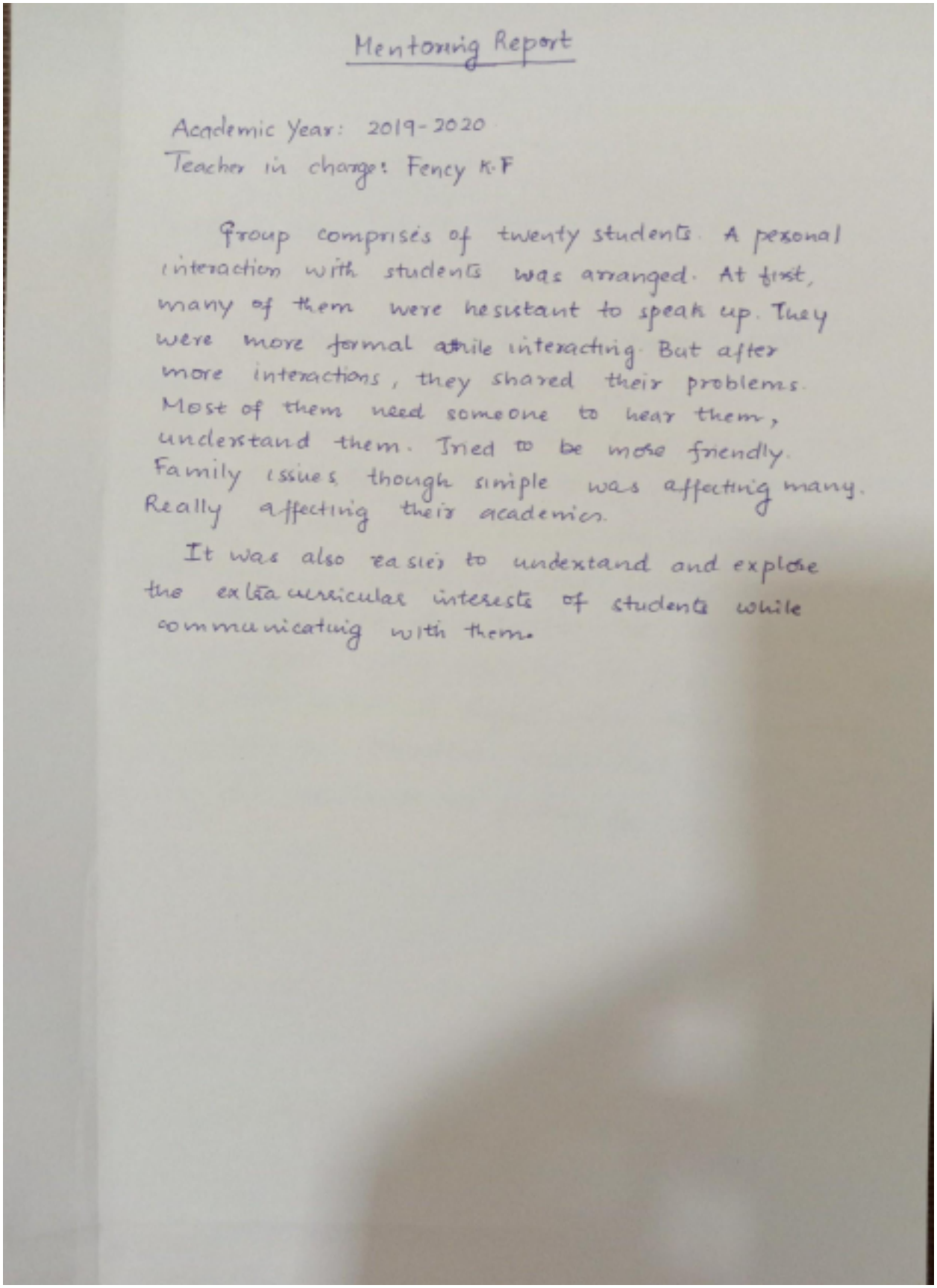
Department of Physics
MENTORING REPORTS

2019-20



Mentoring Report

Academic Year: 2019-2020
Teacher in charge: Fency K.F

Group comprises of twenty students. A personal interaction with students was arranged. At first, many of them were hesitant to speak up. They were more formal while interacting. But after more interactions, they shared their problems. Most of them need someone to hear them, understand them. Tried to be more friendly. Family issues though simple was affecting many. Really affecting their academics.

