessible at www.scie.ac.in), where a connect is established with all the international students registered on this page. This page also updates them with events and various activities conducted by the SCIE.
16. **A Crisis Committee:** Constituted at individual institute, campus level and finally at SIU level, it helps and provides assistance to international students in times of crisis.

***Physically Challenged/Differently abled students:**

The University offers support services to the differently abled category students, in compliance with The Persons with Disabilities (Equal opportunities, protection of rights and full participation) Act, 1995 issued by the Ministry of Social Justice and Empowerment, Govt. of India, New Delhi.

***SC/ST, OBC and economically weaker sections:**

- Reservation of seats is given to SC and ST: SC-15%, ST-7.5%
- SC/ST candidates also get 5% relaxation in the marks obtained in the qualifying examination.
- Some of these students also get government assistance.

***Students participating in various competitions/conferences in India**

Students are encouraged and mentored to participate in various conferences / competitions at the regional and national level. Financial assistance is provided within a sanctioned budget, both at the individual institute/ department as well as from the University.

***Health Centre, health insurance etc:**

1. **Health care facilities.** The on campus health centers address the healthcare needs of all the students and staff, envisioning a state of 'Positive Health' through preventive, curative and promotive healthcare facilities on campus. Individual e-health records are maintained which aid in providing timely medical aid to all. This unique initiative is one of the hallmarks of being a Health Promoting University (HPU).
2. **Health Insurance:** All students and staff are covered under a dual and unique cashless insurance scheme as per the Mediclaim and Rail/Road Traffic Accident (RTA) policy of the National Insurance Company (NIC), insuring the student for Rs. 50,000 and Rs. 1,00,000 respectively. The services provided to the students have helped them in getting quality health care services across India. Guidance is provided for cashless/ reimbursement facilities during hospitalization.
3. **Sports Promotion:** The University Sports Board (USB) has enabled a large number of students during the last five years to

participate in inter university, state, regional, national and international events. Further, through the Symbiosis Centre for International Education (SCIE), the USB conducts sports tournaments exclusively for international students.

4. **Recreation & Wellness Centres (RWC):** All campuses have state-of-the-art recreation and wellness facilities which include a gymnasium, aerobics studio, yogshala with meditation hall, and swimming pool (on three campuses), managed by qualified and certified fitness trainers.
5. **HIV Testing Policy:** As per Government rules, all international students entering India on student visa have to be tested for HIV.

***Skill development (spoken English, computer literacy, etc.)**

Workshops on English Communication and Personality Development are conducted at individual institutes/departments. For enhancement of spoken English, there is a special English Language Teaching Institute of Symbiosis (ELTIS). At the postgraduate level, **skill development courses are embedded in the curriculum** and include functional area wise ERP modules on SAP, Oracle, Primavera; simulation tools such as CAPSTONE, Markstrat and statistical packages SPSS, SAS, Minitab, R and E-views at institutes like SCMHRD, SIIB, SSE, SITM, SIMS, SIBM Pune. SSBF also provides exposure to Bloomberg while SITM has an IBM analytical lab. SIMC (PG) trains their students in Final Cut Pro and Adobe. **As an affiliated member of the Health Sector Skill Council (HSSC), an initiative of National Skill Development Corporation (NSDC), Government of India, there is a dedicated Centre for Health Skills.**

***Performance enhancement for slow learners**

This is achieved through one-to-one coaching, remedial classes and repeat examinations. A specific initiative at **SLS, Pune called 'Academic Success Programme'**, accords additional support to those students who have learning or other difficulties in coping with academics. Services of professionally qualified counsellors are requisitioned by the institute on a case to case basis.

***Exposure of students to other institutions of higher learning/ corporates/business houses, etc.**

All institutes/departments extend full support to the students in terms of practical training, on job training, project and dissertation and summer internships with organizations throughout the country and abroad. Students are exposed to other institutions of higher learning / corporate sector through invited guest lectures, competitions, quizzes and projects. Field visits to different industries / organizations / business houses are organized on a regular basis. SLS, Pune organizes learning sessions at Maharashtra Judicial Academy and the National Forensic Laboratory. SIU management institutes/ departments also provide collaborations and networking opportunities with major industries, including multinational organizations.

***Publication of student magazines**

Every institute/department encourages students to create and publish their magazines, newsletters, e- bulletins, reports and journals. For instance, SLS Pune publishes an exclusive student law journal SSLR with Lexis Nexis.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

Students desirous of appearing for any such competitive exams are given necessary encouragement, support and guidance by faculty, both in house as well as by invited guest faculty. This has facilitated students clearing these examinations.

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as –

Additional academic support and academic flexibility in examinations**Special dietary requirements, sports uniform and materials*****Any other (please specify)****For enhancing student participation in sports:**

The University Sports Board (USB) has designed guidelines for promoting competitiveness and team spirit among students for their comprehensive development through participation in intra/ inter-university, state, regional, national and international sports competitions. Services of sports coaches are made available to these students.

***Additional academic support and academic flexibility in examinations**

Academic support is provided by complementing academic session with notes and personal interaction with faculty, providing online support, special attention and performance monitoring by mentors and buddies. Academic flexibility in submitting assignments, attendance for the number of the days that student is away from college is provided. The university has introduced a policy for rescheduling internal examinations and even term end examination for sport persons participating in sports at the zonal / national level.

***Special dietary requirements, sports uniform and materials**

Dietary needs of all students on residential campuses are looked into by qualified dieticians. Policies are formulated and implemented based on the recommendation of the **Campus Health Advisory Committee (CHAC)**, wherein student representatives also participate. Specific dietary counselling is given to the players by dieticians. Sportspersons are provided with university kits and colours. Adequate means and material are also provided for sports training.

***Any other**

The USB offers 'Basics of Fitness' and 'Self-Defence' as courses for inter institute credit transfer for undergraduate programmes. These and other

health and wellness components are included in the **Outcome Metrics Performance Indicators (OMPI)** for in-house assessment of institutes/departments.

For enhancing student participation in extracurricular activities:

Support is provided by way of theatre clubs, music clubs and bands, financial assistance, constitution of student committees and the incorporation of these in the programme structure and award of marks.

Any other:

Concession in attendance, extension of time for submitting internal assignments, providing extra lectures are some of the initiatives undertaken to enhance student participation in extracurricular activities.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Yes. Every institute/department has an institutionalized mechanism for students' placements. Placement activities are conducted through the Placement Cell, manned by a dedicated team of faculty and students.

Services provided: This Cell provides counselling through workshops on different functional areas such as personality development, group discussions / mock interviews and developing effective resumes ensuring corporate readiness. The placement brochures, highlighting the institute strengths, programme pedagogy, training stints and student profile, provide the prospective recruiters with a snap shot of the institute/department as well as the individual student. In addition, there are **specific cells like IT Entrepreneurship and Leadership Forum (ITELF)** to develop entrepreneurship skills at institutes like SIMS and SCIT. This has resulted in a near cent percent placement consistently over the last few years, including placements of undergraduates too. Few of the companies recruiting SIU students include Accenture, Delloite, Goldman Sachs, HSBS Global recourcing, Infosys, JP Morgan, Ernst & Young, Religare, Reliance, Axis Bank, Barclays etc.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

The University continues to enjoy nearly 100 percent placement of all its postgraduate students for the last many years. Six constituent institutes /departments are ranked among the top ten institutions in the country. During the last four years, over 6700 students have been placed, at various national and multinational companies, through campus recruitment.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

The University does not have a registered alumni association. The alumni team constituted at the institute/department level serves as the interface between alumni and the university. Alumni have greatly contributed in building the brand of 'Symbiosis', nationally and internationally. Alumni support is sought for numerous activities like obtaining and acting upon

their feedback, participation in curriculum development, conducting guest lectures, mentoring the students, internships, project evaluation and placements; many have come back to teach and do research.

Alumni meets are held annually by individual institutes/departments at different cities across the country. At some institutes/departments, alumni reunion/homecoming events are celebrated for batches completing 10/20 years of graduation.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes. There is an active Grievance Redressal Cell set up in compliance with the UGC (Grievance Redressal) Regulations, 2012 which addresses grievances related to academics, administrative, disciplinary, technical and personal matters. Most of the grievances are addressed at the institute/department level within 10 days of representation. If not resolved, they are reported to the University. The aggrieved are also entitled to make an appeal to the Ombudsman of the University for redressal within 30 days. Details are available on: www.siu.edu.in. From 2010-2015, 27 grievances in various above mentioned categories were received at the university level and these were resolved.

5.1.17 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing cell and mechanism to deal with issues related to sexual harassment? Give details.

The University has a strong policy for promoting a gender sensitive environment. **Gender specific courses and workshops on gender based violence are part of the curriculum** at SSLA. **The Legal Aid Cell and Human Rights Cell** of SLS, Pune, conduct programmes which deal with gender sensitization issues. **A credit transfer course on Gender and Human Rights** is also part of many under graduate programmes. Initiatives like the use of gender neutral language and communication among faculty, staff and students, awareness workshops on adolescent health, concept of '**Womancipation**', life at the workplace, celebration of International Women's Day and feminine wellness workshops conducted across the university foster gender sensitivity. Workshops to sensitize the staff and students on gender sensitivity are conducted regularly.

In compliance to the norms of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressed) Act, 2013, an Internal Complaints Committee (ICC) is setup at every institute/department.

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes. In consideration of the commitment of the Central Government and the University Grants Commission (UGC) to prohibit, prevent and eliminate the scourge of ragging in Higher Educational Institutions, 2009, the university has constituted Anti-ragging Committees at the university as well at all institutes and departments.

Details of the University Anti-ragging Committee are available at: <http://siu.edu.in/students/pdf/SIU-AntiRagging-Committee.pdf>. In addition, the Monitoring Cell of the university visits all the campuses and

locations to ensure that the appropriate measures have been taken regarding anti-ragging. Two cases between 2010 and 2015 were reported. The enquiries were conducted and the cases were closed.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

Individual institutes and departments receive feedback from students, parents, faculty members, industries, employers, alumni, external academic experts and thereby ensure the overall development of all students. **Engagement of faculty by way of representation on various national boards / committees** further facilitates this.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

Through ongoing dialogue and motivation, women students are encouraged to stay fit and active and to participate in sports activities both in intra institute and inter collegiate tournaments. The USB organizes various events for women students such as Feminine Fitness Workshop, **Fitness for Freedom Run and Miss Symbi Fit**. In addition, every institute/department organizes annual cultural and sports meets such as Panache, Sympulse and Symbi Olympics, in which women students actively participate. Girl students on statutory designations on official committees / bodies are a testimony to this policy.

5.2 Student Progression

5.2.1 What is the student strength of the university for the current academic year? Analyse the programme-wise data and provide the trends for the last four years.

The student strength of the University for the current academic year (2015-16) is 15,568.

Programme - wise progressive trend is depicted as below:

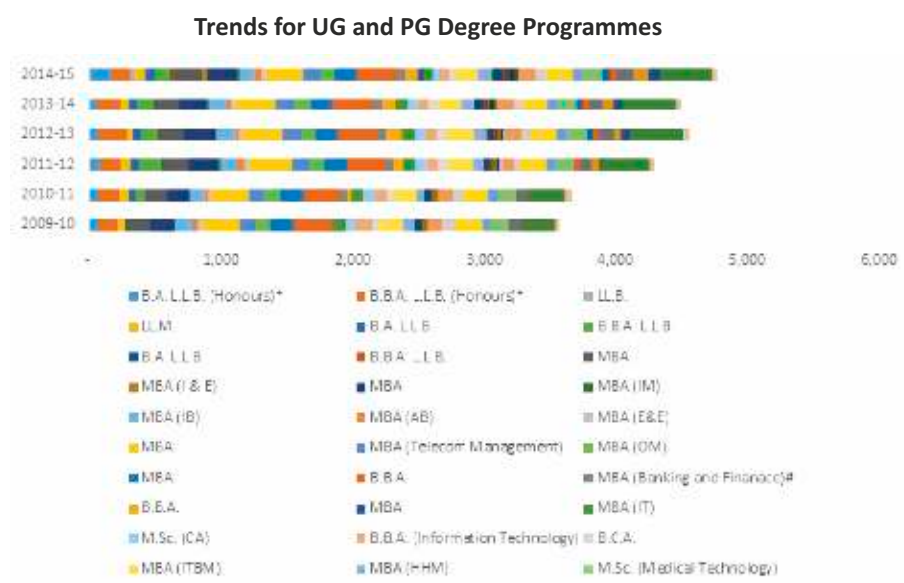


Table 5.2.1

Student Progression	%
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed	
• Campus selection	85.48%
• Other than campus recruitment	14.52%

Admission to PG and Ph.D. programme is through separate entrance examination. Hence, there is no natural progression from UG to PG and PG to Ph.D. programme.

