DEPARTMENT OF CHEMISTRY

MENTORING REPORT

2017-2018

MENTOR : Ms. Maria Jose

Mentor-Mentee Ratio:1:24 (I DC Chemistry)

The mentoring process is carried out on 24 students of first year degree .The students are hardworking in nature. Out of these 24 students five are very back in studies.Special coaching has been arranged for this week students. Conducted frequent discussions individually to give special attention to students who are suffering from family problems. The students are very cooperative and behave respectfully to others. They know the values of life.

MENTOR : Dr. Santhosh Paul

Mentor-Mentee Ratio:1:24 (I DC & II DC Chemistry)

Twenty four students are involved in the mentoring process. A mentor is always available if students need any help or advice. At the end of each semester exams mentors –mentees discuss the progress in studies and other learning related issues. There is a reliable and trustful mentoring relationship between student and mentor.

MENTOR : Dr. Laina A L

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

The mentoring group consists of 25 students. It was noted that many students performed poorly in some papers because of their lack of confidence and knowledge, disinterest and reluctance to study a particular area. Students lacked prior knowledge and had very little self motivation toward studying. As a mentor I am provided basic classes and given personal coaching to needful students.

MENTOR : Dr. Anuja E V

Mentor-Mentee Ratio: 1:24 (II DC& III DC Chemistry)

About 24 students participated in the mentoring programme. The tutor meets one or two students every day either before or after the classes or during the lunch interval. Most of the students are facing family issues. By frequent contact and counseling students got moral support and courage to face problems. Among the 24 students 17 students are brilliant in their studies.These topper students helped the other slow learners with mentor's advice. Students are really hard working.

MENTOR : Ms. Aswathy M A

Mentor-Mentee Ratio: 1:22 (III DC Chemistry)

To help to improve academic performance and to to improve student teacher relationship the mentoring process is started. About 22 students are involved in the process. Students are divided into certain groups. Each group is conducting special meetings. Given personal caring and support through counseling.

MENTOR : Dr. Rosabella K.Puthur (M.Sc. Chemistry)

Mentor-Mentee Ratio-1:12

There are 12 students who belong to the Masters programme. All of them are good at studies. They would do all the activities together. They had a good bonding among themselves. Mentoring has helped in improving their potential and to cope with their problems. Students from remote areas as well as from low socio-economic status settings have also benefited from mentoring.

MENTOR : Ms Anu Rose Chacko(M.Sc chemistry)

Mentor-Mentee Ratio-1:12(M.Sc chemistry)

The group of students is 12. All types of students are present .Students who are excellent in study,average and slow in studies etc. Students are divided into groups and each group is provided with special support and care to improve their academic performance.

2017-18

III DC

From 37 students the number reduced to 36 Kavya terminated her studies, Nandana Cresh joined nursing, Rizwana begum, returned to her native place due to some problem. As third year degree students, students are destined to study hard. They concentrated more on their studies but also enjoying their final year life in the college. I felt there students friendship and togetherness of the students intensified. They took much interest in their fellow mates matters and if they find something fishy or others problem whatever it may be, difficulty in their studies or money matter they complete each other to bring these matter to the attention of their teachers. That's how they worked hard to sell quail egg to collect money to maintain, complete the house construction of Swathy. Still some egoclashes occur between two students, which was due to their possessive nature. Divya was caught in between for her unnecessary affairs. This was informed by her peers only. All together Arifa was directed to the clinical psychologist. Athira couldnot write chemistry practical exam (University), as she eloped with his lover. Tharsiha's friendship with other girl become annoying she couldnot see that girl taking advantage on her. As usual is showing empathy towards her broken family and unsound family back ground.

II DC.

Grayism was strong among these batch. as mentors we tried our level best to break this. Though there were thirty students altogether there were 31 gps. Rearranged their sitting with group members; Some dominant students played the role of supervisors. They were asked to meet the psychologist. Vismaya became reluctant to stay in the hostel and she returned home. So she paid less attention her studies. Unlike her father, mother take less serious about her studies. Though her intention was to go to Newzealand for her higher studies, interested in other matters. Vidhya & Lisha are again making problems. Had to call their parents to college to discuss their matter with them. Vidhya is very adamant and lunning low. Lisha's father is very strict and thencewords she is picked by her father to and fro to college. Megha - is simply wasting her time in the hostel moving around with diff gangs. She found not sleeping at night. She is keeping some hallucination. She is also devoted to the counselor. Feel very sick as these girls are not responding the way the time required.