It was also easier to understand and explore the extra curricular interests of students while communicating with them.

Mentoring Report

Academic year : 2019-20

Teacher in charge : Dr. Salini Jose.

The group consist of 22 students from both I BSc and III BSc physics. Some of I DC students shared the new experience and expectations about the college and the course. A few of them were not interested to study physics. During the discussion of opportunities of physics they were started to rethink and concentrate in their studies. The some of students in III DC were highly dedicated in their studies as they wish to become at heights. For them provided the guidence of competitive exam and suggest some of the tips and tricks to qualify the exams.

DEPARTMENT OF CHEMISTRY

MENTORING REPORT

2019-2020

MENTOR: Ms. Maria Jose

Mentor-Mentee Ratio:1:17 I DC Chemistry, II DC Chemistry

Personal meeting was arranged with each student to understand their problems and difficulties. Based on the interactive section and classroom performance, students were divided into three groups: slow learners, average learners and fast learners. The students who were advanced learners would be given proper guidance to excel in the studies. They were also informed about various research opportunities that would be available for them. They were encouraged to attend different competitive exams. Proper career guidance was given to each and everyone. Special attention was provided to slow learners through remedial classes. Peer group teaching learning process was also encouraged in class.

MENTOR: Dr. Santhosh Paul

Mentor-Mentee Ratio:1:31 I DC Chemistry II DC Chemistry III DC Chemistry Each student was addressed personally. Most of the students were very creative and they participated in different departmental activities very enthusiastically. Few of them had difficulties in coping up with one or two subjects (especially maths). They were provided extra classes with the help of respective teachers. Special care and support was given to slow learners. Through a group activity, previous year question papers were collected and solved for slow learners. Peer group teaching brought a positive change to slow learners. Mentees were encouraged to participate in all the extracurricular activities, seminars and workshops which were organized in and outside the college.

MENTOR: Ms. Anila Paul

Mentor-Mentee Ratio: 1:25 I DC Chemistry, II DC Chemistry

They were all really hard working students. Each student was given orientation personally, which highlighted the techniques to learn the reaction mechanism and different derivations in chemistry. Efforts were made to make them more comfortable with learning by conducting regular test papers and revisions. They shared their ideas and problems without any hesitation. Every problem was heard with seriousness and had provided all possible solutions. Remedial classes were conducted for slow learners. A few slow learners improved a lot through remedial classes.

MENTOR: Ms. Linda Tresa Tomy

Mentor-Mentee Ratio: 1:18 III DC Chemistry

All the 18 mentees were met personally. They had a good bonding among themselves. They would do all the activities together. From the beginning of the third year, they showed more seriousness in their studies. As a result of their group work, some students shifted from slow-learning to medium-learning and medium-learning to fast-learning categories. Regular test papers and revisions made them confident to face the exam. Frequent sessions were held via Google meet during the lockdown period, to make them active in studies.

MENTOR: Dr. Rosabella K. Puthur

Mentor-Mentee Ratio:1:12 I (M. Sc. Chemistry ,II M. Sc. Chemistry)

Students were met personally and their issues were discussed in detail. Most of the students were average in their studies except a few. But they were all really hard working students. They were encouraged to attend different competitive exams.

They were also informed about various research opportunities. Students were also made aware of the significance of getting a job and becoming financially independent. Proper support and guidance were given to all students for the preparation of the UC-CSIR-NET exam. Scheme of previous year question papers were collected and shared to slow learners. Study materials for the preparation of the NET exam were provided to students and motivated them to attend the exam with seriousness.