5.2.2. What is the programme-wise completion rate during the time span stipulated by the university?

Table 5.2.2

Summary: Pass % within validity							
Faculty	Level		Academic Year 2010-11	Academic Year 2011-12	Academic Year 2012-13	Academic Year 2013-14	Academic Year 2014-15
		Programme	Pass % within Validity	Pass % within Validity	Pass % within Validity	Pass % within Validity	Pass % within Validity
Law	UG	BA LLB	91.49	92.31	94.74	79.63	77.98
	UG	BBA LLB	92.05	96.38	90.60	92.90	80.43
	PG	LL.M	100.00	98.44	100.00	100.00	100.00
Management	PG	MBA	99.69	99.84	99.31	99.36	89.92
	UG	BBA	94.52	94.18	92.31	94.13	79.67
Computer Studies	UG	BCA	90.48	90.70	82.69	78.46	35.09
	UG	BBA-IT	97.85	87.39	87.21	77.92	53.33
	PG	MBA-IT	99.30	96.55	98.95	98.71	95.49
	PG	M.Sc. CA	100.00	92.86	86.60	81.01	62.50
	PG	M. Sc. (Geo)	100.00	90.91	82.93	shifted under Faculty of Engineering	shifted under Faculty of Engineering
Health & Biomedical Sciences	PG	MBA-HHC	100.00	97.14	97.33	100.00	97.62
	UG	B. Sc. MT	92.31	93.33	81.08	79.41	82.61
	PG	M.Sc MT	-----	-----	100.00	100.00	78.95
	UG	P.B.B.Sc. (N)	96.00	97.92	87.80	93.94	62.5
	UG	B.Sc (N)	-----	100.00	100.00	100.00	100.00
	PG	M.Sc (N)	-----	-----	100.00	100.00	100.00
	PG	M.Sc. (N&D)	-----	-----	100.00	100.00	100.00
	PG	M.Sc. (Bio & DD)	-----	-----	100.00	100.00	NA
	PG	M.Sc. (Bio)	-----	-----	100.00	85.71	77.78

Media, Communication & Design	PG	MBA- CM	98.71	100.00	99.40	98.15	93.75
	PG	MMC	97.03	95.52	89.13	98.28	74.32
	UG	BMS	95.90	93.10	90.08	69.63	38.73
	UG	B.Des.	88.55	77.40	89.94	77.91	65.75
	UG	BFA	-----	-----	-----	-----	100.00
Humanities & Social Sciences	UG	B.Sc. (Eco)	95.29	97.83	98.88	86.02	75.49
	PG	M.Sc. (Eco)	-----	-----	97.50	90.91	87.76
Engineering	UG	B.Tech	-----	98.65	92.59	94.20	74.62
	PG	M.Tech.	-----	-----	86.67	88.68	96.77
	PG	M.Sc. (Geo)	-----	-----	-----	100.00	95.65
	PG	M.Sc. Physics	-----	-----	-----	90.00	76.92

5.2.3. What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?

Table 5.2.3

S. No.	Type of Examinations	No. of Students
1	UGC- CSIR-NET	0
2	UGC- NET	19
3	SLET	0
4	ATE/CAT/ GRE/TOFEL/GMAT/Central services/ State Services	118
5	Defense Services	4
6	Civil Services	5
7	Judicial Services	6
8	Patent Agent	1
9	Others	56

5.2.4. Provide category-wise details regarding the number of Ph.D./ D.Litt. /D.Sc. thesis submitted/accepted/ resubmitted/ rejected in the last four years.

Table 5.2.4

Year	Ph.D.(submitted/accepted)	Honorary D.Litt.	D.Sc.
2011	5	2	NA
2012	6	1	NA
2013	11	2	NA
2014	46	2	NA

5.3. Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

A host of indoor and outdoor sports facilities are provided by the university. As a Health Promoting University (HPU), SIU has a sanctioned

budget of Rs. 2.63 crores for the year 14-15. The USB Annual Calendar 2015 can be accessed at www.siu.edu.in. Every institute/department organizes annual cultural and sports meets such as Aarambh, Panache, Sympulse and Symbi Olympics in which students actively participate. A record of participation of students is available at respective institutes/departments. Students from institutes like SSBF, SCMS-Pune, SIIB, SIBM-Pune, SIG, SIMS and SLS-Pune have achieved winning positions in badminton, table tennis, cricket and football competitions at zonal, national and international level. SIU students participate in events and competitions organized by the Association of Indian Universities (AIU).

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Students have represented SIU at various levels and earned laurels. Few examples of the achievements are as follows:

1. **Ms. Bhakti Sharma, SSMC (B), was awarded Tenzing Norgay Sports Excellence Award by the President of India in 2014.**
2. **Ms. Arantxa Sanchis, student of SIMS won the National Snooker Championship 2012 and World Championship in 2013**
3. Women's Badminton and Football Team of SIU bagged 3rd prize and bronze medal at All India Intervarsity level in 2013.
4. Students of SIU have won the Moot Court competitions in Hong Kong and China
5. Students of SSE represented SIU at South Asia Economics Students Meet.
6. Students of SSBF secured 2nd position in Bloomberg competition 'You can Trade'.
7. SIT students won the title of 'Maharashtra's 2nd best K-pop dance crew in the Korean –Pop dance competition in 2015.

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Documentaries and presentations on cultural heritage are produced and shown to the students on various occasions and **special visits are also arranged**. Informational tours of museums like **Ambedkar Museum, Afro Asian Museum, Aga Khan Palace, Shaniwar Wada** and other famous monuments of the city is given to the students as part of the induction programme through Pune Darshan. Indian festivals like Ganesh Festival, Eid, Christmas, Navratri, Holi, Diwali and Saraswati Pooja are celebrated. Involvement of international students in these celebrations helps them understand the rich cultural heritage of India. Independence Day and the Republic Day are celebrated and the students get an opportunity to know about our history and freedom struggle.

Students of the Fashion department from Symbiosis Institute of Design (SID) travel to various parts of the country and study heritage Indian textiles and non-textile crafts. This research is documented and applied to conceptualize and develop garments and products. These products are displayed in the annual SID Craft Sustenance event called **Shilpkatha**.

Students of SSP go for a Pune heritage tour which helps them appreciate the importance of heritage preservation.

Symbiosis School for Liberal Arts (SSLA) conducts a **heritage walk** in Pune and regular visits to various heritage sites in the country. Along with a **core course on 'Understanding India'**, elective courses on '**Comprehending India – the Living Past**', '**The Mahabharata**', '**Soundscapes of Pune City**' and '**Re-visiting the City**' are offered. SLS Pune, as part of the induction process, takes the students through a walk to heritage sites. Symbiosis School of Media & Communication (SSMC), Bangalore conducts programmes on classical music and dance, folk arts, crafts, regional specific dance and Sufi music. Students are also taken for a **Bangalore Darshan** where they visit heritage sites like the Tippu Summer Palace and Lalbagh Park.

The SCIE undertakes various initiatives like cultural heritage walk through the city, visits to various heritage sites like Ajanta, Ellora caves, introductory sessions on Indian mythology, etc.

- 5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

This is done through conducting creative writing sessions, poster presentations and preparation of project reports, book reviews, journal clubs and presentations. Students are actively involved in designing the placement brochures, summer internship brochures and newsletters. A few of the publications from across the university include Beacon-Management Review, HR Mesh and Finalyst, Jidnyasa and Simskriti.

- 5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

All constituent institutes and departments of the university have various student committees (mentored by a faculty member) which are involved in the planning, designing, implementation and organizing of various curricular, co-curricular and extra-curricular activities. The International Students' Council represents the international student community of the city of Pune and actively involves students from other academic institutes of Pune also. SLS Pune and SCMS Pune, have their own student council with a well-defined constitution, charter of activities and well documented procedures for funding various activities.

- 5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Students are selected for various roles on academic and administrative bodies after an assessment of their capabilities by the faculty. Committees are formed to guide and train the students in several areas.

Table 5.3.6

Sr. No	Committees	Details of activities
1.	Anti-ragging Committee	Awareness creation to curb menace of ragging
2.	Library Committee	Recommendation of learning resources
3.	Academic (including Research, Current Affairs) committee & IQAC	Organize knowledge-based events, quizzes, debates, presentations, seminars, etc.
4.	Admission Committee	Handling aspirants related enquiries and helping with admission process
5.	Alumni Committee	Networking and establishing contacts, organizing alumni meets
6.	Social Responsibility Committee	Participating in service learning, conducting community outreach programme
7.	Crisis Management Committee	Participating in resolving crisis, representation of any issues to management
8.	Campus Health Advisory Committee	Participate in resolving health related issues
9.	Media & PR Committee	Brand Building and Promotion by initiating various activities.
10.	Sports & Extra-Curricular Committee	Ensures active participation in sports & extra-curricular activities
11.	Placement & Corporate Interface Committee including E Cell	Identify appropriate companies and inviting them for placement on campus or promoting entrepreneurship.
12	Administration (IT, Accommodation, Catering, Travel & Event Management) Committee	Provide administrative support for all activities

Any other information regarding Student Support and Progression which the university would like to include.

Student support at all the institutes/departments under the university include a gamut of activities covering the overall progression of the student, right from the stage of pre admission to convocation, providing support in academics, personality development and inculcation of values. Various aspects of the student lifecycle (including health records) are documented by way of computerized student records.

Workshops on subjects like Integrated Disaster Management Programme (IDMP), First Aid, corporate readiness, environmental concerns, experiential team building activities like outbound programmes, training in crisis management, community and extension services are considered critical to personality building and developing sensitivity to critical national human and environment problems. These are integral to the curricula. Subject specific initiatives such as the Moot Court are organized at individual institutes / departments.

The competitiveness in attracting the best students in large numbers and the operating multi-cultural ethos may be taken as student testimony of sound practices and genuine involvement in student support and progression.



Dr. S. B. Mujumdar, Chancellor, Symbiosis International University receiving the Padma Bhushan Award at the hands of Smt. Pratibhatai Patil, the then President of India

Criterion VI

Governance,
Leadership &
Management

Criterion VI : Governance, Leadership and Management

Parameters	2009	2015
University Vision and Mission Statement	Articulated in line with the tasks and challenges before the University in mid-2000.	Revision in vision and mission statement to reflect the global outlook of the organisation since inception and the evolving aspirations.
No of countries represented by foreign students at the University.	75 countries	85 countries
Access to information relating to faculty – research output, conferences attended, awards won, feedback on teaching etc	Each aspect was collected and collated manually	Faculty Information System permits faculty to update personal information using technology, retrieval of information relating to all faculty is simplified and accurate.
No. of off campus centres	One	Two more off campus centres added
Number of administrative departments in the university	Three departments headed by - <ul style="list-style-type: none"> • Registrar • Finance Officer • Controller of Examinations 	Other departments established - <ul style="list-style-type: none"> • Department of Student Affairs • Board of University Development • Symbiosis Centre for Research and Innovation • University Sports Board • Symbiosis Centre for International Education • Symbiosis Teaching Learning Resource Centre • Quality Assurance
Measuring outcomes	Only the finance outcome was taken into account to measure the performance of institutes under SIU	An innovative index - Output Metrics Performance Indicators (OMPI) developed in-house for all institutes covering - <ul style="list-style-type: none"> • Academic outcome • Human Resource outcome • Financial outcome • Research outcome • Community Service • Internationalization • Health & Wellness
Department to handle Extension activities	No formal department to take care of extension activities and service learning – this was managed by individual institutes.	Symbiosis Community Outreach Programme and Extension (SCOPE) activities established to consolidate the various social service initiatives undertaken - including starting of mobile clinic for the neighbouring villages around the Symbiosis International University vicinity. The university has adopted 23 villages in its neighbourhood to cater to the health care needs and education of village children

Faculty development initiatives	Done at institutional level	Symbiosis Teaching Learning Resource Centre set up for continuous training of faculty members through relevant Faculty Development Programmes.
New Initiatives		<ul style="list-style-type: none">• Establishment of Symbiosis Ishanya Cultural and Educational Centre: To enhance inclusion of north eastern Indian students and students from developing countries• Symbiosis Teaching Learning Resource Centre• Symbiosis Centre for Waste Management & Sustainability

CRITERION VI GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State Vision and the Mission of the University

The vision of the university

- Promoting international understanding through quality education

The mission statements

- To inculcate the 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 the community
- To instill sensitivity amongst the youth towards the community and environment
- To produce thought provoking leaders for the society

The logo also reflects the vision and mission statements of Symbiosis International University (SIU).

