# DEPARTMENT OF CHEMISTRY

## MENTORING REPORT

## 2016-2017

**MENTOR : Ms. Maria Jose**

**Mentor-Mentee Ratio-1:37( I DC Chemistry)**

There are 37 students in this batch. The students are divided into two small groups. A common test is conducted for each group which measures their preliminary knowledge about the chemistry subject. From the results of the test paper selected the best candidate from each group, and this group leader helped the other group members to follow the topics and feedback. By conducting this test the mentor can identify the average learners and slow learners. Students are really cooperative and they discuss their problems with the mentor at any time without any hesitation. They discussed their family problems too. Series of small test series are conducted periodically and evaluated. This will enhance the academic status of students.

**MENTOR : Dr. Santhosh Paul**

**Mentor-Mentee Ratio-1:25 ( I DC& II DC Chemistry)**

There are 25 students in the mentoring programme.Students are very interactive and very much interested in group study. As a mentor I agree to provide support and encouragement to my students and provide feedback on my mentee's progress. Arranged meetings regularly and given counseling in academic level and personal level. The mentees are very cooperative and responsive in nature.

**MENTOR : Dr. Liana A. L**

**Mentor-Mentee Ratio-1:29 ( I DC & II DC Chemistry )**

This batch consists of 29 students.Assesment by a mentor is a continually evolving process. The students are very punctual. They are always available for discussion

based on both teaching and personal .They are very hardworking and obedient .Through continuous evaluation I can motivate both average and slow learners.

## MENTOR : Ms. HeenaPeethambaran

## Mentor-Mentee Ratio-1:21 ( III DC Chemistry)

This batch consists of 21 students. Personal meetings with all the students were conducted. Most of the students openly discussed their problems, both family and academic. Most of the students are facing family problems. Through continuous meetings and personal counseling ,mentors gave personal support and courage to them. All the students are very cooperative and sincere in their studies.

**MENTOR : Ms. Limi V G**

**Mentor-Mentee Ratio-1:25 ( III DC Chemistry)**

The group of students is 25.All types of students are present .Students who are excellent in study ,average and slow in studies etc.They are very committed and approach every time with a hope. They were improved by motivational talks.

**MENTOR : Dr. Rosabella K.Puthur**

**Mentor-Mentee Ratio-1:24 ( M.Sc. Chemistry)**

There are 24 students in the Masters programme.Mentoring has helped in improving their potential and to cope with their problems. They were given counseling and peer group support. Students from remote areas as well as from low socio-economic status settings have also benefited from mentoring. Most of the students are facing family issues..By frequent discussion with them they are motivated. During the motivational classes I passed the CSIR NET exam. They are very interested in writing the test.

2016 - 2017

III DC

There were thirty five students in the class. Most of them are coming from average- or middle class family back ground. One of the most advantage of mentoring was to bring back the girls from unwanted, or love affairs or mere infatuations and directed them to concentrate on their studies. Though swathy vijayan has many hurdles to jump over she is showing much interest in her studies and always come first in the class. Rahma Dileep could not break her affair, but always doubtful about what teachers think about her. Fathima Riswana could not concentrate on her studies as her husband is so adamant and bossy. She is struggling very hard to complete the lantyear. She is not blaming anyone but simply obeys her husband's orders. Anju Davis has almost recovered from the grief - her father died of cancer. But showing interest in her studies. Shifana, Unjendhu, Sethulakshmi, Fareena, Gowrishma, Pravitha, Gopika Saliha Rafi, very nice students, they are very hardworking and trying to get more marks. Apart from that their interest to put dept first in all college activities is worth mentioning. Ann Maria Paul, Christeena Jose & Athira T.S. have no problems at home to study, but they cannot score marks. They were asked to study in a proper way and to refer previous year question papers to get atleast pass the exams. Devika Jayan an exceptional case. Ciya Francis, Athira pratapan, Aswani. I.M. Vasha Anagha, Anjana have shown more interest in their studies.