MENTOR: Ms. Heena Peethambaran

Mentor-Mentee Ratio:1:12 (I M. Sc. Chemistry II M. Sc. Chemistry)

Almost every student in this group was active during lectures. They shared their problems and doubts about the subject very freely. Remedial classes were conducted for students who needed more explanations. Study materials and short notes were provided to slow learners. They were also encouraged to participate in seminars, workshops and other training programs. They were also made aware of different competitive examinations and asked them to prepare for it. Most of them took sincere effort to do the same. Some students were directed to meet a professional counselor. Through continuous support from teachers, students were able to perform well in studies.

2019 - 20

I DC

Twenty seven students got admiss. Anuja showed restlessness from the very beginning of the course. She stayed in some other hostel as she did not prefer the college hostel. But there also she could not find happiness. She was preparing for the next exam. So could not take BSc degree seriously. When she was directed to the clinical psychologist, but escaped from there by terminating her studies and went home. The rest students form a good gang and worked together. There are girls who require good psychological backing. When they are asked to write test papers or internal exams, they take leave or say, some lame excuses. When traced their back history all there were more psychosomatic problems and directed towards the counselor. Adithya, Athira, Lakshmipriya, Juhi, Vandhana need special attention. Anupriya, Maya, Surya joined for karatte coaching. Surya left it soon as she has some disc problem. Anupriya, Maya, Juhi and Krishnapriya were always skipping classes as they were going for various activities. The also shown tendencies to skip exams and they were warned not to do so. Informed their parents about this. Sr. Reena has to take more care then only she could do better. Subitha is from wayanad and belong to tribe. She is but happy. She find difficulty studying picking portions daily. Chandhana, Rosna were engaged to help Subitha in her studies.

II DC

This batch is paying more attention in their studies. No significant problems that may affect their studies. But Vismaya felt some problems as her father, ill treated their mother and they could not eat or do any thing as his alcoholic nature. Her mother is actually running her family as father is a drunkard. But he take this as an advantage extract money from her mother. This prompted her to stay in the hostel. On her request principal agreed her staying in the hostel. Another problem was with Raghi, but never open up. She sometimes take leave this is to keep her home safe as that days her fall mother go out for job in the plantation. She has good language and able to study in a better way. But she is reluctant to say anything about her family matters. Vandhana take part in cycling. She is poor at studies. But can gain more marks in the university exams through sports activities. Sangeetha, though a late comer take her studies seriously. I felt Anuppriya & Maya often sleep ~~[illegible]~~. Shamna and Surna take their studies serious. They do not have much problems that curtail their studies. What they feel is that they resist their marriages in between. Merlin after delivery joined in this batch to Annmariya & Annetha is the ~~[illegible]~~ has shown more care in their studies. Christy ambitious but she cannot perform well. Janaki, Jismi pampered by their grand parents. That Mariya Elso face problems at home as her father do not care them and spend more money in his business. She has to often defend her mother, grandmother & sister from his ~~[illegible]~~ father attack. Liya has some problems with his whatsapp friends.

IV DC -

These Students are showing more interest in their Studies and they started enquiring about their higher studies. Amala's mother contacted me as she is compelling her to spend money to send her for higher studies abroad. Her mother do not prefer this as it require money. They could not pay the reimburse the loan they took for the construction of their house. After communicating this matter with Amla, she could understand the realities. Another girl came with this wish was Dalna, she studies but cannot express the matter clearly. She is very fond of her family. This compels her to go abroad and earn money for the family. Aleena Siby, inspite of her sleepy outlook giving more attention in the studies. Anu's step mother put her in problems filed case against her. All these things prompted her father to divorce this lady. Her hostel warden gave more support to her. This build confidence her and tried to her level best to concentrate on her studies. Namitha opened up this time about her family the behaviour of her brother affecting the integrity of the family. Mariya peter complained about some teachers skip classes without by giving seminars in the last year that affected her scores in the IV Sem. This was information transferred to the teacher concerned. Silvy K.J.'s father complained about her tour in the +2, so we must take very keen care in her during IV DC tour.