6.1.2 Does the mission statement define the Institutions distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientation, its vision for the future etc.?

Symbiosis was established based on the ideals of 'Vishwa Bharati' and 'Antar Bharati'. The mission of the university is to carry forward these ideals and produce a human resource which is capable, skilled, has sensitivity to the community and environment, has strong ethical values and contributes towards nation building.

With students from all states of India and 85 different countries, the university promotes international understanding through education. The competencies provided to students help make them globally employable. The spirit of creativity is nurtured and enhanced so as to encourage entrepreneurship.

The university strives to inculcate the spirit of 'Vasudhaiva Kutumbakam', the world is one family. With cross-cultural sensitization, spirit of entrepreneurship, value based learning and the zeal to excel, the

university's endeavour is to produce thought provoking leaders and global citizens for the society.

6.1.3 How is the leadership involved

- *in ensuring the organization's management system development, implementation and continuous improvement?**
- * in interacting with its stakeholders?**
- * in reinforcing a culture of excellence?**
- * in identifying organisational needs and striving to fulfil them?**

The leadership consists of the authorities of the university viz. the Chancellor, the Vice Chancellor, the Board of Management and the deans and heads of departments/institutes of the university. The Vice Chancellor chairs all the statutory committees like Board of Management, Academic Council, Finance Committee and Board of Examination. The implementation of administrative decisions is carried out by the Registrar, financial decisions by the Finance Officer and examination related decisions by the Controller of Examinations. **Decisions are taken through participatory discussions and active involvement of all the stakeholders** including students, faculty and staff. Quality and excellence is ensured in every process, be it administrative, academic or extracurricular. The leadership is involved in the development and continuous improvement of the processes of the university through its boards and departments. The needs of stakeholders are addressed through **regular feedback** and interactions. The Department of Student Affairs is involved in addressing problems related to students, while the **Symbiosis Teaching Learning Resource Centre and the Symbiosis Centre for Research and Innovation** address the academic and research needs of the faculty members. Regular meetings chaired by the Vice Chancellor are held with heads of institutes and departments. Similarly, regular meetings are held by the heads of departments with their internal staff so as to ensure that the institute/ department needs are addressed. The Deans Council meets to discuss issues related to their faculty and also interdisciplinary issues.

6.1.4 Were any of the top leadership positions of the University vacant for more than a year? If so, state the reasons.

No positions of top leadership remained vacant for more than a year.

6.1.5 Does the University ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

The university ensures that all positions in the statutory bodies are filled and meetings are held regularly.

6.1.6 Does the University promote a culture of participative management? If yes, indicate the level of participative management?

All decisions are taken through a process of **participative management**. Students are encouraged to give feedback through various mechanisms including feedback forms, Open House meetings, Student Councils, etc. The involvement of faculty on statutory boards like the Academic

Council, Board of Management, Research and Recognition Council, Board of Studies, University Sports Board, etc. ensure that they are involved in decision making too. Alumni are also involved in various activities of institutions/departments. Active and extensive involvement of students in organizing co-curricular, extracurricular, placement activities and on committees such as Library Committee, IQAC and Student Research Committee moulds them as leaders. This inculcates a sense of ownership and value for the Symbiosis ethos and culture, and a strong bond with their Alma Mater.

6.1.7 Give details of academic and administrative leadership provided by the University to its affiliated colleges and the support and encouragement given to them to become autonomous

Not applicable as the university being a deemed university is a unitary university and cannot affiliate.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by Autonomous colleges?

Not applicable. However the university imparts degrees that are enlisted in Sec 22 of the UGC Act.

6.1.9 How does the University groom leadership at various levels? Give details.

A mission statement of the university is to produce thought provoking leaders. The students are therefore involved in decision making processes by allowing them to take ownership of major events, take critical decisions and even manage allocated funds. This grooms them towards becoming leaders. The faculty are involved in decision making by appointing them on various statutory committees. **Faculty are nominated on various bodies like Board of Management, Academic Council, Board of Studies and Finance Committee.** They are appointed as heads/directors/deputy directors of institutes so that they are groomed for leadership positions in the university whenever there is an opportunity. For instance, the Director of SIBM Bangalore was the deputy director of an institute in Pune. The Vice Chancellor was initially the Director of the Symbiosis Institute of International Business; then was appointed as Dean, Academics of the university before being selected as the Vice Chancellor of the university. These examples encourage and motivate other staff members too. **The heads of departments are given total academic and administrative autonomy.** This encourages them to take decisions and gives them a sense of ownership. The non-teaching staff is also groomed to take leadership positions through a promotion policy instituted by the HR department.

6.1.10 Has the University evolved a knowledge management strategy? If yes, give details?

Another mission statement of the university includes creation of knowledge and its dissemination. Towards this, the university has created Symbiosis Centre for Research and Innovation with the primary objective

of inculcating and motivating the faculty to produce new knowledge through research. **The Faculty Information System (FIS) is a technology platform and repository of new knowledge created through research by faculty from different disciplines. This platform aims to promote inter disciplinary research.** The students are motivated towards critical thinking and innovative projects of students are nurtured and mentored through the Symbiosis Centre for Innovation and Entrepreneurship.

6.1.11 How are the following values reflected in the functioning of the University?

- * **Contributing to national development**
- * **Fostering global competencies among students**
- * **Inculcating a sound value system among students**
- * **Promoting use of technology**
- * **Quest for excellence**

The mission statements of the university include all the above. The establishment of Symbiosis has been on the ideals of Rabindranath Tagore's 'Vishwa Bharati' and Sane Guruji's 'Antar Bharati'. This is envisioned by the university through its vision statement 'promoting international understanding through quality education'. The setting up of the '**Symbiosis Ishanya Cultural and Educational Centre**' to help develop the north eastern regions by announcing scholarships for north eastern students and appreciating their culture are steps towards contributing to national development. The university believes in a policy of inclusion of students from all sectors of society including SC/ST/differently abled and Kashmiri migrants. The university's **Centre for Waste Management and Sustainability** works closely with the Pune Municipal Corporation in support of the national policy of '**Swachh Bharat Abhiyan**'. SIT is engaged in a project on road safety with the National Highways Authority of India (NHAI). In support of the national commitment to empower women, SIIB is the western region partner for the 10K women entrepreneurship initiative. Similarly, the **Symbiosis Centre for Health Skills** works in association with the Health Sector Skill Council of the Government of India in sync with the **national development agenda of a 'Skilled India'**. The university contributes to a large pool of employable youth by imparting competencies and skills towards capacity building. Each year about 4000 employable graduates are added to the human resource pool of the country.

Due to the large presence of international students, the university also contributes to the human resource development of other developing countries. One of the mission statements **of the university focuses on fostering global competencies.** This is achieved through the Symbiosis Centre for International Education (SCIE) which ensures regular interactions of foreign and Indian students. The teaching of foreign languages, the exposure of students to foreign faculty and internships in multinational companies are ways to inculcate global competencies amongst students. The students are encouraged to participate in **Global Immersion Programmes (GIP)**, semester abroad programmes and summer schools thereby giving them both cultural and academic exposure to foreign education and culture.

The university has always strived towards excellence and ethical practices. Its participatory governance, 'no capitation' fee policy for admission, and selection of students and faculty only on merit are some of the examples of inculcation of values and principles amongst all stakeholders of the university.

The students participate in community work through Symbiosis Community Outreach Programme & Extension (SCOPE) activities. Four credits are earmarked for these activities. This imbues in them values of compassion and care towards the underprivileged class of society.

The university is a progressive university and uses ICT in all its functions. **Technology is used in all teaching learning processes and administrative processes too.** From the stage of first applying to the university for admission, to the final stage of convocation and alumni interaction, students learn to be comfortable with all the ICT processes.

The university strives to excel in its functioning. This is reflected in the excellent student performance, in teaching learning processes as well as in administrative functions. Increased research output from faculty, achievements of students in academic and extracurricular activities like international moot court competitions, national championships, representation of senior faculty on various governmental organisations like Law Commission, Medical Council of India, UGC and ICCR are testimony to the university's quest for excellence. The excellence of institutes is recognised by their high rankings by credible agencies like AC Nielsen, IMRB and Crisil.

6.2 Strategy Development and Deployment.

6.2.1 Does the University have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- * **Vision and Mission**
- * **Teaching and Learning**
- * **Research and development**
- * **Community engagement**
- * **Human resource planning and development**
- * **Industry interaction**
- * **Internationalisation**

The university has a perspective plan for development aligned to the revised vision and mission statements.

- **Expansion:** There is a plan for expansion in different regions of the country to cater to the large student population aspiring for admission to the university. Therefore, the northern region has a campus in NOIDA; southern region in Bengaluru and Hyderabad, and campuses in Pune and Nashik cater to the western region. The university envisions establishing more campuses in regions from where students aspire to seek admissions. A special focus will be on the north eastern region.
- **Excellence:** In the pursuit of excellence, the next 5 years (2015- 2020)

have been earmarked towards the creation of a World Class University. Eminent academicians from universities like Stanford University, USA, Nanyang Technological University, Singapore and Harvard University, USA have agreed to assist in drawing a road map for this ambitious project. Health, Biomedical Sciences, Engineering and Technology, including Geoinformatics, will be thrust areas for future research.

- **Inclusion:** The university has always included students from the disadvantaged sectors. Special focus is on inclusion of north eastern students and students from developing countries.

Teaching and Learning

The development plan is implemented through the various statutory bodies of the university like the Planning and Monitoring Board, Academic Council, Finance Committee and the Board of Management. Ideas are generated through participation of various stakeholders. These ideas are first discussed and deliberated at the institutional level after which a proposal is created and forwarded to the **Board of University Development (BUD)**. The members of the BUD consider the proposal thoroughly keeping all aspects in consideration be it academic, infrastructure availability, human resource and financial viability. Once approved by the BUD, it is then recommended to the statutory bodies of the university for approval. All proposals generated must be in sync with the vision and mission of the university.

Research and Development

The research and development activities of the university are encouraged through Symbiosis Centre for Research and Innovation. Various measures have been taken to encourage faculty publications so as to achieve three publications per faculty in journals from the ABDC list of journals in five years. The perspective plan is also to establish a Health Science Technology Park for **encouraging interdisciplinary research** in the area of health sciences and technology.

Internationalization

Similarly, the strategy for internationalisation is driven by the Symbiosis Centre for International Education (SCIE) which is a dedicated office to ensure that the vision and mission of the university is implemented in terms of internationalisation. There is a **clear cut strategy which defines cross cultural exposure and sensitisation of students by encouraging them** to participate in GIPs where they study at foreign universities for short terms or semester abroad programmes. Similarly, foreign students from developed countries are encouraged to visit India for a 'Study India Programme' (SIP) which exposes them to the Indian culture and traditions and gives them an exposure to the Indian corporate world and NGOs through field visits and internships.

Industry Interaction

Due to the presence of a large number of management institutes at the university, there is a **strong industry academia interaction**. A strategy has evolved in which these industry stalwarts are included in decision making bodies like the Academic Council and Board of Management. Summer internships are an integral part of the curriculum and therefore students are exposed to the corporate world fairly early in their careers.

Human Resource Planning and Development

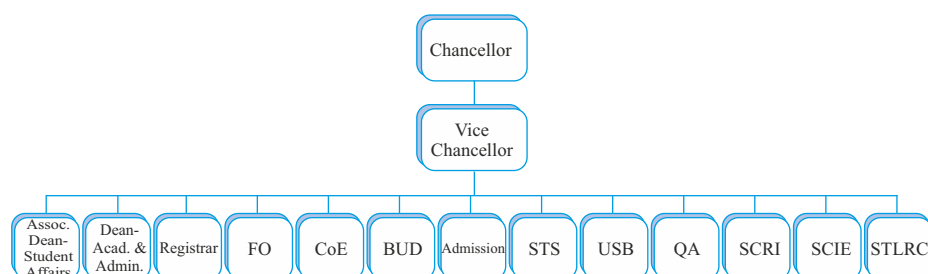
Human resource planning is through a dedicated HR department which takes care of the annual human resource planning and development. The HR department has three wings which include Recruitment and Talent Acquisition for search cum selection processes, Training and Development for both teaching and non-teaching staff, and Personnel for performance appraisals, leave, confirmations, promotions and other HR policies.