II DC

There are thirtyseven students in the class - A very vibrant but much varied students Anjitha and Kanya took transfer to a new college in her district. Kanya discontinued studies. Linda has left for another course. Arifa and Athira close friends and show the symptoms of close friendship like quarrels between them for simple reasons. Changaloor sisters, Midhya, Anja and Swathy are very close friends and very obedient and loving and very respectful to the teachers. Anupama is mentally challenged but takes studies serious. We felt her parents interference is too much. Divya is not at all caring or taking serious about her studies instead she is following a floating life style. Mem Rose, is from a well-to-do family and also has that thought in her all activities, that annoys other students in the class. She is more possessive about her friends and that made some problems in the class. Nandhana Jayan, A smart, but very studious and highly talented girl but she lack correct orientation so she lost herself in between. She has some adjacent problem with her parents. Nandana Gosh a gone case - discontinued her studies. Thanisha has unnecessary contacts & friendships with students of other dept and always making problems in the college and hostel as well. Smithy poor student, always doubtful about her future as she is staying in a girls home at wayanad. Parvathy is very talented but not serious at in her studies. She is a slow learner. Take all other matters seriously very keen to help others. All other girls Rosmy, Nivya, Niva, Rosemary Pavizham, Sidhy, Neeraja, Sayana Ray, Priyakrishna, Seethu Lakshmi, & Mercy Simon working hard to get more marks.

I DC.

Thirty three students joined the course. Three girls left the course early as one eloped with her lover, one got married and other one joined another course. Three students stayed at hostel and others are from their own houses. Shajana was psycologically challenged one always show some problem so as to call her mother most of the days in the initial times. This problem reduced later and she is advised to meet the clinical pyscologist at the college. But her friends were very calm and quiet and help her in all ways. Bleny, got married after she took admission, and her agitation reduced and she showed more interest in her studies. Akhila has a special type of character. She takes everything very silly. She has full support from her family. Amnitha, Anjitha, Aswathy, Jerny Megha, slow learner. They do not have much problem at home. There is no other matters affecting their studies. Renjima is feeling very sad as she is thinking of her mother who is abroad. She has an elder sister who is also studying in the college. Lisha K.S and Vidhya come and go together to home and college. Lisha's parents do not like her friendship with Vidhya. Vidhya studies well and talented too. But she has some affairs and tries little wits on her friend, Lisha. Anusha is very studious and highly talented one. Aleena & Alfiya good friends go well with each other very hard working. Vijitha, though economically unsound, she is a good quality girl. Very hard working and obedient see her future bright. Gayathri, Risna, Abiya, and Namitha, though tries hard to study need much attention. Christeena, Binitha, Hima Pooja and Ashmy belongs to above average girls and have hard working nature. Their group spirit is commentable.

# DEPARTMENT OF MATHEMATICS

## MENTORING REPORT

## 2016-2017

**MENTOR : Ms.Ross Flower P.M.**

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

The teacher in charge had a personal meeting with all the students of this class. They opened up with the mentor and shared their difficulties and family issues too. The teacher in charge was able to communicate well with students. Their problems were discussed and resolved. Students became enthusiastic about learning. Most of the students were average learners. We provided remedial classes for slow learners and their performance increased gradually. Fast learners and average learners were motivated to study more and go for higher education in Mathematics.

**MENTOR : Ms. Maria Jose**

**Mentor-Mentee Ratio: 1:14 (I MSc Students)**

There are 14 students in this batch. They are all really hard working students. They are ready to put in their maximum effort to achieve something. Some are weak in studies. Efforts were made to make them better by conducting special classes and regular tests. The students were all good in presenting seminars. They were all guided to take up the NET exam seriously. Most of them took the effort to solve previous year NET questions regularly.

**MENTOR: Ms Nikitha P B**

**Mentor-Mentee Ratio: 1:21 (III BSc Students)**

There are 21 students in this batch. Personal meetings with all the students were conducted. Most of the students openly discussed their problems, both family and academic. For some students, suggested counseling.

Students participated in various programmes which improved their mathematical ability. As a result of this, few slow learners were able to improve their mathematical skills and few average learners also improved a lot.

All the students discussed their plans for higher studies and necessary guidance about the entrance exams and all were given to them. Mentored the students about the opportunities after the completion of their graduation. Most of the students wanted to do post graduation and necessary guidance was given to them .Those who were interested in joining a job after graduation were given guidance and support.

**MENTOR: Ms Sruthy**

**Mentor-Mentee Ratio: 1:23 (II BSc Students)**

This Batch consists of 23 Students. All the students were met personally and their issues were discussed in detail. They opened up with the mentor and shared their difficulties and family issues too. Some had to be recommended for counseling.