DEPARTMENT OF MATHEMATICS

MENTORING REPORT

2019-2020

MENTOR: Dr. Vijitha Mukundan

Mentor-Mentee Ratio: 1:15 (II MSc Students)

Each student was addressed personally and their problems were solved. Some students had difficulty in understanding higher level mathematics. Special attention was provided to such students through remedial classes and clearing their doubts personally. One student had regular health issues, hence constant support and guidance was provided to her and she was motivated to study well. Few slow learners improved a lot and were able to perform well in studies. Peer group teaching learning process was also encouraged in class. All students, especially fast learners were encouraged to participate in seminar presentations and workshops. They were also directed to solve previous years' question papers of various competitive examinations. One of them extended her project, participated in an international conference where she presented her work and got it published. Students were also made aware of the significance of getting a job and becoming financially independent.

MENTOR: Dr. Nidhin T.J

Mentor-Mentee Ratio: 1:15 (I MSc Students)

There are 15 students in this batch. All of them are average at learning except two of them. They were very pleasant all the time. Few of them had difficulties in coping up with one or two subjects. They were helped individually by taking up extra time by the respective teachers to discuss more about the subject. All of these students were very creative on the other hand. They would conduct all the department activities very systematically. They were all guided to pursue good jobs after their studies.

MENTOR: Ms Geethu Simon

Mentor-Mentee Ratio: 1:15 (III BSc Students)

Every student of this team was met. They were excited to share their views about studies, family and society. Most of them wanted to do postgraduate studies and they were given instructions regarding entrance exams and study materials. Those who were interested in joining a job after graduation were given guidance and support.

From the beginning of the third year, they seemed more serious about studies and some students shifted from slow-learning to medium-learning and medium-learning to fast-learning categories.Frequent sessions were held via phone during Covid lockdown as they started to lose concentration in studies due to Covid pandemic and lockdown.

MENTOR: Ms Jiji Paul

Mentor-Mentee Ratio: 1:20 (II BSc Students)

All the 20 mentees were met personally. They appeared to be confident about their future and many have plans to do post graduation. Few students have bad financial situations. Only a few needed motivation.

Almost every student in this group is active during lectures. They did not hesitate to ask doubts or to have discussions during lectures. They were equally interested in co-curricular activities. They started to attend competitions held at other institutions too. Peer group teaching brought a positive change to those who stood back. They also took initiative in the Free Tuition program.

MENTOR: Ms. Geethika P R

Mentor-Mentee Ratio: 1:8 (I BSc Students)

This group has 8 UG students. The teacher in charge Ms Geethu arranged a personal meet up with each student .Most of the students were very positive towards this interactive section.Geethu shared her experience for promoting her mentees personally and professionally. Some students of this class were very reserved, so they hesitated to open up firsty.Some of them seemed to be interested in extracurricular activities such as drawing ,quiz programs, and dance. And we encouraged these students by giving proper guidelines.Some Shared their difficulties with academics. Students who struggle in their studies, would be given remedial coaching.

Based on the interactive section and classroom performance , students were divided into three groups : Slow learners, average learners and fast learners.The students who are advanced learners would be given proper guidance to excel in their studies. They were also informed about different exams and opportunities that would be available for them. Peer group teaching was also introduced in which fast learners interact with slow learners and they study in a group.

DEPARTMENT OF COMPUTER SCIENCE

MENTORING REPORT

2019-2020

MENTOR: Sindhu T

Mentor-Mentee Ratio: 1:9 (II MSc Students)

There are 9 students in this batch. All of them are good at studies. They would do all the activities together. They had a good bonding among themselves. These students suffered a lot during the pandemic. They were very obedient and enthusiastic students. Some of them got good presentation skills. They used to represent the department for curriculum related activities in various colleges and they won prizes.