Community Engagement

The Department of Student Affairs engages students in the **Symbiosis Community Outreach Programme and Extension (SCOPE)** activities which ensure engagement of students with the community. Four credits are earmarked in the UG programme structure towards community activities. The student interacts with NGOs and the community at large to find out their requirements and get involved in finding solutions to their needs. MBA students have been teaching specific subjects, at two Zilla Parishad schools in the neighbourhood making up for the lack of qualified teachers. The law college students have setup a free Legal Aid clinic in the neighbouring village of Pirangut. The health science students are involved in SCOPE activities where a mobile clinic moves to operate in the neighbouring villages around the university campus with a doctor, nurse and medical social worker. Primary healthcare is provided to patients and counselling for preventive health care is offered by the medical social workers. **The university has taken the initiative in 23 villages in its neighbourhood** to cater to the health care needs and education of village children. Skill based programmes in health skills and educating girl children from poor families in the village is the objective.

The university is a **health and promoting university**, with a special focus on sports and wellness. Every student is exposed to a fairly disciplined fitness programme which includes yoga, aerobics and gym training. In view of the declaration by the United Nations of June 21st as 'International Yoga Day', the university plans to establish a 'Yoga-Gram', which will expose today's youth to ancient medical science and yoga, bringing about a synergy between '*eastern wisdom and western dynamism.*'

6.2.2 Describe the University's internal organisational structure and decision making processes and their effectiveness.



The Board of Management, Academic Council, Board of Studies, Planning and Monitoring Board, and the Board of University Development are responsible for effective decision making at the university.

All decisions are taken through a participatory process. The administrative head is the Registrar, the financial head is the Finance Officer and the head for the examinations is the Controller of Examinations (COE). The university also has other departments to ensure effective functioning of the processes and policies such as the Board of University Development (BUD) which takes care of the developmental activities of the university. The Symbiosis Centre for Research and Innovation (SCRI) coordinates the research activities of the faculty and students. The department of academics is headed by the Associate Dean-Academics. This department ensures execution of academic decisions taken by the Academic Council and the Board of Management, conducts meetings of the Deans Council and also takes care of the Academic Audit of the institutes/departments. The Department of Student Affairs through the Associate Dean manages student related activities, grievances, extension and community outreach activities and student support services. Symbiosis Centre for International Education (SCIE) is a dedicated international office which takes care of international students' admissions, exchange programmes and international collaborations. The office of the Registrar takes care of the statutory procedures and processes as well as the overall administration of the university. The university has constituted the University Sports Board (USB) which coordinates all sports related activities. The USB conducts inter institute and inter university tournaments and manages the sports facilities at all locations and campuses. There is a separate department of Quality Assurance which interacts with the Quality Assurance Cells of institutes/departments to ensure quality in all processes. The Symbiosis Test Secretariat manages the all India entrance examinations; Symbiosis National Aptitude Test (SNAP) for post graduate and Symbiosis Entrance Test (SET) for under graduate programmes. The Symbiosis Teaching Learning Resource Centre (STLRC) conducts faculty development programmes and provides academic support to the faculty. It has developed a unique programme 'Masters Diploma in Higher Education Andragogy' to improve teaching and academic delivery of the faculty.

6.2.3 Does the University have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Quality is ensured and maintained through bodies such as Board of Studies, Academic Review Committees and IQAC. The university has a **Quality Assurance Department** headed by a senior academician. Every institute/department has an Internal Quality Assurance Cell. The Head of Quality Assurance monitors the functioning of the Quality Assurance Cells across the university. Apart from this, **extensive use of ICT ensures quality in the processes**. For instance, research publications of faculty are monitored through a technology platform called Faculty Information System (FIS). Meetings are held by the Vice Chancellor with the deans of all Faculties and the Head of Quality Assurance to ensure quality and excellence across all institutes and departments. The institutes regularly submit their IQAC reports which in turn are compiled into the AQAR report submitted annually to NAAC.

6.2.4 Does the University encourage its academic departments to function independently and autonomously how does it ensure accountability?

The success of the university is due to **the autonomy given to the heads of institutes and departments**. Each head enjoys full academic and administrative autonomy to operate in accordance within the broad guidelines issued by the university. Academic autonomy gives the freedom to choose courses from the Master Catalogue, invite guest speakers, plan and conduct value added and enrichment courses. **Administrative autonomy** includes internal appointments, distribution of work, appointment of committees and disciplinary actions. Financial autonomy allows them to operate within the allocated and approved budgets. Accountability is ensured through academic, HR and financial audits. Both the academic and financial audit reports are shared with the heads of the institute/department for effective functioning and their compliance.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

In the last four years, court cases regarding the off campus centres at NOIDA (2010) and at Hyderabad (2014) were filed by the university in the Supreme Court. The Hon'ble Supreme Court has given orders in favour of the university to start off campus centres and admit students at both campuses. In the case of the liberal arts 4 year programme, the Hon'ble Bombay High Court has awarded a stay in the matter and allowed the university to continue the 4 year bachelor programme in Liberal Arts.

6.2.6 How does the University ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The university has constituted a **Grievance Redressal** Cell to address grievances of students and staff. The Associate Dean of Student Affairs interacts with students to create a student friendly environment and for ensuring an open door policy. Any grievance by a student or a staff member can be addressed to the Associate Dean of Student Affairs who resolves such grievances. They may address them to the Grievance Redressal Cell if necessary. Examination related grievances are taken care of by the **Lapses Committee** constituted by the COE. There is an Internal Complaints Committee to address issues related to sexual harassment. The university is committed to the nation's **Anti-Ragging Policy**.

6.2.7 Does the University have a mechanism for analysing student feedback on institutional performance? If yes, what was the institutional response?

The university has a mechanism for analysing student feedback. This feedback is analysed by the heads of the institutes/departments and suggestions for improvement are given to the faculty. The feedback from students on the teaching learning process, student support services, infrastructure facilities, etc. is monitored through the office of the Associate Dean of Student Affairs.

Institutional response is reflected through the incorporation of suggestions given by students in development of curriculum, faculty appraisals, planning of budgets and in other administrative processes like admissions, support services like transport, hostel related issues and catering services.

6.2.8 Does the University conduct performance audit of the various departments?

The office of the Associate Dean of Academics conducts a regular annual academic audit of various institutes/departments. A team is constituted which visits the institutes and departments and ensures the audit of academic processes, faculty workload, student feedback, best practices followed, etc. These reports are discussed with the respective heads. The university has also evolved an innovative platform called **Outcome Metrics and Performance Indicators (OMPI)** for all institutes/ departments.

The performance of administrative departments is evaluated by heads regularly to ensure quality and effective functioning of these departments. The Finance department has a separate team of internal auditors to conduct regular internal audits of various departments to ensure transparent and ethical financial management.

The institutes/departments of the university are spread over multiple locations and campuses. A **Campus Coordination Committee** ensures maintenance of facilities at each campus. The issues related to off campus centres are resolved by the Off Campus Committees constituted by the university.

6.2.9 What mechanisms have been evolved by the University to identify the developmental needs of its affiliated institutions?

The university being a deemed university is a unitary university and does not have affiliated institutes. However it has constituent institutes and departments. The developmental needs of these institutes and departments are identified through regular meetings conducted with their heads. These needs are then addressed by the university authorities. Infrastructural needs are addressed by a dedicated Estate Department, similarly needs for administrative and academic staff are addressed by the HR department. Any new developmental activity envisioned is addressed by the BUD and recommended to the statutory authorities including the Planning and Monitoring Board, the Academic Council and Board of Management for their approvals. The financial resources for developmental needs are provided through the budgetary provisions of the institutes/departments which are approved by the Finance Committee and in turn by the Board of Management of the university.

6.2.10 Does the University have a vibrant College Developmental Council (CDC) /Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements?

The university has a Board of University Development (BUD) which has a fulltime director. Meetings are chaired by the Vice Chancellor and Deans,

heads of institutes/departments and administrative heads are its members. The BUD streamlines the developmental activities of the university by scrutinising the proposals through a holistic approach keeping in mind the need for resources, planning strategies and outcomes of the new activity. The proposals approved by the BUD are recommended to the Academic Council and Board of Management for approval. Innovative programmes and a new programme of M.B.A. (Innovation and Entrepreneurship) are some of the achievements of the BUD.

6.3 Faculty Development Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

The university believes that the professional development of teaching and non-teaching staff is critical to achieving excellence. The Symbiosis Teaching Learning Resource Centre conducts regular faculty development programmes (FDPs) and other professional developmental activities. Each faculty member must undergo a minimum of five FDPs annually. The faculty are provided with grants and encouraged to undergo professional development by attending external FDPs, conferences and seminars. An innovative programme 'Masters Diploma in Higher Education Andragogy' has been specially designed for the faculty to enhance excellence in teaching/learning outcomes through innovative methods. Faculty are encouraged to publish papers through a special incentive scheme.

The professional development of non-teaching staff is managed by the Training and Development department under the HR department. Skill based training like enhancing IT literacy, English language training, and training in trade specific areas is imparted by this department. Non-teaching staff are also encouraged to enroll in open schooling through the National Institute of Open Schooling (NIOS) or Yashwantrao Chavan Maharashtra Open University (YCMOU) to complete their studies.

6.3.2 What is the outcome of the review of various appraisal methods used by the University? List the important decisions.

The HR department ensures performance appraisals of both teaching and non-teaching staff. The performance appraisal of teaching staff is through API scores and that of non-teaching is through performance indicators as outlined by the HR department. This comprehensive performance appraisal is shared transparently by the Assessing Officers and the Reviewing Officers and areas of improvement are discussed. The university constitutes a Performance Appraisal Review (PAR) Committee which scrutinises all the performance appraisal reports and submits suggestions to the Vice Chancellor after discussions with the respective heads of institutes/departments. Staff members with low performance scores are invited for personal discussions with the Head, Personnel and are given suggestions for improvement. They may also be requested to undergo training programmes. Incentives are given to meritorious performers. Faculty who publish research papers in Scopus and other journals with high impact factors are given monetary incentives. The appraisals also help the university to conduct training programmes as per areas required for improvement of the staff.

6.3.3. What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefited from these schemes in last four years? Give details.

The HR department conducts many staff welfare activities. 'Symbiosis Sanskrutik' is a platform in which various socio cultural events, sports tournaments, wellness programmes, etc. are conducted for the staff. 427 children of staff members have been given concession in fees in the last four years in Symbiosis schools. The Symbiosis Centre of Health Care conducts annual medical check-up of all the staff members who are also provided free medical OPD treatment for minor ailments. 1570 staff members have availed of OPD facility of Symbiosis Centre of Health Care (SCHC) in the last four years. The staff and their families are provided with medical insurance coverage. If the insurance does not cover a particular ailment, funds are provided through Symbiosis Society Foundation.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

The main focus of the HR department is to attract and retain talent. Recruitment is done by advertising in newspapers, using social media like LinkedIn, Facebook as well as through talent hunting. The selection process is conducted as per the rules laid down in the MOA of the university. Staff welfare activities, incentives, academic and professional development ensures retention of faculty. Experts of eminence are awarded positions of Chair Professors, Professors Emeritus and distinguished Professors.

Faculty are supported by providing them with grants in the range of Rs.30000 to Rs.70000 per annum for attending conferences and seminars. Besides this, research grants are also provided to the faculty members. Faculty are provided with free access to online databases. Faculty are encouraged to participate in corporate training programmes which allow them to get additional incentives. On campus accommodation is provided for a few faculty members. Children of faculty and non-teaching staff are given fee concession in Symbiosis schools. These are some of the measures to ensure faculty retention. The faculty are given academic autonomy and an ecosystem is created for academic and research activities.

6.3.5 Has the University conducted a Gender Audit during the last four years? If yes, mention a few salient findings.

The university has conducted a Gender Audit. The percentage of women employees in the university ranges from 55% to 57% in the last four years. Women also occupy strong leadership positions in the university. 11 institutes/departments are headed by women. The university is one of the few deemed universities led by a lady Vice Chancellor.

6.3.6 Does the University conduct any Gender sensitisation programmes for its faculty?

Yes, the university does conduct gender sensitisation programmes for its staff and students. A medical social worker trained in gender sensitisation conducts these programmes. Special attention is given to foster a gender sensitive environment.

6.3.7 What is the impact of the University's Academic Staff College/STLRC Programmes in enhancing the competencies of the University faculty?