Most of the students were average learners. Slow learners were identified and provided remedial classes for them and their performance increased gradually. Peer group teaching was also introduced in which fast learners interact with slow learners and they study in a group. Average students were monitored and guided for becoming fast learners. Fast learners were motivated to improve their mathematical skills .

They actively participated in sports and cultural programs conducted by the college. They also took initiative in the free tuition programs at Balikasadanam and Mercy Home.

**MENTOR: Ms. Geethu Simon**

**Mentor-Mentee Ratio: 1:12 (I BSc Students)**

This group consists of 12 UG students. All were met personally. Some of the students showed concerns about studies and the course. One of the students shared about minor family issues but showed great determination for studies. Most of them are sincere and genuinely interested in studies. Students frankly shared their feelings about studies, college and their lives.

The students who are advanced learners would be given proper guidance to excel in the 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

## 2016-2017

**MENTOR: Julie P A**

**Mentor-Mentee Ratio: 1:7 (II MSc Students)**

The teacher in charge had a personal meeting with all the students of this class. The batch was very enthusiastic .Except two of them were from streams other than computer science. Though they were from different streams they follow their subject classes very smoothly. They had a very good bond of cooperation among the peer team. They were very obedient and respectful to the teachers. They participated very well in all the programs coordinated by the department. Social status of the students was average. No remedial coaching was needed for the students of this batch.

**Mentoring Report:**

**2016-17:**

**I BA English: Mentors: Ms. Darly Mathew and Ms. Lekha Willy**

Mentor- Mentee Ratio: 1:13

There were 27 students in the batch. It could be easily identified that majority of the students were inhibited to communicate with the teachers and also in between. Thus it took around 3-4 months to break the ice and to have a normal and dynamic exchange of ideas and feelings in the class. Counseling by the clinical psychologist in the college and the friendly approach of the teachers made the things better. The first 13 students were under my mentorship and rest were under Ms. Lekha Willy. For majority, the financial condition was only fair,for a small group it was worse and for one or two only it was financially sound.Many of the girls were distracted by teenage problems and romantic involvements which badly affected their studies.The problems could be sorted out by providing consistent and individual attention to the girls ,which enabled them to restore their healthy selves.Generally the batch was very good at dance and histrionics and there was one girl outstanding for cycling and sports. For academics,though they were a little disoriented in the first year,they started to work hard gradually and finally could come up with good results.

Ms. Darly Mathew

Mentor- Mentee Ratio: 1:14

There were 14 students under my mentorship and this group of young women cooperated well with the meetings with mentor. Two of them had difficulty in adjusting with school college transition. The importance of integrating the system for enhancing students' performance is a common resolution adopted by a meeting of the teaching faculty. With a wide variation in the student population in regard to educational and economic background, the system promises to provide a better understanding of individual students and bring out their highest potential. These students were open from the very beginning and were able to find out the potential and weakness of the students.

Ms. Lekha Willy

**II BA English: Mentors: Ms Noble A. Paliath and Ms. Bindu Jose**

Mentor- Mentee Ratio: 1:17

This batch consists of seventeen students. All the students were met on one to one basisand their issues understood thoroughly. Eventhough there was reluctance from their side atfirst slowly

they all opened up. Some had to be recommended for counselling at the college counciling centre. Slow learners were identified and remedial classes were provided to them.Peer group mentoring also brought significant changes in them. The students were keen to participate in the various sports events and cultural programmes conducted in the college and were encouraged to go to various competitions and seminars outside college too.

Ms. Noble A. Paliath

Mentor- Mentee Ratio: 1:16

The mentees were sixteen undergraduate students of II B.A. English. After regular and subsequent meetings with the students a rapport was established among the mentor and mentees. Except a few, most of the students were interested in their studies. Students who faced financial issues were identified and assistance was provided to them. It is noticed that peer group discussion was very helpful for slow learners. Students were assigned topics on monthly basis to improve their creative writing. The batch in general is highly motivated and were prompt in following the guidelines given to them.