MENTOR: Julie P A

Mentor-Mentee Ratio: 1:10 (II MSc Students)

Each student was addressed personally and the students who needed mental health support was suggested for Counseling. Special attention was provided to such students through remedial classes and clearing their doubts personally. Few slow learners improved a lot and were able to perform well in studies. Peer group teaching learning process was also encouraged in class. All students, especially fast learners were encouraged to participate in seminar presentations and workshops. Students were also made aware of the significance of getting a job and becoming financially independent.

Mentoring Report 2019-20

I BA English: Mentors: Ms Darly Mathew and Dr Sr A Princy Anto

Mentor- Mentee Ratio: 1: 16

The group of students were very systematic and vigorous regarding their academics as well as extracurricular activities. They were very interested to take part in arts and sports competitions. For studies also, they didn't wait for external motivation as they always had a spark in themselves. There were one or two students who were extroverts and needed a little emotional support from the mentor. They were given special attention and thus they could be made stable over the time. There was one student who had been cured of terminal illness and she also was extended additional support.

Ms. Darly Mathew

Mentor- Mentee Ratio: 1:17

The students were very sensitive and they responded positively to the moral advice,talks and suggestions from the part of the mentor. The mentor could notice a great flair for language in the group.They were also technically skilled and a few of them would design brochures and blogs.They were eager to learn the lessons and to collect additional materials for reference and reading.The group showed personal attachments to the mentor and would revel their likes and dislikes in a friendly manner.Most of them were free individuals who knew well the art of interaction and communication.

Dr Sr A Princy Anto

II B.A. English: Mentors- Ms. Noble A. Paliath and Ms Bindu Jose

Mentor- Mentee Ratio: 1:13

The group of students were very calm and observant of things. They were not much dynamic except a few in the group. They looked pathetic, but after longer interaction could understand that they were girls of great mettle and determination. They had an overall view of things and could read a matter from multiple angles. In fact the girls expressed ingenuity for language and soft skills. They were found to be good organizers, who were sensitive and not sentimental.

Ms. Noble A. Paliath

Mentor- Mentee Ratio: 1: 14

The girls were a silent group who maintained a log book in all their actions. They were a happy group who were loving, caring and considerate to others. The group was very efficient to carry

out the day to day activities as well as the scheduled programmes of the department. A few of the students had financial difficulties which they conveyed secretly to the mentor. Some of the students were like introverts and after the mingling and interaction, they could be brought out of their shells. There was a student with deceased father who was suffering from utter financial crisis and help was extended to her in terms of mental support and financial aid.

Ms Bindu Jose

III B.A. English: Mentors- Ms Sandra Juliet Jose and Ms. Dhanisha K.S.

Mentor- Mentee Ratio: 1:16

The group was very mature except a few who were always looking sad. They were enquired about the reason for their depression and it was confessed that they were troubled by their broken love affairs. The mentor talked at length to them about the value of life and how to acquire the quality of resilience. They were sent to the clinical psychologist in the college and after sessions of counselling they retrieved their happy and normal mood. They were very curious and ambitious and most of them had high aspirations in life. As far as the mentor could understand, they were working hard to achieve their ambitions.

Ms Sandra Juliet Jose

Mentor- Mentee Ratio: 1: 15

The group was very cooperative with the mentoring sessions.They wished to get the maximum help through the mentoring sessions and was willing to present themselves sincerely in the sessions.They had diffidence and insecurity concerning the opportunities and possibilities of life.They were not much self-assured though sounded serious and mature.The mentor could transfer confidence into the mind of the mentees through real life incidents and anecdotes.Thus they were made to feel hopeful about their future life and the destiny.

Ms. Dhanisha K.S.