The university has established a Symbiosis Teaching Learning Resource Centre (STLRC) which ensures professional development of teaching staff. Regular FDPs are conducted and the faculty are motivated to attend these and give their honest feedback. It is ensured that every faculty attends at least five FDPs annually. The STLRC has an online platform to connect with faculty across institutes/departments. It has designed an innovative programme 'Masters Diploma in Higher Education Andragogy' to enhance academic delivery of teaching in classrooms. Faculty are encouraged to enroll for this programme. Faculty are also encouraged to attend external professional development programmes. The impact of the FDPs is reflected in the use of innovative techniques, effective pedagogy, use of ICT and overall improvement in the teaching delivery process. The faculty has also demonstrated an improvement in the quality and quantity of research publications.

6.4 Financial Management and Resource Mobilization?

6.4.1 What is the institutional mechanism available to monitor the effective use of financial resources?

The financial resources of the university are raised through academic fees. **There is effective and transparent management of finances.** The Finance Officer is the Head of the Finance Department which scrutinises all the budgets received from the institutes/departments. Individual heads with their accountants are invited for Budget Scrutiny Committee meetings held in January/February of each year. This committee is chaired by the Vice Chancellor and has finance experts as external members on the committee. Extensive discussions are held and the Finance Officer places all these budgets for approval of the Finance Committee. Once these are approved, the budgets are then recommended by the Finance Committee to the Board of Management for final approval. Upon approval by the Board of Management, the institute/department heads are informed well in advance and they may plan to spend the finances as per their approved budget. Regular monthly meetings are held between the Finance Officer and accountants across the university to ensure effective and efficient monitoring of finances.

6.4.2 Does the University have a mechanism for internal and external audit? Give details

The university has a mechanism of both **internal and external audit**. The Internal Audit Department conducts an audit to monitor the expenses of the institute/department. Audits are also conducted of expenses of major events, conferences, seminars, etc. These audit reports are discussed by the Finance Officer with the respective heads. The external audit is conducted by the statutory auditors. Audited statement reports are sent to the UGC and MHRD.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

The institute/department accounts are audited annually by statutory

auditors. There have been no audit objections raised.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of last four years?

Summary of Audited Financial Statement of Symbiosis International University for the last 6 years.

Balance Sheet : as at 31st March 2010 to 31st March 2015 (Rs. in Lakhs)

Table 6.4.4

Property & Assets	F.Y. 2009-10	F.Y. 2010-11	F.Y. 2011-12	F.Y. 2012-13	F.Y. 2013-14	F.Y. 2014-15
Investments	12,579	17,783	23,392	29,472	38,178	47,787
Furniture and Fixtures	2,125	2,600	3,215	3,347	3,241	4,023
Loan (Secured or Unsecured)	-	-	-	-	-	-
Advances	168	254	138	161	139	159
Income Outstanding	-	-	-	-	-	-
Cash and Bank Balances	528	746	807	1,016	1,081	1,458
Total	15,400	21,383	27,552	33,996	42,639	53,427
Funds & Liabilities	F.Y. 2009-10	F.Y. 2010-11	F.Y. 2011-12	F.Y. 2012-13	F.Y. 2013-14	F.Y. 2014-15
Trust Funds & Corpus	500	500	500	500	500	500
Other Earmarked funds	11,420	16,619	21,975	27,666	34,424	42,658
Loans (Secured or Unsecured)	-	-	-	-	-	-
Liabilities	2,307	2,991	3,450	3,952	5,738	6,900
Income & Expenditure A/c	1,173	1,273	1,627	1,878	1,977	3,369
Total	15,400	21,383	27,552	33,996	42,639	53,427
Income	F.Y. 2009-10	F.Y. 2010-11	F.Y. 2011-12	F.Y. 2012-13	F.Y. 2013-14	F.Y. 2014-15
By Rent	-	-	-	-	-	-
By Interest	754	936	1,191	2,414	3,023	4,052
By Dividend	-	-	-	-	-	-
By Donation in kind	-	-	-	-	1	1
By Donation	-	-	-	20	-	-
By Grants	11	2	-	21	-	31

By Income from Other Sources	19,104	23,108	28,179	30,110	33,902	39,090
By Transfer from Reserve	-	-	-	-	-	-
By Deficit carried over to Balance Sheet	-	-	-	-	-	-
Deficit During the year	-	-	-	-	-	-
Total	19,869	24,046	29,370	32,565	36,926	43,174

EXPENSES	F.Y. 2009-10	F.Y. 2010-11	F.Y. 2011-12	F.Y. 2012-13	F.Y. 2013-14	F.Y. 2014-15
To Expenditure in Respect of Properties	-	-	-	-	-	-
To Establishment Expenses	6,444	8,256	9,902	10,561	12,101	14,543
To Remuneration to Trustees	-	-	-	-	-	-
To Remuneration to Trustees (in case of math) of to the head of math, including his household exp. If any	-	-	-	-	-	-
To Legal Expenses	1	6	2	13	8	116
To Audit Fees	15	1	10	18	21	42
To Contribution and Fees	-	-	-	-	-	-
To Amounts Written off	-	-	-	-	-	-
To Miscellaneous expenses	-	-	-	-	2	3
To Depreciation	575	663	706	830	791	826
To Amounts transferred to Reserve or Specific Funds. Campus Development, Furniture & Equipment Fund Research Fund	4,500	5,200	5,500	6,000	7,200	8,600
To Expenditure on the object of Trust	7,707	9,820	12,896	14,892	16,704	17,652
To Surplus Carried over to Balance sheet Surplus during the year	627	100	354	251	99	1,392
Total	19,869	24,046	29,370	32,565	36,926	43,174

6.4.5 Narrate the efforts taken by the University for Resource Mobilisation.

The financial resource mobilisation is only through academic fees of students. Institutes/departments receive grants from government and corporate houses for research and consultation projects. Conferences are conducted in collaboration with government and non-government agencies where financial assistance is given by them. For instance, financial assistance from the Ministry of External Affairs and ICSSR is received for the annual International Relations Conference.

6.4.6 Is there any provision for the University to create a corpus Fund? If yes, give details.

A corpus fund of Rs.5 crores was created in the name of the university when it was established in 2002.

6.5 Internal Quality Assurance System

6.5.1 Does the University conduct an academic audit of its departments? If yes, give details.

The university conducts a regular academic audit of various departments. The office of the Associate Dean of Academics is in charge of the academic audit which is conducted annually. Teams are constituted to visit the institutes/departments and ensure the audit of academic processes, faculty workload, student feedbacks, best practices followed, etc. These audit reports are discussed by the Associate Dean of Academics with the respective heads and suggestions are given for improvement. The university has also evolved an innovative platform of 'Outcome Metrics and Performance Indicators (OMPI)' for all institutes/departments. Data on academic outcome, research outcome, internationalisation, etc. are reported.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the University to improve teaching, learning and Evaluation?

Based on the academic audits, **the university ensures that best practices are shared between the institutes/departments.** Feedback and suggestions for improvement are made to the head of the institute/ department and faculty members. The Outcome Metrics and Performance Indicators (OMPI) process is an innovative approach of combining the academic and administrative audit.

6.5.3 Is there a central body within the University to continuously review the teaching learning process? Give details of its structure methodologies of operations and outcome?

The offices of the Associate Dean of Academics and the Head of Quality Assurance monitor and review the academic process including the teaching learning processes. The OMPI gives a good metrics of the performance of the institute/department. Regular FDPs for faculty are conducted by the STLRC to improve the teaching learning process and

assist faculty in the effective use of technology. The resource persons for conducting FDPs are invited from reputed institutions in India and abroad such as IIM A, Purdue University USA, Chester University, UK and Deakin University, Australia. Deans of the respective Faculty are also involved in the curriculum evaluation process of the university. Regular meetings of the Deans Council with the Associate Dean of Academics and the Vice Chancellor are held to discuss improvements in the teaching learning process. An innovative programme 'Masters Diploma in Higher Education Andragogy' for the faculty is another significant way to enhance the teaching learning process.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The IQAC has played an important role in sensitizing the faculty and staff about the importance of ensuring quality in all the academic and administrative processes. There has been an improvement in documentation and record keeping, identifying areas of concern, finding solutions and drawing a strategy towards futuristic planning of the institute. The IQAC has helped in institutionalizing academic planning.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for implementation?

Decisions of the IQAC that have an impact on the policies related to the functioning of the institute/department are placed before the Board of Management for approval.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members?

Yes, there are external members on the IQAC who are drawn from academia, society, the corporate world, students and alumni. These members make significant contributions during meetings. One of the members had given a suggestion to involve more experts from the industry in the selection process (Personal Interview/Written Ability Test -PI WAT) so that institutes/departments select students while keeping an industry perspective in mind. Significant contributions made by the members are in the nature of suggestions in refining and improving the teaching, learning, evaluation process and industry interface.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

The university has taken initiatives to facilitate the academic growth of students from disadvantaged sectors of society. The university is probably the only self-financed university to have 22.5% reservations for SC/ST, 3% for DA and two seats for Kashmiri Migrants. SIBM-Pune, SLS-Pune, and SIIB receive **scholarships for disadvantaged students from the Ministry of Social Welfare, Government of India**. The English Language Teaching Institute of Symbiosis (ELTIS) **conducts a finishing school to ensure personality development of the disadvantaged students** not only from the university but also from the neighbouring colleges and institutions.

The Symbiosis Law School and Symbiosis Institute of Technology conduct remedial classes for the students who are not able to cope up with the academics and examinations.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.

The university conducts an annual review of all the administrative and academic processes. The academic audit and OMPI are processes which help in the review of academic departments and subject areas. The review of research by faculty is through the Symbiosis Centre for Research and Innovation. The Research Guidelines of SIU outlines the approval and functioning of the research centres, research governance, minor and major research projects, purchase of research resource material, etc.

Administrative departments are also reviewed by the university. A comprehensive policy compendium is prepared based on the guidelines issued by UGC for HR functioning.

The university ensures that review of off campus centers is done through off campus committees constituted by the university. This committee reviews the functioning of the off campus centres and addresses issues related to infrastructure, student support, etc. The academic and subject areas are reviewed through regular meetings of faculty members of a particular subject area with the Dean of the Faculty. Best practices by faculty are shared to ensure bench marking of effective teaching learning processes.



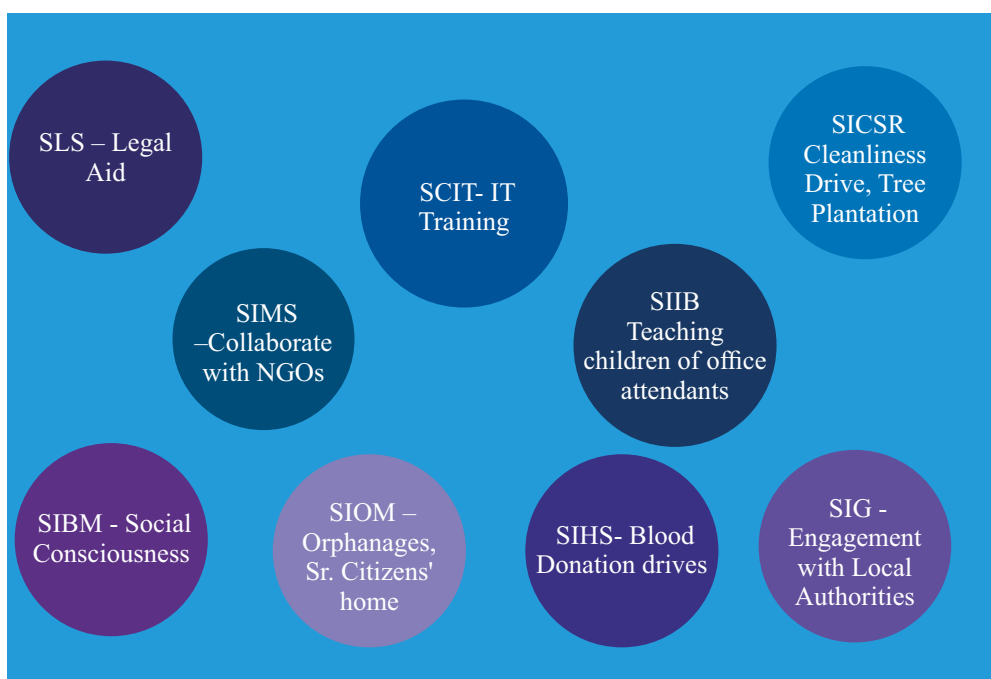
Criterion VII

Innovations
& Best
Practices

Criterion VII : Innovations and Best Practices

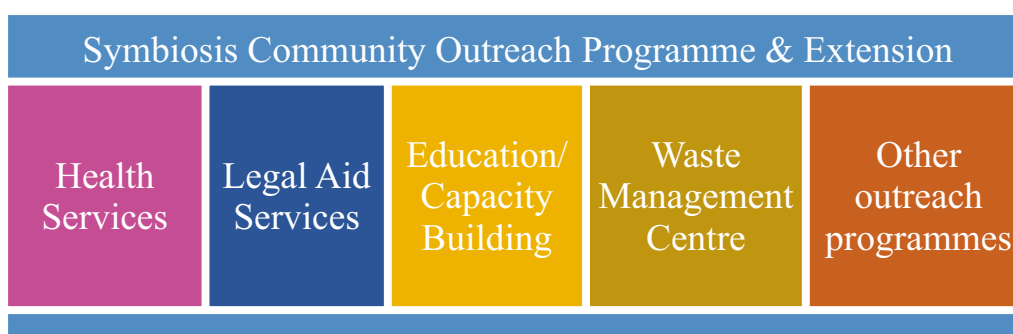
Institutes of Symbiosis International University have always engaged meaningfully with the local community. The University's constituent institutes/departments had initiated social projects through its student social responsibility cells. Institutional Social Responsibility (ISR) activities like collaborations with NGOs, projects like blood donation camps, health exhibitions, free health checks, computer literacy, legal literacy were undertaken by the institutes. Similarly, the Service Learning component to offer value added learning experiences to the undergraduate students was also undertaken at the institute level. However, these activities were carried out in silos and engaged different communities because of which the efforts were scattered. This has been depicted in the chart below.