Ms. Bindu Jose

**III BA English: Mentors: Dr. Sr. A Princy Anto and Ms. Varada K.**

Mentor- Mentee Ratio: 1:14

There were 14 students of III BA English assigned for the academic year for mentorship. And as a Mentor, the first stage was to collect the academic and personal data of Mentees and maintain a Mentee Log Book for the smooth conduct of Mentor-Mentee interaction. And in the process it is found out that some students have deep family issues that are affecting their academic performances and there are few others who are deeply anxious about future and career. Though proper counseling as a mentor, it was possible to reduce this to an extent and made the students more comfortable and confident to face the life after their degree studies.

Dr. Sr. A Princy Anto

Mentor- Mentee Ratio: 1:14

Of the 14 students assigned for mentorship from the batch of final year BA English students, through proper guidance and mentoring, by meeting them both individually and as group, the students were given more orientation towards their future and future studies. They actively

participated in cultural events and sports events of the college. As mentor, I could always insist them to do their best. The needy students were given remedial classes to clear the back logs of previous semesters. The advanced students were given guidance for future studies and were send for various programmes outside college to get more interactions from outside regarding job and higher studies. Few students had financial issues and some part of it were address by the department through proper channel.

Ms. Varada K.

**MENTOR: Ms. Treasa Peter**

**Mentor-Mentee Ratio: 1:16 (II MA English)**

The Teacher Incharge met all the students personally. With insistence, they opened up with the mentor and shared their difficulties and family issues too. The teacher was able to gain the confidence of the students entrusted to her. Some students were identified as lacking in writing lengthy essays. They were given some tasks and a gradual progression was noticed in their way of writing. Moreover, they were encouraged to go for higher education after their Masters.

Treasa Peter

**MENTOR: Ms. Lily Ann Vincent**

**Mentor-Mentee Ratio: 1:16 (I MA English)**

Mentor met each of the students personally and listened to their queries and concerns. In the beginning they had much apprehension about the Masters Degree. Individual attention was given to all mentees and detailed methodology of the subject was given. Students were encouraged to attend seminars and workshops whenever possible. With the continuous support from teachers, students were able to perform well in studies.

Lily Ann Vincent

# DEPARTMENT OF ECONOMICS

## Sacred Heart College, Chalakudy

## MENTORING REPORT 2016-2017

**Mentor: Dr. Shirley Jose K**

**Mentor – Mentee Ratio: 1:32 (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: MS. Dhanusree Ullas**

**Mentor – Mentee Ratio: 1:35 (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 papers. They actively participated in all the cultural and sports programmes conducted at the college. 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: 1:38 (I BA Students)**

There are 38 students in this batch. Each student was addressed personally and their problems were solved. They actively participated in all the cultural and sports programmes conducted at the college. Some of the students had a financial problem. We try to solve

these problems effectively. They would conduct all the department activities very systematically. They were all guided to pursue good jobs after their studies.

**Mentor: Ms. Roopa Ramesh**

**Mentor – Mentee Ratio: 1:7 (I MA Students)**

There are 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.

**Mentoring Report of Ms. Meenu Jacob**

- 24 students from the third year batch allotted for the mentoring. Free time of the students used for the mentoring session. I contacted them personally two times in each semester and provided general instructions related to academics and enquired about their studies, family and other matters related to the students.
- Majority students from poor financial background and had the ambition of acquiring any work after their studies
- Majority students were very active in sports and participated in various competitions held in both the college and university.
- Among these students, one student was highly brilliant in academics and motivated her to score high marks.
- The needy students from this group sent to the counseling and proper care given to these students

**Mentoring Report of Ms. Smina M B**

- 25 students from the first year batch allotted for the mentoring. Majority students come from poor financial backgrounds.
- And through the mentoring process I identified the advanced learners and slow learners and gave them necessary advice.
- Slow learners of our department were provided remedial coaching.
- Few students shared their family issues related to financial problems and gave some financial aid to these students.
- I tried to inspire and motivate the students for their higher studies and competitive examinations.

**Mentoring Report of Ms. Soumia K V**

- 25 students from first year and second year classes allotted for the mentoring.
- Among these students few were highly talented and active in academic and extracurricular activities
- To provide guidance, effective learning and skill development of our students and to find out slow learners, average and advanced learners.
- Tried to motivate our students to achieve professional and personal goals.