MENTOR: Keerthana P. K

Mentor-Mentee Ratio: 1: 4 (I MA Students)

Mentoring and guiding of students had been an integral part of teaching learning process. All the students were met personally. Observed that two of them battling with anger management and having some kind of emotional distress. Guided them to the college counselling centre and provided mental support and personal assistance. The mentoring process believed to keep track of the student performance academically and on other co-curricular activities as well. By listening actively and patiently we created conducive environment for open communication. Anxiety is one of the most common problems identified among students. They were facing issues like low attendance, struggle to finish their work on time, poor academic performance,

fear new experiences, or worry excessively about assignments, homework and grades. They were properly guided by the mentor and provided counselling as the need arises. Mentor made sure that mentees were comfortable and encouraged, motivated, and inspired them in order to ensure that they achieve their goals. Students also cooperated well with the mentor and tried to reach out to the mentor at times of need. They communicated effectively and honestly about their problems and issues. By the end of the year considerable improvements were noticeable in them.

Keerthana P. K

MENTOR: Arya James

Mentor-Mentee Ratio: 1: 5 (I MA Students)

College mentorship programs are always beneficial for certain groups, especially first-year students. Being a fresher in a post graduate course, mentors can navigate their journey of life and career to a different domain. All five students had personal interactions and friendly chitchats at the beginning and which benefited the Identification of slow learners and the students who were undergoing physical, mental, and emotional hardships in their life. Identified a struggling student with difficulty in pronouncing certain sounds and thus conducted separate motivational sessions exclusively for the girl and tried to restore confidence. Individual attention was provided to those who were in need which resulted positive attitudes among students.

Arya James

MENTOR: Mary Davis

Mentor-Mentee Ratio: 1: 10 (II MA Students)

The fundamental objectives of college mentorship programs are to help young minds to achieve career success and to build them fit for the world after graduation. Final year PG students are all set to go out of the campus and embrace the new world of reality with a fresh heart. To make them understand the importance of career goals and mental health was the primary goal of this program. Students who had financial crisis were spotted and necessary steps were taken. All the ten students from the final year PG class were satisfactorily given personal and individual attention.

Mary Davis

MENTOR: Keerthana P. K

Mentor-Mentee Ratio: 1: 9 (II MA Students)

Mentoring, at its core, guaranteed students that there is someone who cares about them, assured them they are not alone in dealing with day-to-day challenges, academics, and helped them feel like they matter. Positive effects in a variety of personal, academic, and professional situations are found in students who meet regularly with their mentors. All the 9 students were provided with personal support throughout the ups and downs of academia. They were asked about their performances in the internal as well as semester examinations. Students were given the opportunity to talk about their academic needs, share their goals, and discuss concerns and needs. All of the meetings as well as the personal details of the students and academic record of tests and exams are recorded in a mentoring book and is maintained by the mentor. The mentor also ensured that the mentees performance is constantly monitored and if necessary, the parents were also informed about the progress of their ward.

Keerthana P. K

DEPARTMENT OF ECONOMICS

Sacred Heart College, Chalakudy

MENTORING REPORT 2019-20

Mentor: Dr. Shirley Jose K

Mentor – Mentee Ratio: 1:41 (III BA Students)

Each student was addressed personally and their problems were solved. Some of the students are weak in their studies. Special attention was provided to such students through remedial classes and clearing their doubts personally. Few slow learners improved a lot and were able to perform well in studies. Peer group teaching learning process was also encouraged in class. All students, especially gifted learners were encouraged to participate in seminar presentations and workshops. Students were also made aware of the significance of getting a job and becoming financially independent.

Mentor: Mr. Nijil Jacobi

Mentor – Mentee Ratio: 1:30 (II BA Students)

All the students were met personally and their concerns and issues were discussed in a detailed manner. Most of the students were average in their studies except a few. Few of them had difficulties in coping up with one or two subjects, especially in complementary paper. They were helped individually by taking up extra time by the respective teachers to discuss more about the subject. Peer group teaching learning process was also encouraged in class. They would conduct all the department activities very systematically. They were all guided to pursue good jobs after their studies.