Community Outreach initiatives of SIU in 2009



In the last 5 years, the University's thrust on social responsibilities, citizenship roles and community orientation has increased manifold.

Symbiosis Community Outreach Programme & Extension (SCOPE) was launched in July 2012 to actively support and strengthen the neighbourhood communities. Both the ISR activities and Service Learning activities hitherto undertaken by the students at the institute level have been subsumed under the ambit of SCOPE to direct efforts of students from varied domains to the specifically identified villages and hamlets, bring about a positive impact on them and effect a holistic change. In addition, such concerted efforts will not just sensitize students to the issues faced by these communities but also train them to look for innovative solutions to address such issues. The charts below captures the structure of this initiative called SCOPE.

Community Outreach initiatives of SIU - 2015**Environment Consciousness**

There is a conscious effort towards nurturing the eco system and building amongst students a deep respect for the environment. SIU has actively pursued environmentally sustainable practices through education, research, community action and training not just amongst students but also the community. Many initiatives in the areas of energy conservation, renewable energy sources, water harvesting, check dam construction, plantation & conservation, waste and e-waste management have been undertaken by the university.

Criterion VII: Innovations and Best Practices

7.1 Environment Consciousness

7.1.1 Does the university conduct a Green Audit of its campus?

One of the mission statements of the university relates to nurturing sensitivity amongst the youth towards the environment. Symbiosis International University (SIU) through its Environment Sustainability Policy, emphasises and upholds the values of nurturing the eco system and builds amongst students a deep respect for the environment. The Lavale, Pune campus is a beautiful campus of hill slopes and plateaus with varied biodiversity, where the rich flora and fauna are carefully nurtured to create a green campus.

The university has enshrined the following as guiding principles:

1. Consuming resources responsibly and managing waste effectively
2. Managing energy efficiently
3. Conserving water

Based on these guiding principles, the university has attempted to solve problems **internally by setting up reporting and monitoring systems and investing in suitably compliant equipment**. Some initiatives undertaken by the university are:

1. **Consuming resources responsibly** and managing waste effectively
Sanitation water is processed through reed beds and this processed water is then used for gardening.
2. **Managing energy efficiently**
The university has carried out an energy audit from Maharashtra Energy Development Agency (MEDA) certified agency 'SaV-en' at its locations at S. B. Road, Hinjewadi, Vimannagar and Kirkee. As per its recommendations, action has been taken with respect to replacement to CFL bulbs, use of 5 star rated equipment, APFC (Automatic Power Factor Correction) panels, heat pumps and synchronization panels in DG sets.
3. **Conserving water**
Rain water harvesting is practiced and water is held in check dams.

The university actively pursues a policy of **promoting environmentally sustainable practices** through education, research, community action programmes, training and employing best practices across its constituent institutes/departments.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

The Chancellor Dr. S.B.Mujumdar, a renowned Botanist, is committed to ensuring that the bio diversity of Lavale is conserved. **The university**

ensures that the hills, valleys, plateaus and water bodies are not destroyed for campus development. Therefore rain water harvesting, tree plantations, bio diversity conservation, non-conventional energy use and many such environmentally sensitive features were considered before and during construction.

In biology, Symbiosis means 'living together of different organisms for mutual benefit'. The university campus comprises a mix of important tropical and deciduous forests having rich variety of flora and fauna. It is located among lush hills, offering a chance to coexist with nature as it stands over a valley surrounded by clouds.

1) Energy conservation

It is vital that we are conscious of using our natural resources effectively. Keeping this in mind, various measures for energy conservation are undertaken including the use of: (1) use of electronic ballasts and energy efficient lamps with automatic controls, (2) light emitting diodes (LED) and compact fluorescent lamps (CFL), (3) architectural designs to rely more on natural light and ventilation, (4) electrical energy conservation (EEC) compliant technology products, (5) battery operated golf carts and bicycles at Lavale to commute, (6) use of N-computing devices and (7) 'Symbus', a bus specially for students to commute on the sprawling 'No Vehicle' 350 acre campus.

2) Renewable energy sources

Solar power plants (PV panels) and biogas plants have been installed. Solar energy is used for water heating in all hostel buildings, and for street lighting. The biodegradable waste generated in the mess is utilized for the production of biogas for cooking purposes at the Lavale campus.

3) Water harvesting

There are 20 rain water harvesting recharge pits (5mt x 3mt x 2mt) and 1 rain water harvest tank of capacity 240m³ at Lavale campus. Similarly, there are sewage treatment plants at Kirkee, Lavale, Hinjewadi, Bengaluru and Hyderabad campuses for recycling of waste water for watering plants, lawns and gardens. Drip water irrigation system is used for garden maintenance.

4) Check dam construction

At Lavale, the university has constructed two check dams to channelize rain water into a water storage system (Bandhara). The storage capacity of these is 30 crore litres of water and should take care of the campus' water requirement for more than 4 months.

5) Efforts for Carbon Neutrality

The university campuses at some of the locations like Lavale, Hinjewadi, Kirkee and Nashik campuses are 'No Vehicle' campuses for students and have restricted usage of vehicles for others. Institutes use Information and Communication Technology (ICT) based systems for daily administrative and classroom functioning. A project done by the Environment Management students and faculty showed savings of approximately 1,77,396 sheets of paper (886.98 kgs) over one full academic year at an

institute resulting in a saving of Rs. 3,58,371. The process of implementing paperless administration is being followed at all the institutes to the extent possible. Use of paper files, jute bags and other green products during events is promoted. Waste material is collected in one place on the campus and is cleared on a daily basis by an outsourced vendor. Biomedical waste generated at the on campus health centres is disposed of as per statutory norms.

6) Vermicompost

The Dr. Babasaheb Ambedkar Museum & Memorial houses a library that is situated in the environs of a landscaped garden. The garden wastage such as grass or flower cuttings, branches of trees and hedge trimmings are bio-degradable. In this premise, a **garden wastage shredding machine has been installed to convert garden waste into compost**. The same is used in the garden as manure. Vermicomposting partially aids in the process of garbage disposal.

Vermiculture and vermicomposting are two valuable ecological endeavours that have been adopted at Dr. Babasaheb Ambedkar Museum & Memorial.

7) Plantation and Conservation

The students are encouraged to plant trees through tree plantation drives. On residential campuses, students are encouraged to plant trees and maintain them during their stay on campus. Visiting dignitaries are requested to plant trees when they visit a campus. During important functions, guests are given tree saplings instead of bouquets. Such efforts inculcate values of environmental consciousness. The valley at the university campus has medicinal plants and the campus at Nashik has maintained a botanical garden too. At Lavale, **approximately 16,000 plants were planted** in addition to maintaining the already existing dense and diverse trees. The landscaping on campuses ensures that the flora and fauna is nurtured and protected. The services of registered snake catchers are requisitioned as and when required. The campus has a variety of fauna including peacocks, deer, rabbits, etc. nurtured by specially created water ponds. Future plans include developing a bird sanctuary near the bandhara.

8) Waste Management

The **Symbiosis Centre for Waste Management and Sustainability** has been established in collaboration with Nanyang Technological University, Singapore. This centre **works in collaboration with various stakeholders** including students, staff, **citizens and the Pune Municipal Corporation**. The university campus has designated garbage dumping areas for dry and wet waste. An external agency disposes the bio-medical waste generated by SSBS. Biomedical waste generated by the on-campus health centre is also disposed of as per statutory norms.

9) E-waste Management

Computers and accessories are used for the full term of four to five years beyond which they are a) sold under buy back schemes to the vendors, b) given to charitable organisations / needy schools or c) sold to government

registered vendors. Printer toners are used repeatedly after refilling instead of replacing. The Bengaluru campus uses an e-waste collection box installed in the ELCIA (Electronic City Industries Association) complex.

10) **Contribution to Environmental Education and Community Initiatives:**

The university has published a book on the biodiversity at Lavale campus titled '**Nature's Wonders at Symbiosis**'. This book is an effort to portray the **biodiversity- rich eco system of the campus**. It covers 230 plant species under sections of herbs, shrubs, trees, along with beautifully photographed botanical species in their natural habitat and terrain, with a short description along with their medicinal value. The first edition published in 2012 has great educational value for readers interested in flora and fauna. A new book titled '**Singing Rocks of Symbiosis**' depicts the **geological terrain of the university campus**.

The Symbiosis Centre for Waste Management and Sustainability through the Symbiosis Institute of Operations Management (SIOM) worked on a **novel project for bio digester toilets to be used during the Kumbhmela 2015** at Nashik (organised once in twelve years) attended by lakhs of people. **This was a collaborative networked project** involving Defence Research and Development Establishment (DRDE), suppliers, CSR funding agencies and the Nashik Municipal Corporation.

Some of the other initiatives undertaken at many institutes/departments:

- **An exclusive MBA programme in Energy and Environment Management**
- Research papers on Sustainability.
- Courses on 'Carbon Footprint', 'Green IT' and 'Green Supply Chain' included in a few programme structures
- Conclave on 'Developing Low Carbon Society Scenario' and 'Road Map for Pune'
- Study tour for Environment Management students to Divenagar-Janjira-Phansad Wildlife Sanctuary in Raigad district
- A city wide campaign on Green IT and e-waste management
- Signs/posters placed around the campuses, motivational action quotes at the cafeteria/mess, and wheeled dust bins are used for keeping the environment litter free, green and clean.
- Celebration of Earth Day to motivate the students to conserve energy and promote energy conservation through Green Cell activities.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

The university has developed a distinctive ability to identify need based and niche areas to impart education. The university has recently launched innovative programmes in **Geo-informatics, Liberal Arts and Photography**. The university has taken a lead in initiating a **unique MBA**

programme in 'Innovation and Entrepreneurship', which nurtures new ideas and innovations from students and assists them in their entrepreneurial efforts.

Symbiosis Institute of Management Studies (SIMS) offers an MBA programme exclusively to defense personnel and their dependants through an MOU between Ministry of Defense, GOI and SIU. **This is a unique example of Public-Private-Partnership.**

Creation of unique departments/centres: The university has established the **Symbiosis Teaching Learning Resource Centre (STLRC)** for the purpose of addressing the teaching and learning requirements of its faculty, **Symbiosis Centre for Research and Innovation (SCRI)** for promoting research, **Symbiosis Centre for Corporate Education (SCCE)** for conduct of Corporate Education Programmes (CEPs) and Management Development Programmes (MDPs) exclusively for corporate organisations, **Symbiosis Centre for Entrepreneurship and Innovation (SCEI)** for promoting entrepreneurship and innovation, the **Symbiosis Centre for Waste Management and Sustainability (SCWMS)** for promoting sustainability efforts and Symbiosis Community Outreach Programme and Extension (SCOPE) for driving community initiatives.

Introduction of innovative programmes: The university successfully introduced programmes in Liberal Arts, Corporate Entrepreneurship, Photography, Innovation and Entrepreneurship, Energy and Environment.

Innovations in promoting research

- The university has set up a dedicated centre for promoting research and innovation (SCRI) among faculty and students.
- Scholars and authors are encouraged to share their research work through the **Friday Club, Journal days, Brown Bag seminars.**
- Live projects are undertaken to contribute to applied research.
- FDPs to gain proficiency in analytical tools
- Efforts to foster interdisciplinary research.
- Student research journals are disseminated

As a result of these initiatives, the number of research papers published by the faculty in SCOPUS and other indexed journals during the last three years has increased substantially.

Innovation in faculty development: STLRC has been setup to cater to the needs of faculty development of about 600 teachers across the university's seven Faculties. Its programmes are designed to cater to the needs of the faculty members and eminent resource persons of national and international repute are invited for conducting the FDPs.

Innovation in developing International Relations: The university has been organizing a conference on '**International Relations**' for the last two years and the third is scheduled for October 2015. The same provides a forum for **active discussion between foreign and Indian diplomats, ministers and experts** on key international and geopolitical issues.

Innovation in Internationalisation: The university is one of the few universities in India to have a dedicated office, the Symbiosis Centre for International Education (SCIE), to take care of and foster internationalisation. It has been created to cater to the needs of international students and international collaborations. **SCIE promotes linkages with international universities for joint research, student and faculty exchange, scholars in residence programmes, etc.** Cultural programmes and a special graduation ceremony are also organised for foreign students.

Innovation in the Teaching-Learning Process

Learning: The university has designed an innovative '**Floating Credits Programme**' that encourages undergraduate students to take interdisciplinary credits from diverse fields such as service learning, liberal arts and photography which would count towards the total credit requirements of their programme.

Students are given ample opportunities to study at any one of the 53 partner universities abroad for a Summer School or a Semester Exchange Programme of their choice under the **Global Immersion Programme (GIP)**. This helps them learn in a cross cultural learning environment and fosters global understanding and 21st century competencies.

Teaching:

- **The Master Catalogue** of courses that has been created by each Faculty of the university **contains courses that are designed scientifically adopting Blooms Taxonomy to distinguish the levels of teaching-learning.** This clearly indicates the objectives of the courses, detailed syllabus, the reference and reading material including cases, and suggested evaluation pattern to ensure that the learning outcomes are achieved. The courses so designed are benchmarked with the best in class and are reviewed annually.
- A global supply chain simulation game was developed jointly by faculty and students of SCMHRD. A research paper on the same was published with Springer in the International Journal of System Assurance Engineering and Management.
- At SIMS the best entrepreneurial ideas are nurtured and refined with industry partners. **An incubation centre provides them a platform to convert their ideas into commercial ventures.**
- Campus companies like LaundroMat, an E-Cell initiative by SIOM students provide an affordable coin operated laundry facility with queuing system in hostels. This facilitates experiential learning.
- The Symbiosis Law School, Pune(SLS) has established **Symbiosis Centre for Advanced Legal Studies and Research (SCALSAR) Pune** for creating knowledge, acting as a think tank, hosting '**scholars in residence**' to initiate joint research, etc. The centre undertakes interdisciplinary legal studies, research projects, training teachers and designing training modules. Involvement of students in these activities facilitates experiential learning.

- Open Source learning and evaluation resources: Faculty are encouraged to use online resources like Google class room, online quizzing, research databases, Ubuntu OS, Eclipse platform, Weka data mining tool, Apache Hadoop, MySQL, filezilla server, Wireshark, NS2, IPCOP, Embedded RTOS on Linux based platform (ARM9), R statistical software and Moodle.

Innovation in Process Excellence and Quality: The university believes in a system-based approach as against a person-driven approach for administration and control. This helps to standardize the processes, removes dependency, helps gather and analyse the information, and creates transparency in organisational working. **Extensive adoption of technology has made administration faster and more effective.** At one of the institutes, software developed by a faculty member, 'AIS – EPS version 1.3' has been used for recording student attendance and other data as part of their knowledge management system.

Innovation in pre-induction and on-campus induction programme: The university conducts an online pre-induction programme in collaboration with **Harvard Business Publishing for all students joining the MBA programmes.**

Comprehensive, on-campus, formal induction programmes are also organized at the start of each academic year to acquaint the students with the academic processes and other activities. Special activities including outbound learning sessions are arranged along with icebreakers to create camaraderie between students who come from all across India and from different backgrounds.

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

The university aims at inculcating graduate attributes such as scholarship, global citizenship, being eco-literate and enhancing employability. Towards this end, the university has adopted practices that help the student to imbibe these qualities.

Best Practice I: Symbiosis Community Outreach Programme and Extension (SCOPE)

Symbiosis International University (SIU) under the aegis of the Department of Student Affairs launched **Symbiosis Community Outreach Programme and Extension (SCOPE)** activities on 2nd July 2012 with the objective of positively impacting the community around SIU. The initial area of focus was Healthcare, which later expanded to include Finance & Banking, Computer Literacy, Legal Counsel, etc. Most constituents/ departments of SIU were already engaging with the neighbourhood communities through several initiatives of ISR or service learning. These two activities of ISR and Service Learning have now been subsumed under SCOPE to bring about an impactful change in the communities identified.

Details of these two initiatives have been presented below:

(A)

1. **Title of the Practice:** Service Learning as a means to develop sensitivity to the needs of the community. *Serving to Learn and Learning to Serve.*
2. **Objectives of the Practice:** Students pursuing undergraduate programmes are offered value added learning experiences under the Floating Credits Programme which has five components including service learning. The objectives of service learning are:
 - a) Experiential learning for students through interaction with diverse and under privileged/disadvantaged communities.
 - b) Integration of experiences from community with classroom learning and the student's own life
 - c) Reflection upon community service and participation for the future
3. **The Context:** Service learning has been initiated for undergraduate students to engage them in social and community activities, expose them to the realities of the society and promote social sensitivity in them. This is planned as an enrichment component for students of undergraduate programmes.

Service learning is a method of teaching, learning and reflection that combines academic classroom curriculum with meaningful service to community. As a teaching methodology it falls under the philosophy of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement and strengthen communities for the common good of mankind.

4. **Benefits of service learning to students**
 - Increase in self-esteem, analytical skills and social development
 - Sense of empowerment by participating in community service where they are needed, valued, and respected
 - Improved citizenship due to active engagement in community life
 - Direct/indirect application of concepts learned in the classrooms
5. **The Practice:** Service learning is a four credit (minimum) component offered to undergraduate students under the Floating Credits Programme (FCP). It involves 60 hours of community service in the area of study of the student. The purpose of service learning is to promote reflection in students so that they develop a deeper understanding of knowledge attained in classrooms. Reflection promotes interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility and a sense of belonging. The work done on projects by students is assessed by a project supervisor on a specifically designed evaluation form and by the faculty member on the project report and presentation made by the student.

FCP was introduced from the academic year 2012. The Service Learning Centre has a partnership with 41 NGOs/Organizations. Students of six institutes viz. SCMS-P, SICSR, SSP, SCMC-P, SIT, SID participate in service learning.

The number of students and the projects conducted are given below:

Year	Student Participation	Projects
2012-13	445	38
2013-14	707	76
2014-15	685	48

Area of Study/Discipline	Projects
Management: Marketing Conducting Survey Fund raising Event Management Awareness generation	Organizing database of urban/rural NGOs in Pune to exhibit their products and to professionally market to corporate houses Survey to find out number of children not enrolled in schools and dropouts at construction sites Updating HR policies and annual report formatting for NGOs
Computer Studies: Basic/Advance computer training to students as well as staff Software development Website Development Report generation tool development	Software development for converting Air Quality Data to Air Quality Index Website development: www.janasevafoundation.org www.kshitij_ngo.org
Photography: Creative Photography for NGOs Photography workshop Photo documentation for NGOs	Individualized English text books for 106 students from Kindergarten to Grade 3 Food photography for promoting nutrition awareness among women in slums
Media & Communication: Documentary Making Event Management Advertising	Creating short video clips, photography and graphics, depicting environmental and social issues Documentary on gender equality, interviews of media personalities
Design Designing books, advertising material Teaching art and craft Designing products for NGOs Designing tools for differently abled people (notice board in Braille)	Designing comics for promoting awareness regarding animals Designing a campaign to educate pedestrians on traffic rules and safety

Engineering (Mechanical and Computer Science): Teaching theory/practical in Industrial Training Institutes Basic Computer Training to students and staff Website Development	Online examination system for school students Development of software for quizzes and puzzles
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6. **Evidence of Success:** Feedback from students on personal experiences and participation in service learning is obtained from each batch. Around 20% to 30 % students expressed an excellent feedback and 37% to 55% rated the personal experience and participation in all the areas of service learning as 'very good' whereas only 2% to 3% students were indifferent. The university has received appreciation and testimonials from NGOs for their work and involvement in their organisations.

7. **Problems Encountered**

1. It is challenging for the heads of the institutes/departments to enthuse students regarding usefulness of interdisciplinary, value added courses in undergraduate programmes.
2. Making NGOs understand the concept of service learning and then convincing them of the commitment of the university.
3. Scheduling a slot of 14 working days for service learning projects during the semester to the students.

Resources Required

1. A student manual stating guidelines for implementation of service learning was prepared.
2. Orientation for service learning for students, faculty and NGOs
3. Transportation for staff and students for coordinating with NGOs

(B)

1. **Title of the Best Practice: Institutional Social Responsibility (ISR)**
2. **Objective:** To imbibe societal responsibility amongst students with a sense of ownership and engage them through field projects in problem solving
3. **The context:** Every organisation has a responsibility to the society apart from sustaining itself. In a world of wide disparities, students must be made aware about the less privileged ones and also be engaged in sharing time and capabilities towards creating a better tomorrow for everyone. It is imperative that students at this stage are able to not just empathize but also contribute in solving problems.
4. **Benefits of ISR to students:** It is important to make students realise their sense of responsibility towards the society they are a part of. The exposure to such real life issues enhances their leadership skills. The university endeavours to bring about social change that will benefit the society and the nation.

5. **The Practice:** The Symbiosis Centre of Health Care (SCHC) launched the Family Doctor Clinic (FDC) and Mobile Medical Unit (MMU) in the Mulshi block of Pune district. FDC located in Sus village is led by a medical officer and supported by a staff nurse and one attendant.

MMU is a well-equipped mobile clinic run by a medical officer, a staff nurse and one medical social worker. It is catering to 14 villages in Mulshi block and 2 construction sites in Walhekarwadi and Kalakhadak areas of Pimpri Chinchwad Municipal Corporation.

FDC and MMU conduct a variety of preventive, promotive and curative services for poor, mostly rural, needy and marginalized population based in access compromised areas. Activities like outpatient services, health talks, celebration of national and international health days, etc. are conducted. SCOPE has increased networking with government and private health care sector to undertake variety of activities like monthly immunization of pregnant & lactating mothers and children, monthly ANC checkups, checkup and treatment camps, patient referrals, support to private/government health programmes. FDC and MMU teams also conduct health awareness and research/survey related activities in collaboration with sister institutions of SIU.

Students have been providing education and some related resources like school fees, uniforms and books to the underprivileged children around their campuses. Students also work with NGOs on projects of relevance for them. Students of SLS Pune have been conducting camps and workshops in villages around Pune to improve their legal literacy. **With this objective more than 200 students from a few institutes from the university were involved in a village survey project** for 2 days on 13th and 14 of August 2015. This initiative was driven by students and faculty in the 23 villages in and around Lavale. The major thrust area of this project was to understand the current scenario of health, sanitation, education and waste management in these villages.

Evidence of success: Since inception to July 2015, **more than 25000 patients have been examined, counselled and treated through the FDC and MMU.** This activity was an enabler for the young bright minds in understanding the perspective of the social responsibility concept on ground with a clear picture of the basic and ground reality of modern India's rural villages. The survey gave insights about village facilities and the difficulties related to infrastructure, education, health, life style, sanitation and waste management

Problems Encountered and Resources Required

1. Involvement and coordination of the faculty for ISR projects with students and NGOs
2. Coordination with students, faculty and NGOs for seamless communication.
3. Time constraints
Plans are underway for introducing appropriate interventions based on the findings of the survey. In addition to healthcare services being provided currently, these interventions may include

providing free education upto graduation to deserving girl students, provision of computers and books for the school library, etc.

Best Practice II

1. **Title: Industry-Institute linkages (Corporate-Campus Collaboration)**
2. **Objectives:** The university strongly advocates linkages with industry to achieve the following objectives:
 - design a curriculum incorporating the latest developments in the domain.
 - seek support in bringing a practical dimension to the teaching-learning-evaluation process
 - identify problem areas where faculty, students and industry professionals from the industry could collaborate, conduct research and find solutions
 - assist in identifying talent with the right attributes during the admission process and partner in live projects thereafter
 - offer sabbaticals for faculty to gain practical industry insights
 - create competencies relevant for industry; provide industry-ready talent
 - collaborate with industry and professional bodies like CII, FICCI and ASSOCHAM in creating employable youth.
3. **The Context:** In the India Skills Report 2014, CII reached 1,00,000 students across 27 states, 7 union territories and more than 100 corporate players from the demand side of the Talent Supply Chain to study the employability of youth in India. The report concluded that only 10% of MBA graduates are employable and the same is true for the engineering graduates where the number is as low as 17%. It is recommended that active participation come from all stakeholders of the supply chain – academia, industry and the government. The first step towards any such partnership is a better understanding of the needs, expectations and challenges faced by these three stakeholders.

Strong ties with industry professionals ensures that industry is involved in the manner in which education is planned and delivered, bringing about corporate awareness and preparedness amongst the students.

4. **The Practice:** The active involvement of industry professionals and experts is felt on each campus and throughout the life cycle of the student:
 1. Admissions: Institutes invite senior human resource and functional domain experts from industry to be on the selection panels during the admission processes of Group Exercises, Personal Interviews and the Writing Ability Test (GE-PI-WAT).
 2. Curriculum development: Industry leaders are members on committees like Academic Council, Board of Studies and the Academic Advisory Committee providing industry perspectives in designing curriculum.
 3. Teaching: Every institute enjoys the enthusiastic presence of professionals from the corporate world for conducting guest lectures, CEO meets and special workshops.

4. **Projects:** Industry is in constant need of faculty and students for working on live projects. This real life problem handling brings about significant learning amongst the students.
 5. **Internships:** Students undergo a well-defined internship programme where they are exposed to on-the-job training. Industry gets a first-hand feel of the potential talent in the students and many are offered pre placement offers by companies.
 6. **Mentoring:** Senior alumni who are now leaders in industry act as mentors to existing students, coaching and counseling them on contemporary insights and corporate expectations.
 7. **Placements:** Institutes/departments associate with industry and attract them to hire the best talent.
 8. **Research:** The university has approved of 19 organisations as Research Centres to encourage corporate houses to engage in research with it. Members of faculty have also published papers along with industry professionals.
 9. **Corporate Training:** Over 40 corporate education programmes and certification courses are conducted by SCCE and institutes/departments.
 10. **Extra-curricular events:** Seminars, conferences and cultural events are organised in collaboration with industry partners.
5. **Benefits:** The learning experience for students is remarkably different because of industry linkages. As a result of extensive involvement / partnership of industry in the activities of the university, the industry remains well informed about the quality of the students graduating each year. They therefore strive to get the first opportunity to conduct their placement selection processes. It makes the university a preferred destination for acquiring talented workforce. For example, SIMS has been recognized as an Accredited Campus Associate by Deloitte India while SITM has an IBM Lab.

Besides, numerous co-curricular and extra-curricular activities conducted by students are financially supported by industry across the institutes/departments.

6. **Evidence of Success**
- Many of the programmes have received accolades from the industry and other rating agencies for the robust, industry relevant curriculum in the respective domains as mentioned in Criterion 1.
 - Improved research collaborations with partners from industry resulting in funded projects and enhancement of research publications.
 - Many students have won prizes and recognition at the national and international level in competitions relating to the practical application of knowledge gained in classrooms/in industry/in the field.
 - Organizing and participating in competitions hones the skills of the students to source and manage resources, interact with professionals from industry, rise to challenges and deal with them confidently.
 - With strong domain knowledge, practical exposure and the life skills acquired during the programme, the students of the university are valued as assets by the organizations employing them.

7. Problems Encountered and Resources Required

- While industry association is most required, it is observed that the university's tight timelines and processes often act as constraints for industry professionals wishing to expand the scope of the courses taught
- Sometimes they also perceive academia intervention as too theoretical.
- Faculty and students need ample time for live projects which may be difficult to find within the defined classroom hours.
- Faculty support is of utmost important for this liaison and faculty engaged in teaching and research may find this too time-consuming.
- Resources such as ICT resources in terms of video conferencing and dedicated video portals will help.

Abbreviations

Constituents and Departments of SIU

1. SLS - P: Symbiosis Law School, Pune
2. SLS - N: Symbiosis Law School, NOIDA
3. SLS - H: Symbiosis Law School, Hyderabad
4. SIBM - P: Symbiosis Institute of Business Management, Pune
5. SIIB: Symbiosis Institute of International Business
6. SCMHRD: Symbiosis Centre for Management and Human Resource Development
7. SIMS: Symbiosis Institute of Management Studies
8. SITM: Symbiosis Institute of Telecom Management
9. SCMS - P: Symbiosis Centre for Management Studies, Pune
10. SIOM - Nashik: Symbiosis Institute of Operations Management
11. SIBM - B: Symbiosis Institute of Business Management, Bengaluru
12. SSBF: Symbiosis School of Banking and Finance
13. SCMS - N: Symbiosis Centre for Management Studies, NOIDA
14. SIBM - H: Symbiosis Institute of Business Management, Hyderabad
15. SICSR: Symbiosis Institute of Computer Studies and Research
16. SCIT: Symbiosis Centre for Information Technology
17. SIHS: Symbiosis Institute of Health Sciences
18. SCON: Symbiosis College of Nursing
19. SSBS: Symbiosis School of Biomedical Sciences
20. SIMC: Symbiosis Institute of Media and Communication
21. SID: Symbiosis Institute of Design
22. SSMC - B: Symbiosis School of Media and Communication, Bengaluru
23. SCMC: Symbiosis Centre for Media and Communication
24. SSP: Symbiosis School of Photography
25. SSE: Symbiosis School of Economics
26. SSLA: Symbiosis School for Liberal Arts
27. SIT: Symbiosis Institute of Technology
28. SIG: Symbiosis Institute of Geoinformatics

Departments of SIU providing Support Services

1. ELTIS: English Language Teaching Institute of Symbiosis
2. SCCE: Symbiosis Centre for Corporate Education
3. SCEI: Symbiosis Centre for Entrepreneurship and Innovation
4. SCHS: Symbiosis Centre for Health Skills
5. SCIE: Symbiosis Centre for International Education
6. SCRI: Symbiosis Centre for Research and Innovation
7. SCWMS: Symbiosis Centre for Waste Management and Sustainability
8. SSIS: Symbiosis School of International Studies
9. STLRC: Symbiosis Teaching Learning Resource Centre

Abbreviations in SIU NAAC SSR

1. ACCA: Association of Certified Chartered Accountants
2. ACT: Assessment of Courses and Teachers
3. ADR: Alternative Dispute Redress
4. AMC: Annual Maintenance Contracts
5. AMOS: Analysis of Moment Structures
6. API: Academic Performance Indicators
7. ARTI: Appropriate Rural Technology Institute
8. BLF: Bangalore Literature Festival
9. BoM: Board of Management
10. BoS: Board of Studies
11. BSE: Bombay Stock Exchange
12. BUD: Board of University Development
13. CAP: Central Assessment Programme
14. CBCS: Choice Based Credit System
15. CDC: Consultancy Development Centre
16. CEE: Centre for Environment Education
17. CEP: Corporate Education Programme
18. CEPT: Centre for Environmental Planning and Technology
19. CFL: Compact Fluorescent Lamps
20. CGPA: Cumulative Grade Point Average
21. CHAC: Campus Health Advisory Committee
22. CII: Confederation of Indian Industry
23. CISCO: Computer Information System Company
24. COE: Controller of Examinations
25. CPCSEA: Committee for the Purpose of Control and Supervision of Experiments on Animals
26. CRF: Chest Research Foundation
27. DDC: Dewey Decimal Classification
28. DGR: Directorate General of Resettlement
29. DRDE: Defense Research and Development Establishment
30. EAR: Energy Audit Report
31. EEC: Electrical Energy Conservation
32. EIA: Environmental Impact Assessment
33. ELCIA: Electronic City Industries Association
34. ELTIS: English Language Teaching Institute of Symbiosis
35. EMIS: Emerging Markets Information Service
36. FAEA: Foundation for Academic Excellence and Access
37. FCP: Floating Credits Programme
38. FICCI: Federation of Indian Chamber of Commerce & Industry
39. FIS: Faculty Information System
40. FOGSI: Federation of Obstetric and Gynecological Societies of India

41. FRO: Foreigners' Registration Office
42. GE-PIWAT: Group Exercise - Personal Interaction and Writing Ability Test
43. GFATM: Global Fund to Fight AIDS, Tuberculosis and Malaria
44. GIP: Global Immersion Programme
45. GOI: Government of India
46. HPU: Health Promoting University
47. HSSC: Health Sector Skill Council
48. HSTP: Health Science Technology Park
49. IAEC: Institutional Animal Ethics Committee
50. ICC: Internal Complaints Committee
51. ICCR: Indian Council of Cultural Relations
52. ICSSR: Indian Council of Social Science Research
53. ICT: Information & Communication Technology
54. IDMP: Integrated Disaster Management Programme
55. IHCQF: Indian Health Care Quality Forum
56. IMA: Indian Medical Association
57. ISCCM: Indian Society for Critical Care Medicine
58. ISR: Institutional Social Responsibility
59. ISRO: Indian Space Research Organisation
60. ITELF: IT Entrepreneurship and Leadership Forum
61. KVPY: Kishore Vaigyanik Protsahan Yojana
62. LED: Light Emitting Diode
63. LMS: Learning Management System
64. MDHEA: Masters Diploma in Higher Education Andragogy
65. MDP: Management Development Programme
66. MEDA: Maharashtra Energy Development Agency
67. MEMS: Maharashtra Emergency Medical Services
68. MERC: Maharashtra Electricity Regulatory Council
69. MMC: Maharashtra Medical Council
70. MNC: Maharashtra Nursing Council
71. MOIA: Ministry of Overseas Indian Affairs
72. MOU: Memorandum of Understanding
73. MRA: Moral Re-Armament
74. NDSU: North Dakota State University
75. NFCG: National Foundation for Corporate Governance
76. NIMC: National Inspection & Monitoring Committee.
77. NIOS: National Institute of Open Schooling
78. NPTEL: National Programme on Technology Enhanced Learning
79. NRSC: National Remote Sensing Centre
80. NSDC: National Skill Development Corporation
81. OCI: Overseas Citizens of India
82. OMG: Ontario Maharashtra Goa

83. OMPI: Outcome Metrics and Performance Indicators
84. PAR: Performance Appraisal Review
85. PCT: Patent Cooperation Treaty
86. PET: Ph.D. Entrance Test
87. PHFI: Public Health Foundation of India
88. PIO: Person of Indian Origin
89. PMI: Project Management Institute
90. RRC: Research and Recognition Committee
91. RWC: Recreation & Wellness Centre
92. SAMARC: Social Action for Manpower Creation
93. SAP: Systems, Applications and Products in Data Processing
94. SCALSAR: Symbiosis Centre for Advanced Legal Studies and Research
95. SCI: Science Citation Index
96. SCOPE: Symbiosis Community Outreach Programme and Extension
97. SDRC: Software Development and Research Cell
98. SEMI: Society for Emergency Medicine in India
99. SET: Symbiosis Entrance Test
100. SII: Serum Institute of India
101. SIP: Study India Programme
102. SMU: Singapore Management University
103. SNAP: Symbiosis National Aptitude Test
104. SPoW: Science Parks of Wallonia
105. SPSS: Statistical Package for Social Sciences
106. SSCI: Social Science Citation Index
107. STS: Symbiosis Test Secretariat
108. SUR: Shared University Reward
109. TAP: Term end Assessment Programme
110. TEG: Technical Experts Group
111. USB: University Sports Board
112. VCP: Vegetation Carbon Pool Assessment
113. WISCOMP: Women In Security Conflict Management and Peace
114. WPMC: Wireless Personal Multimedia Communications Symposium
115. YCMOU: Yashwantrao Chavan Maharashtra Open University

Declaration



SYMBIOSIS INTERNATIONAL UNIVERSITY

(Established under section 3 of the UGC Act, 1956 vide notification No. F.9-12/2001-U3 Govt. of India)

Accredited by NAAC with 'A' grade

Founder: Prof. Dr. S. B. Mujumdar, M. Sc., Ph. D. (Awarded Padma Bhushan and Padma Shri by President of India)

Dr. Rajani Gupte
Vice Chancellor

Declaration

I certify that the data included in this Self-Study Report (SSR) is true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SSR during the peer team visit.

Dr. Rajani Gupte
Vice Chancellor

Place: Pune

Date: 17/09/2015





SYMBIOSIS INTERNATIONAL UNIVERSITY

Established under section 3 of the UGC Act 1956, vide notification No - F.9-12/2001-U.3 of the Government of India

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