**Mentoring Report of Ms. Kavitha K K**

- 27 students from first, second and third year batch allotted for mentoring
- Identified the academic weakness and tried to solve their academic problems
- Tried to motivate to set new goals that help them to achieve their personal success
- Tried to improve their self confidence and suggest remedial training for their studies

# Department of Commerce and Management Studies

## Mentoring Report

**2016-17**

**Teacher in charge: Gracy M K**

Students were greeted and asked about their opinions on academics and family life in general. It was evident from the debate that some students had familial troubles, especially financial ones, and that some have academic challenges. Remedial classes would be offered to those who struggle academically. Students who are advanced learners will receive the necessary coaching to succeed in their academics. Additionally, general strategies for studying for such tests were covered, and they were educated about other exams and chances that will be available to them. Remedial techniques were recommended for pupils who are having a lot of trouble focusing on their class work.

**Teacher in charge: Miny M J**

Each student was welcomed personally. Meeting with pupils allowed for the identification of many facets of their personalities. Numerous topics were brought up, including everything from educational challenges to familial issues. Many of the students had health issues. Many kids spoke candidly about their personal issues. Some students were less motivated or slow learners, and for them the right methods would be applied, such as remedial tutoring and promoting class engagement. Some students perform academically and have a strong sense of motivation.

**Teacher in charge: Bindu Paul**

Following introductions, questions concerning general family life and academic concerns were posed to the class. The discussion made it clear that some kids struggled with their families, particularly their finances, and that others had academic difficulties. For those who have scholastic difficulties, remedial classes would be made available. Students who are advanced learners will get the mentoring they need to succeed in school. Additionally, general study techniques were discussed, and they were informed about other exams and opportunities that will be open to them. Students who struggle to concentrate on their classwork were advised to use remedial strategies.

**Teacher in charge: Ria Thomas**

The class was then given questions about general family life and academic issues after the introductions. The conversations revealed that some youngsters had issues with their families, mainly their finances, and that others had academic problems. Remedial classes would be available for people who struggled in the classroom. In addition, standard study methods were covered, and students were told about upcoming examinations and opportunities. Remedial techniques should be used by students who have trouble focusing on their coursework..

**Teacher in charge: Sima C S**

The students were welcomed and questioned about their thoughts on family life and education in general. The discussion made it clear that students were dealing with family issues, particularly financial ones, and that some had scholastic difficulties. Those who have academic difficulties would be provided remedial classes. Advanced learners will be given the guidance they need to excel in the classroom.

They were also informed about further exams and opportunities that would be accessible to them, as well as general study techniques for such assignments. For students who struggle to concentrate , remedial methods were suggested.

**Teacher in charge: Shinu Joy**

Each new student was warmly greeted. Meeting with students made it possible to recognise a wide range of personality traits. There were many things discussed, ranging from difficulties in the classroom to problems in the family. The youngsters' health problems were widespread. Many children discussed their own problems openly. The appropriate strategies, such as remedial tutoring and encouraging class engagement would be used for some students who were less motivated or slow learners. Some students excel in the classroom and are very motivated.

**Teacher in charge: Delmy Davis**

The students were personally met, and their perspectives on academics and their family in general were discussed. Meeting with students allowed for the identification of various aspects of their personalities. It has been observed that many students face family issues, the majority of which are financial. Some students were slow learners or less motivated; for them, an appropriate strategy would be used, such as remedial coaching, encouraging participation in class, and recommending counseling sessions to help them focus on their studies. Some students excel academically and are highly motivated.

**Teacher in charge: Neethumol M S**

The students were introduced in person and their perspective on Academics and family life in general were discussed. Meeting with students us ual to identify various aspects of their personalities. Many students, it has been observed, have family issues the majority of which are financial. Some students were so learners or less motivated. For such students an appropriate strategy such as remedial coaching encouraging class participation and recommending counseling sessions would be used to help them focus on their studies.

**Teacher in charge: Keerthana T U**

Each student was personally greeted. Meeting with students allowed for the identification of many aspects of their personalities. Several topics were raised, ranging from educational difficulties to family issues. Many of the students had health problems. Many children spoke openly about their personal problems. Some students were less motivated or slow learners and the appropriate methods such as remedial tutoring and encouraging class participation would be used for them. Some students excel academically and are highly motivated