Mentor: Ms. Jini Thomas

Mentor – Mentee Ratio: 1:41 (I BA Students)

There are 41 students in this batch. Each student was addressed personally and their problems were solved. One student had regular health issues, hence constant support and guidance was provided to her and she was motivated to study well. Some of the students had a financial problem. We try to solve these problems effectively.

Mentor: Ms. Nicy Jose

Mentor – Mentee Ratio: 1:12 (II MA Students)

There are 12 students in this batch. All of them are above average at learning except three of them. They were very pleasant all the time. Few of them had difficulties in coping up with one or two subjects. They were helped individually by taking up extra time by the respective teachers to discuss more about the subject. Peer group teaching learning process was also encouraged in class. All of these students were very creative on the other hand. They were also encouraged to participate in seminars, workshops and other training programs. They were all guided to pursue good jobs after their studies.

Mentor: Ms. Nandana K R

Mentor – Mentee Ratio: 1: 9 (I MA Students)

There are 9 students in this batch. All of them are below average at learning except three of them. They were helped individually by taking up extra time by the respective teachers to discuss more about the subject. Remedial coaching were provided to those students who have backward in their learning. Peer group teaching learning process was also encouraged in class.


ECONOMICS@SACRED HEART
CHOOSE RATIONALLY

Mentoring Report: Libin Francis

- The students in charge are 30 students from III DC BA History (2017-20 Batch). Mentoring sessions were conducted frequently. Students could reach us at any time they face any academic or personal challenges. General mentoring had also been organized during 2019-20.
- Since the students mentored were third year students, more focus was given to orient them for higher studies or job attainment. Basic qualities for being a professional individual were explained to them. Students tried to learn more about higher studies options. To our satisfaction, many students had joined for higher studies from this batch in comparison with the earlier batch.
- The main problems faced by the students were the lack of orientation for higher studies. Many of the students did not have any plans for the post-UG studies. Some of the students even had plans to get married soon.
- Another issue prevailed in their class was the conflicts between some groups in the class out of personal issues. The issue affected the bonding of the class and its coherence. Mentoring helped to resolve the issue to an extent. When they were passed out, it is learnt that they parted as good friends.
- There were some personal family issues faced by some students. One was the case of a girl student who had a conflict with her husband. The issue affected the discontinuation of class for a while. We talked to her and helped her to resume her studies.
- Two students faced learning disability issues. They were given special care to bring into parity with others. But due to the level of disability, they could not clear the courses for the BA History programme.
- Five students who were suspected to have psychological conditions of depression and mood swings, were directed to the professional Clinical Psychologist who had sat in our college. The counselor is a registered professional who was able to find the medical solutions for these students.

- More than 10 students had gone voluntarily for the counseling sessions for various problems they faced.

Mentoring Report of Ms. Meenu Jacob

- In this year 30 students from both second and first year batches were allotted mentoring. I met them personally two times in both semesters in my free time.
- The mentoring session included all the problems raised by the students in relation to their career, academics and other l issues related to their personal growth.
- Few students were referred to the professional counseling. So they easily solved the issues and got proper guidance.
- The students were multi-talented and assisted them to participate in the different competitions held in the colleges and other institutions.
- Few students in the group were slow learners and tried to give them special attention to them

Mentoring Report of Mr. Jose James

- The academic year 2019-20 is marked with the spread of coronavirus worldwide. We also changed from the conventional offline classes and entered the age of online classes.
- I conducted mentoring via Google meet. But this online interaction was not highly successful even though I mentored a few students. But I couldn't identify any student with psycho-socio-economic problems.
- Three students who faced serious financial problems was aided with Rs. 2000 each in the first semester
- These students are learning the course in online mode owing to Covid pandemic. So they face various academic challenges.
- They do not meet their classmates and so they face a socialization issue as reported by around 9 students. They are not allowed to mingle with their friends in college.
- Around 13 students face troubles in their family, mainly related to covid related job- loss of their guardians. So, mentally they are not in a comfortable state to learn new things.