I DC.

There are 35 students in the class. Most of them are coming from average family background. Very few are from well to do or Three are in hostel. Really some of them are without any interest or any ambition in their life. They do not know what is to be done after their studies or the measures to get a job. One girl lost her mother at 4th standard. Her father cares her a lot. One girl's father left her family at childhood. Her mother married another person but he is with bipolar syndrome. Always put family in doldrums. This affected her studies and

character. This batch has a number of slow learners. Through remedial coaching tried to improve their scores in exams. One girl, though could study better, spending much time on "mule". Timely intervention could saved her wasting time on this. Her father's care on this matter improved her character too. Kavery was always had a confusion whether she is in the shadow of her elder sister. This frustration affected her studies and behaviour. One week's counseling improved this situation. Sona, an ICSE student, but not showing any signs she had an ICSE training, don't even talk much very silent behaviour. She is more concerned about her travelling from Mannutty to Chalakudy. Derika C.S consider herself as "something" or can do wonders. But she cannot catch things the manner teachers expect. Though silent, Ganga does things in a better way. Silpa Gopi is thinking that she cannot follow zoology, as she prefers physics to zoology. But slowly she picked up and started loving zoology. Amala is very ambitious often has weired expectations but she is moody. Mood swings affect her concentration in the study matters. Altogether as first year degree students, no grouprism was in the class. A very good group spirit is observed.

DEPARTMENT OF MATHEMATICS

MENTORING REPORT

2017-2018

MENTOR : Ms. Krishnamol & Dr. Nidhin T J

Mentor-Mentee Ratio: 1:14 (II 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. Three of them are weak in studies. Efforts were made to make them more comfortable with learning by conducting regular test papers and revisions. One of the students had some issues in her marital life. Guidance was given to her in the best possible way. She was able to recover from these issues later on in a slow pace. Four of them are excellent in studies. These students were encouraged to participate in various academic competitions. They had to be pushed a little to do the same. They were all contended once they received awards for the same. All the students of this batch were guided to take up the profession of teaching after clearing the NET exam. Most of them took sincere effort to do the same.

MENTOR: Ms.Lipsy Poulose &Ms. Linet Roslin Antony

Mentor-Mentee Ratio: 1:18 (I MSc Students)

Mentor met each of the students personally and listened to their queries and concerns. Each student was given orientation personally which highlighted the methodology and techniques to learn the subjects of the MSc course efficiently. Mentees were encouraged to participate in all the extra-curricular activities and seminars and workshops which were organized in and outside the college. Slow learners were identified and special attention was provided to them. Students were motivated to go for higher education and were given guidance for the same. They were also made aware of different competitive examinations and asked them to prepare for it. Some students were directed to meet a professional counselor.

Through continuous support from teachers, students were able to perform well in studies.

MENTOR: Ms Nikitha P B

Mentor-Mentee Ratio: 1:23 (III BSc Students)

All the students were met personally and they shared their problems in college life. The personal issues of the mentees were also noticed .Some had to be recommended for counseling.

Mentees were encouraged to participate in all the extra curricular activities and seminars and workshops which were organized in and outside the college.They also took initiative in the free tuition program at Mercy Home where they gave academic support to orphans, which evoked a sense of social responsibility in them.

Counseled the students on various aspects of final year examinations. 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 . Mentored the students about the opportunities after the completion of their graduation.

MENTOR: Mr. M D Varghese

Mentor-Mentee Ratio: 1:12 (II BSc Students)

The mentees were 12 ug students of II UG mathematics. After regular and subsequent meetings with the students the overall character was understood. Most of the students were genuinely interested in studying mathematics. Proper guidelines and encouragement were given to make them more productive.Some students faced difficulties during the 2018 flood, which also affected their studies. