



# SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)

(Established under section 3 of the UGC Act 1956)

Re-Accredited by NAAC with 'A' grade (3.58/4) | Awarded Category - I by UGC

Founder : Prof. Dr. S. B. Mujumdar M.Sc. Ph.D. (Awarded Padma Bhushan and Padma Shri by President of India)

## **Best Practice: Guide by Side Rather than Sage on Stage-Mentoring Students for Realizing their Potential**

### **Objectives of the Practice**

The vision of the programme is "to inculcate the right attitude right from the beginning".

1. Initiating a mentor mentee relationship for continuous guidance and holistic development of students at SIMS.
2. Program aims at providing Guidance to students through structured and regular meetings and interactions to assess the performance and progress of the students.
3. Facilitate students to understand career opportunities and additional requirements beyond academic for different professions within the business environment.
4. Helping students in settling down in new environment by understanding the challenges and opportunities provided by the curriculum and the institute.
5. Resolving the internal mental conflict faced by the students in academic, professional and personal aspects.
6. Helping them realizing their internal intrinsic capabilities and potentials and guiding them to develop those to become more competitive.

### **Context**

1. Mentoring is important, not only because of the knowledge and skills students can learn from mentors, but also because mentoring provides professional socialization and personal support to facilitate success in

Academics and beyond. SIMS is a residential Institute where students are enrolling from different backgrounds and geographical locations. They aspire for better careers and plethora of job opportunities provided by this course. Mentorship program aims to equip them about the opportunities and challenges in business environment in general and industry wise also.



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2. Students are out of their comfort zone and feel little insecure. They need someone to share their concerns with hence mentorship fulfils the requirement of providing a well-wisher and a guide to cope with these issues.
3. To achieve their targets, students need to set objectives. Mentors help them in projecting their career road map by setting their professional and personal targets. This involves monitoring their performance and also enhancing personality traits.
4. The students look for a coach or father figure for decision making and who better than their faculty. They can confide in their faculty mentors having trust and understanding of the relationship.

## The Practice

The program is very systematic and structured.

- a. It starts with allocating the students as per their specializations as to have same mentor mentee for 2 years. This would help to form a bond and students will be more connected and comfortable with the same mentor throughout the course. The specialization is sought during orientation only and the process began.
- b. Orientation session provide insights to the students regarding the Mentorship program objectives and expectations It also helped them to understand the seriousness of the program. It also showcases the conduct of psychometric test and its significance and relevance.
- c. Interaction with mentee group is initiated by Ice breaking session where students and faculty mentors reach out to each other. They become familiar and also the mentees are put at ease by general discussion about their background, hobbies and interests, strengths and challenges etc. During this session, they are told to fill Self-evaluation form which is shared with mentors. Here the mentees discuss their values, role model, their expectations and preparedness about the program and faculty mentor's expectation from them.
- d. Psychometric test is conducted in next stage which is career driver test. This enables the student mentees to understand their string skills and their orientation towards a domain. This also fine tunes their subject specialization choice and their industry choice in terms of their careers.



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- e. This is followed by Goal setting exercise with faculty mentors to chalk out road map of success. In the following interactions, performance (Academic and Professional), achievements and targeted goals and attainment is discussed.

There are 15 interactions in semester I which are structured. In second semester the frequency becomes less but still structured (embedded in Time table). For third and fourth semester, interactions are non-structured. They are more need based and as per mutual convenience of Mentor and Mentee.

The reports of interaction are available on SMS portal pf SIMS which is accessible to all the faculty mentors and student mentees.

Monthly reports of the interaction are generated and shared with student mentees to track the objectives planned and achieved during the process.

## Evidence of Success

Looking at the success of the program, we have managed quite a few things like

- a. Attendance in general has improved as students are more open and comfortable. They also feel answerable towards their faculty mentors in a more responsible way.
- b. number of the students participating and winning B school competitions has increased since 2 years.
- c. Also students undertaking research projects has increased in comparison to the previous years.
- d. Biggest achievement is student's attendance in general and for exams and other activities which is overwhelming.
- e. Number of students coming up with research papers in indexed journals is also heartening.
- f. Similarly, few problem cases which otherwise would have either backlog or left the course are successful in completing the course with placement offers in their hand. These are the evidences of our success and the SIMS mentorship's program conduct with given objectives and attainment of same.
- g. The end result, Placement has increased in numbers as well as the maximum package and the average package offered in comparison to the previous years.



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## Star Placements

### Google

Nikhita Singh

### Wipro

Meghna Shokeen

Aakash

Jyoti Maurya

Naina Batra

### Airtel Payments Bank

Amit Kumar

Dhairya Sharma

### Accenture

Shreya Singh Veralka

Ahluwalia

### Michael Page

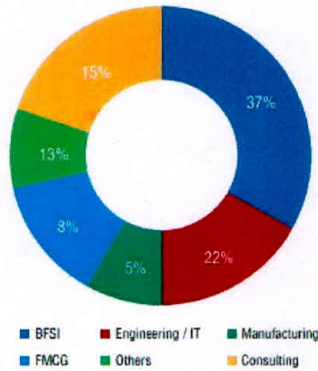
Amar Bedi

### Digit Insurance Lubdh

Prateem Panda

## Placement Snapshot 2018

Sector wise Breakup of Students Placed



## Placement statistics For

2018

**Maximum Package** : **16.3 LPA**

**Average Package** : **09.24 LPA**

**Minimum Package** : **07.00 LPA**



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Star Placements	Placement Snapshot 2017	Placement statistics For 2017																							
<p><b>Bank of America Merrill Lynch</b></p> <ul style="list-style-type: none"><li>• Archana Yadav</li><li>• Saumya Agarwal</li></ul> <p><b>Deloitte</b></p> <ul style="list-style-type: none"><li>• Aarti Pimpley</li><li>• Aditi Sah</li><li>• Akshay Kumar</li><li>• Amanpreet Singh</li><li>• Angad Singh</li><li>• Anshita Verma</li><li>• Arun Singh Rathore</li><li>• Kavya Rathaur</li><li>• Madhavan Menon</li><li>• Mallika Singh</li><li>• Mervyn D'souza</li><li>• Shraddha Srivastava</li><li>• Saumya Nath</li><li>• Saumya Tripathi</li></ul>	<p><b>Sector wise Breakup of Students Placed</b></p> <table border="1"><caption>Sector wise Breakup of Students Placed</caption><thead><tr><th>Sector</th><th>Percentage</th></tr></thead><tbody><tr><td>BFSI</td><td>34%</td></tr><tr><td>Engineering / IT</td><td>17%</td></tr><tr><td>Manufacturing</td><td>8%</td></tr><tr><td>Consulting</td><td>8%</td></tr><tr><td>FMCG</td><td>13%</td></tr><tr><td>Others</td><td>20%</td></tr></tbody></table>	Sector	Percentage	BFSI	34%	Engineering / IT	17%	Manufacturing	8%	Consulting	8%	FMCG	13%	Others	20%	<table border="1"><tbody><tr><td><b>Maximum Package</b></td><td>:</td><td><b>15.39 LPA</b></td></tr><tr><td><b>Average Package</b></td><td>:</td><td><b>09.00 LPA</b></td></tr><tr><td><b>Minimum Package</b></td><td>:</td><td><b>06.50 LPA</b></td></tr></tbody></table>	<b>Maximum Package</b>	:	<b>15.39 LPA</b>	<b>Average Package</b>	:	<b>09.00 LPA</b>	<b>Minimum Package</b>	:	<b>06.50 LPA</b>
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- 92.8 % Placement in 30 days
- Star Companies on campus – Google, Piramal Realty, Deutsche Bank, Airtel Payments Bank, Zomato, EY, KPMG, Lear Corporation and many more
- Live Projects – Travel Google, Bajaj Finance, Siksha.com, Hind Electro, TrailIQ, TakeUp, Thermax and more



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## No of students participated in Business competitions





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Sr No	Team	Event
1	Jigar Chhadwa, Ceeza Amin, Ananya Sood (19-21)	1st Position in Marketers Unknown Battle Ground, a Marketing Competition organised as part of SPOURT IT'
2	Subhashree Sahoo, Naveen Kumar, Priyanka Patel (18-20)	Winners of Madhatters competition at Connaissance 2019, of SIMC, Pune
3	Saasha Jethwani, Sahil Arora, Ashavari Roy (18-20)	Winners of NEEV 2018 by SCMHRD
4	Nikita James (18-20)	Winner of 'Best Manager' a Business Competition at 'Nityaksh VIII', organized by NMIMS Bangalore
5	Yash Jadhav and Ansika Singh (18-20)	Second position in CaseNova competition of SIDTM, Pune.
6	Athulya Nair, Shweta Singh, Bhawana (19-21)	2nd Runners Up in Enigma: Data Analytics Competition of IIM Sirmaur.
7	Athulya Nair, Shweta Singh, Bhawana (19-21)	Winner of LEAD - HR at the Annual Management Fest, of the Institute of Management Technology, Hyderabad.
8	Bratati Ghosh, D. Samyuktha and Priyadarshini Khaskel (19-21)	2nd position in IMERT Pune 4th VHR Olympiad - 2019.
9	Jigar Chhadwa (19-21) and Inesh Singh (19-21)	Krishi Manthan by IIM A
10	Sreerupa Sukhari (18-20)	ERUDITE Online Research Competition by SCMS Pune
11	Jigar Chhadwa (19-21) and Inesh Singh (19-21)	Winner of 'The Capitalist', a Finance Case Study Competition of SIIB
12	Jigar Chhadwa (19-21) and Inesh Singh (19-21)	winning the Stract Jack (Case Study competition) held at IIM Ahmedabad
13	Himanshu Dutta, Anant Sharma and Akshay Ragesh (18-20)	Runner u at 'Firande' the flagship fest of SIBM- Hyderabad.
14	Himanshu Dutta, Anant Sharma and Akshay Ragesh (18-20)	Runner up at CAPITALIST under IGNISENSE by SIIB Pune
15	Himanshu Dutta, Anant Sharma and Akshay Ragesh (18-20)	1st Runners Up position in 'Marketronix', at SIOM
16	Subhashree Sahoo and Priya Moitra (18-20)	Winners at Manthan 2020 by National Insurance Academy



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17	Ansika Singh, Yash jadhav, Raja Babu (18-20)	Second position in CaseNova competition of SIDTM,Pune.
18	Anmol Samal and Prasad Dhumal (18-20)	1st Runners Up in Drishti, Annual Management & Cultural Fest of SIOM
19	Piyush Kumar Singh, Akshay Thorat and Mahesh Kumar Pandey (18-20)	Winners of Business Quiz Competition organised of DRISHTI'19, of SIOM
20	Sreerupa Sukhari (18-20) and Ayyalasomayajula Naveen Ved Khanolkar	Winners of Annual Consulting Case Study Competition of Delhi School Of Economics
21	Shweta Singh and Atulya Nair	Third position in HR Business Riddles Quiz competition of IIM Lucknow
22	Mahir Ali Khan, Nikhil Kumar Rai, Shiwani Nainwa and Mohd Akram (19-21)	Winners of Unveiling The Budget-2020' held at ISB&M
23	Naman Taneja, Miloni Raiyarela and Meghana Lohumi (19-21)	Winners of Mark ODEUM during Abhudaya by IFMR GSB KREA University
24	Priyanka NA and Shubhashree Sahoo(19-21)	First runner up of 'The Marketeer' Competition of NIA
25	Sarthak Mehrotra and Manish Singh Yadav (19-21)	Winners of TATVA 2020(Cultural Event) by LBSIM New Delhi
26	Arushi Kapoor (19-21)	Winner of BEST MANAGER competition and came Runners Up in EXTEMPORE in B School competition of VAMNICOM.
27	Gaurav Singh (19-21)	Winner of Business Plan competition at National Institute of Construction Management and Research(NICMAR).
28	Jigar Chhadwa(19-21)	2nd position in Engaging Humaour by IIM K
29	Akhil Satheesh and Sreerag Vinod (MBA 2018-20)	Winners of Nityakshi VII by NMIMS
30	Pankaj Yadav, Avinash Singh and Amin Khandekar (MBA 2018-20)	Winners of Resurrection of Markadiction By SIIB
31	Meghna Sahil and Sharon (MBA 2018-20)	3rd position at Nityakshi VII by NMIMS
32	Subhashree Sahoo and Priya Moitra (18-20)	Winners of IRIS 2019 by IIM Indore
33	Jigar Chhadwa(19-21)	Winner at SOLARIS by IIM Udaipur
34	Sarthak Mehrotra and Sasanka Shekhar(2019-21)	Third position at Elegante2.0 by IIM Bodhgaya
35	Subhashree Sahoo(18-20)	Winner at SYNERGY IGNISENSE By SIIB Pune





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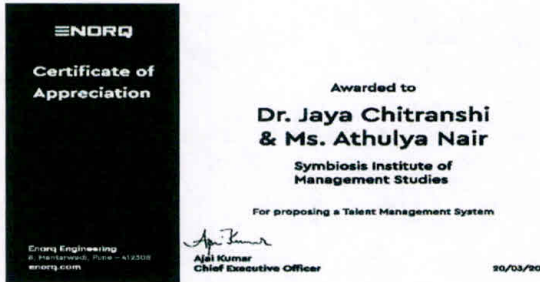
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36	Shweta Singh Rehal and Athulya Nair(19-21)	Winning " TATVA 4.0" - An HR competition of IIM Rohtak
37	Himanshu Dutta and Akshay Ragesh(18-20)	Runners Up Postion in 'Chase to Lead', a financial quiz competition held at NIBM.
38	Nupur Pradhan,Pranay Bhagat & Vipula Singh (18-20)	Winners of HR Case study competition conducted as part of NMIMS, Banglore managerial fest Nityaks

## Some examples of Research Live Projects





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April 08, 2020

## TO WHOMSOEVER IT MAY CONCERN

This is to certify that Ms. Shweta Bisht has successfully completed her Industrial Training with Tieto India Private Limited as part of her curriculum for Master of Business Administration. The duration of training was from August 19, 2019 to September 30, 2019.

During this period, she has worked for the project titled "RPA & Cognitive Automation - Offering Analysis".

We wish her every success in her future endeavours.

With best regards,

Digitally signed by  
Nitesh Chhabra  
Project Manager

Digitally signed by  
John Thomas  
Lead HR Manager - Operations

Digitally signed by  
Shweta Bisht  
Student

## Problems Encountered and Resources Required

If the process is to be conducted seriously, proper time slot where students as well as the faculty members are available for interaction with proper interval was required. Hence, making it part of Time Table when all the Mentors and Mentees are available at the same time and the process was happening efficiently was done. Fortnightly interactions planned for counselling sometime added up with activities like Coffee with Mentor, Johari Window, corporate mentoring etc.

Similarly devoting time to individual mentees for discussion was challenge when you have around 28



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mentees at a time. As all faculty members have teaching and non-teaching responsibilities and this is an additional task which requires personal time and attention to each mentee. Sometimes it becomes a difficult to balance both. Also heterogeneity of Mentors in terms of their background and expertise can also be a boon as well as limitation in reaching out to the students effectively.

Faculty wise reporting and documentation of the interaction was a challenge as maintaining hard copies(Files) or registers/ soft copies is not easy. Also tracking of the process to ensure the compliance was a very subjective and sensitive issue. Hence SIMS came up with unique idea of Mentor Ship Tab added at its official SMS Portal where students and faculty have access regarding Academics, Alumni, Leave related and Placement aspects.

## Notes

Actually integrating the process with **SMS Portal** made our program unique as it is the way Mentorship is planned and executed makes it different and best. Every interaction is well documented and in the system. Any time Faculty mentor or the Director can login and check for any relevant documents. Students also have access to it so they can refer to the interaction points to implement accordingly. One can also refer to previous year' data and records. This also helps the institute to improve and become better holistically.



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## Some glimpses of Process





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## Best practice (Problem / Project Based Learning: pedagogy and Practice in Engineering Classroom)

**Title of the Practice:** Creative Thinking Skill Approach through Problem-Based Learning: Pedagogy and Practice in the Engineering Classroom

### Objective of the Practice

Project-Based Learning (PBL) is "a teaching and learning model that focuses on the central concepts and principles of a discipline, involves students in problem-solving and other meaningful tasks, allows students to work autonomously to construct their own learning, and culminates in realistic, student-generated products" (Thomas, et al., 1999).

Presently the focus in Engineering Education is on teaching basics of technology (from text books). Only a few institutions/ universities can offer their student knowledge pertinent to the needs of industry as a part of the curriculum. There is a real challenge as how to impart knowledge which will have a perfect blend of learning the basics, testing their applicability so as to produce globally acceptable Engineers.

- i. The prime objective of the practice is to give students an opportunity for active learning.
- ii. To design and offer effective mini projects in order to accomplish the course outcomes
- iii. Aiming for an overall transformation in the quality of teaching learning process

### The Context

In the regular practice of teaching-learning, the teacher is compelled for tutelage, which is to be avoided in problem based learning. Ample amount of time is required to be spared for designing the activities and providing all the necessary resources to students. The facilitator has to mediate only when prompted for and the urge for providing them direct solutions has to be controlled on the faculty's part. It is essential that the students get to brainstorm and find their path to the solution. The problem has to be designed such that, students get introduced with new contexts/ learn to use a tool/ get introduced to a methodology (preferably hands-on) while on the path of achieving their final target solution.

To start with there was a necessity of training the trainers. The trainers were trained with following objectives in consideration.

- i. To increase teachers' understanding of how facts are distinguished, ideas based on facts are generated, and appropriately defined learning issues are generated by learners going through a PBL case.



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- ii. To increase teachers' understanding of how students utilize resources to generate "learning needs" that are relevant to the case and their group's ideas.
- iii. To increase teachers' awareness of how students gauge their limit of understanding from a PBL case.
- iv. To increase participant understanding of the inquiry-based, student-centric learning approach utilized in the problem-based learning program.

## The Practice

A faculty from SIT registered for the online course offered by University of Aalborg University "An introductory course on PBL in Higher Education". After the online training an FDP was arranged targeting the above referred. The faculty of SIT then started practicing PBL for various courses for different levels

### Dossier1: Problem Based Learning week

The first week of the academic semester was converted into a week full of PBL activities instead of regular classes for students of second year Civil Engineering. Few activities were planned to introduce students to new concepts allied with the course structure of the semester, and based upon the basic sciences knowledge they acquired either from high-school or engineering diploma courses.

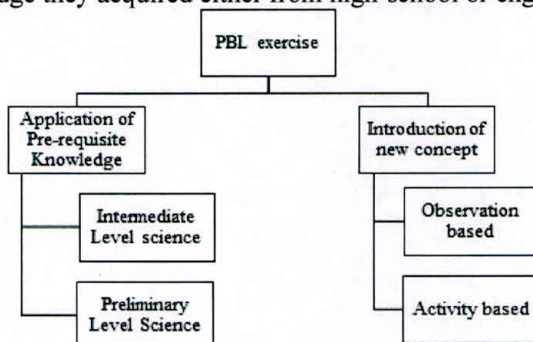


Figure1: PBL activity division

### Dossier 2: Offering Complete course by Project Based Learning: Across disciplines

During the semester II of A.Y 2018-2019, two courses were offered by the Civil Engineering department to the Department of Electronics and Telecommunication Engineering in complete project based learning pattern. In these courses of "Town and country planning" and "Integrated water resources management" the faculties conducted weekly meetings and briefed students about key concepts associated with the subject and applications in-tune with the branch. The students were divided in to a group of 4 to 5. They came up with ideas where their



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knowledge can be applied to planning of a neighborhood or management of water resources. Students submitted the project reports and exhibited the models they prepared for. They were evaluated on the basis of the theme of the mini project, activities carried out throughout the semester as a group towards completion of the project, demonstration and exhibition of their model and PowerPoint presentation. Students wrote reflection sheets to describe their experience of leaning through PBL.

## **Dossier 3: Mini projects to execute via Project Based Learning**

The approach of problem-based learning was used partially in the course Analog Circuit Design in a gradual and step by step manner. The main objective was to emphasize concept building and understanding of the core fundamentals by the learning by doing methodology. The main challenge was that the entire pedagogy had to be designed to equip them for the conventional end semester examination along with the objectives mentioned above.

The initial part of the course was started in the conventional manner and then using the lab sessions the software simulations problem-based learning was introduced gradually. It helped the students in the lab as well as better understanding of theoretical concepts.

It was then followed by assigning them projects that were carefully designed based on their learning of the core fundamentals, the practical learnings in the labs (hardware and simulations in lab sessions). Along with the regular hardware based labs they also learnt the simulation of the circuits using simulation software's like LT spice, Easy EDA and KiCad(links for these software's already given to them on the google classroom). Use of these software's was also a big takeaway for them.

## **Evidence of Success**

### **Dossier 1:**

Students used to muse after reading the problem statements and later get into action mode due to the intriguing tasks assigned.



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Figure 2: Students working together on two different problem statements

Key learnings and take-aways from the experience were that, the entire week acted as a team building exercise. A very good connect could be developed between teachers and students and the students could apply their basic knowledge of physics, chemistry, mathematics, and geometry to solve the problems.

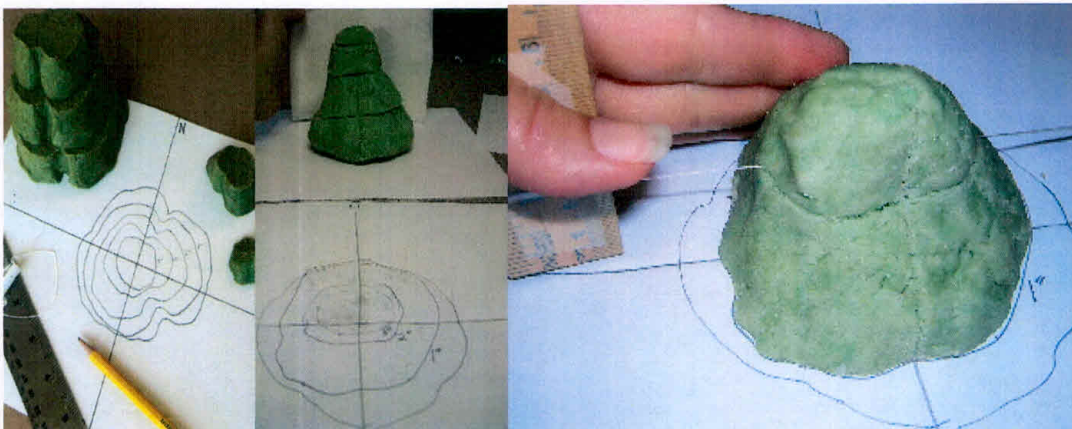


Figure3: A sample activity provided to students.

## Dossier 2:

The entire course was executed such that the students get to do hands-on sensor system design/ circuit design for addressing problem statements having application to Town and Country planning. It focussed on smart infrastructure and effective engineered solutions. The evaluation was done on the basis of a project exhibition wherein students displayed working models of the technology chosen for application. The students learnt to make the model from scratch, learning from mistakes and retrying to reach





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success. In the process, they brainstormed with the faculty to ascertain that their concept is efficient for application in a civil engineering perspective

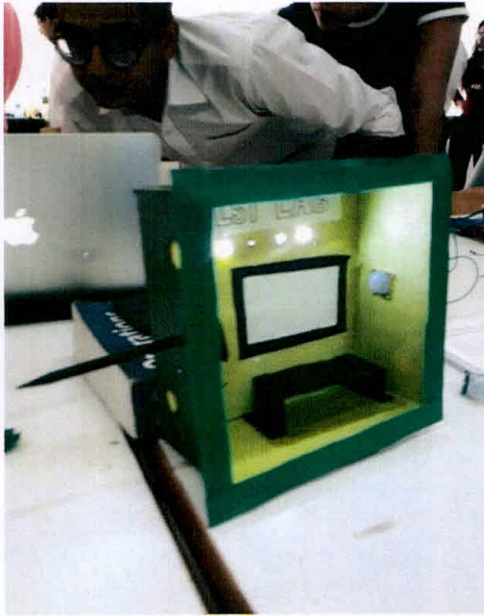
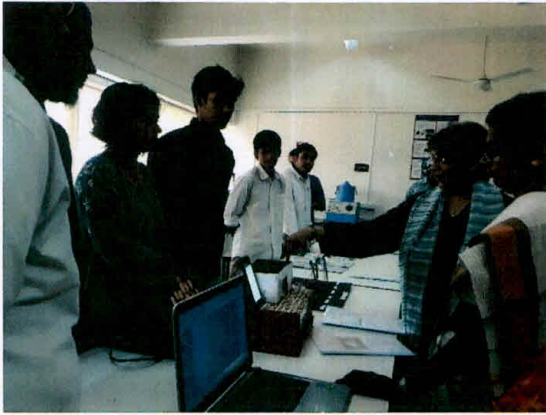


Figure 4 and 5: Students displaying their project during semester end exhibition

16 How did you find the Teaching Learning process through PBL pedagogy as compared to regular teaching learning process? Rate it on a scale of 1 to 5 with 1 being the lowest and 5 being the highest and state why.

The process was very usefull. There is a huge difference b/w bookish knowage and practical knowage/ project based knowage. The hit and try rule was implemented in the courses of time and so I'll rate it 5/5. We also intracted with different project projectors. ~~can~~ helps for our project.

Message from the Faculty

16 How did you find the Teaching Learning process through PBL pedagogy as compared to regular teaching learning process? Rate it on a scale of 1 to 5 with 1 being the lowest and 5 being the highest and state why.

Project Based Learning is a very good way to learn the concepts practically. In theory session we learn the theory concepts ~~but~~ but with PBL we actually learned ~~how~~ those concept wove practically & what we can do to improve or enhance it.

Figure 6: Reflection sheets by students

## Dossier 3: Offering mini projects to execute via Project Based Learning:

Lavale Pune 412 115, Maharashtra India. | Tel: +91-20-28116200/08/09 | Fax: +91-20-28116206  
Email: info@siu.edu.in | Web: www.siu.edu.in



# SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)

(Established under section 3 of the UGC Act 1956)

Re-Accredited by NAAC with 'A' grade (3.58/4) | Awarded Category - I by UGC

Founder : Prof. Dr. S. B. Mujumdar M.Sc. Ph.D. (Awarded Padma Bhushan and Padma Shri by President of India)

ACD 2019  
Div A&B

Stream Classwork People Grades

PARESH NASIKKAR  
Jan 30

Dear students,

You must utilize the PCB lab for Cu-board etchings of ACD circuits on this Saturday 2nd Feb at 2pm. Please come with LASER toner ink transferred on Cu board, only board etching activity will be allowed.

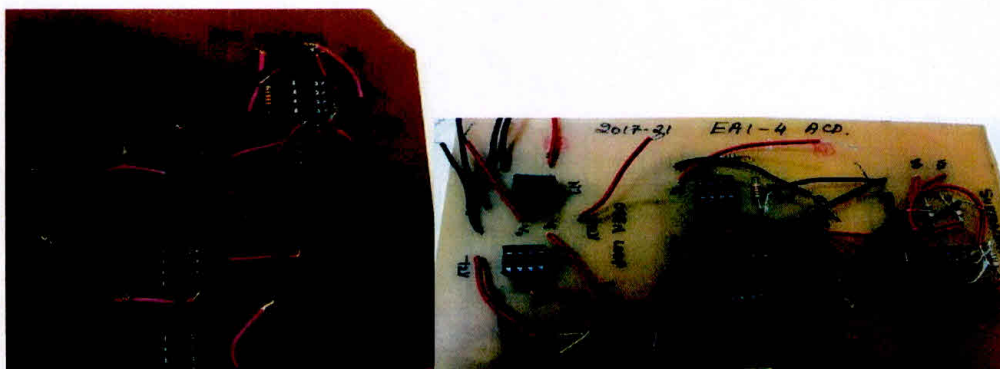
Please note that no one will be allowed after 2:15 pm.

Please do the ACD circuits as per our MPEC procedures (KiCAD steps->PCB back Cu track printing on photo paper->circuit track transformation on Cu-board using hot iron->acid etching)

By next week lab, each sub-batch should have the following circuits with soldered on etched Cu-clad board :

Regards  
Dr Paresch Nasikkar

Figure 7: Screenshot of the google classroom posts for the software links





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Figure 8 : Project displays

Key learnings and take-aways of the session was that students got an exposure to Simulation Software's like LT Spice and KiCad. They could practically design and make a PCB in laboratory using processes like etching and masking while making PCB's in the lab along with circuits building using IC 741 and IC 555.

6. **Problems Encountered and Resources required:** The prime requirement of this pedagogy is to have a supporting assessment pattern. This could be starting the course with a diagnostic assessment which shall help to set the bar. There can be formative assessment through the semester, ending with summative assessment. In such a way, the students would be able to focus more on the quality of their project and learn the key concepts while completing the task at hand.

Whilst delivering the entire course using the project based learning methodology, the most crucial part was to align it with the regular end-semester exams assessment. This was overcome by taking students into confidence and discussing and jotting down the key points that they learnt throughout the process. They were provided with standard notes for reference, thereby enabling them to read different terminologies. It was easier for them to compile the information, since they had experienced it through their project.



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## Notes

Notes for each of the activities

Dossier 1:

Students were asked to submit a report of their work after completion of the activity. For enhancing their report writing skills, they were not forced for immediate submission by the provision of an indulgent deadline. This way, they brainstormed and submitted a rather well drafted report. The final successful outcome in the activities was not expected from the students; however, their thought process and involvement were judged.

Dossier 2:

Students were inspired to take up projects of innovative nature, in-line with the course outcome. They actively participated in the activities and kept enquiring about their technical concerns at every possible stage. They determinedly worked on their project by learning all the necessary course outcomes while finding their way to the desired solution.

Dossier 3:

List of the projects was created and assigned to the students in group of four.