- Technical issues are also faced by several students as they reported that they don’t have smartphones to attend the class. I informed our Principal about this problem. Then the Principal took initiative to resolve the problem by collecting money from the faculty and bought smartphones and provided them to the students. It was a great endeavor
- Network issues were reported by 5 students. So I informed this matter to the internet connectivity technician of our college Mr Anzu and he made some suggestions to resolve the crises and later some students reported that the problem was solved.

Department of Commerce and Management Studies

Mentoring Report

2019 - 2020

Teacher in Charge : Gracy M.K

According to the decision made at the start of the academic year, mentoring of the students for 2019–20 has been carried out in an effective and beneficial manner. To make the mentor-mentee relationship successful, teachers were allocated to students of each year, and this was done as determined. The department keeps a file with student information. All of the kids achieved academic success. The students also expressed worry about their families.

Teacher in Charge : Bindu Paul

The group contains both UG and PG students. When the students were introduced, their opinions on education and families in general were explored. It was noted from the conversation that some kids are dealing with family concerns. A counseling session was proposed for these pupils. Remedial tutoring was offered to pupils who struggled in their academics, while those who excelled in their studies received rewards. Additionally, they were told about several opportunities.

Teacher in Charge : Keerthana T.U

Thirty Nine UG and PG students were personally greeted. While interacting, the pupils displayed expressiveness and discussed their problems. Some of them started off being arrogant, but subsequently sought to change. We made an effort to be more cordial with them, understood the need of instilling moral principles, and

advised encouraging positive interactions with all other teachers. The majority of them excelled academically and showed interest in extracurricular activities.

Teacher in Charge : Nimitha P.M

There were individual meetings with every student. Some of them appear to have a sincere desire to pursue higher education and are truly engaged in their studies. Many people excel in the classroom. Some of the students lacked confidence in their academic abilities. They received the right guidance. Counseling was recommended for pupils whose home problems appeared to disturb them to the point of affecting even their academic performance.

Teacher in Charge : Shinu Joy

Each mentee was individually introduced. They were quite forthcoming in discussing how they felt about academics, their families, and college. All of the pupils had a strong work ethic and a keen interest in their classes. It was determined which pupils struggle with their studies, and the appropriate remedial coaching was given to them. They were also informed of the career options available to them after receiving their degree.

Teacher in Charge : Shalu V.

The department has delegated the mentoring of the students to various faculties in accordance with the discussions and decisions made at the first departmental meeting of the academic year. Both UG and PG students were assigned to each mentor as mentees. The department maintains the confidentiality of mentorship information. Students benefit from mentoring on both a personal and intellectual level.

Teacher in Charge : Neethumol M.S

This group had 36 students. They were all strong students. They were well-connected to one another. Different facets of students' personalities would be characterized based on meetings with them. Numerous topics were brought up, including everything from educational challenges to familial troubles. Many pupils also struggled with health issues. Some students excelled academically. Some students in this class had counseling recommended to them, especially those who had severe family problems and were not very motivated to study.

Teacher in Charge : Revathy M.S

Each student received personal attention, and their issues were heard. Students openly discussed how they felt about their life and their education. While some of the students' troubles were related to their families, others had health challenges. Students were provided the necessary coaching who felt less secure about their academic endeavors. Counseling was recommended for the pupils who were having serious problems.

Teacher in Charge : Anchu K.S

Two mentoring sessions were held during an academic year. Additionally, general mentorship sessions were held. The pupils were questioned on their personal and academic backgrounds. Also sought for are their interests, goals, hobbies, and passions. There were issues in some students' homes. Remedial coaching was provided to the academically underachieving students.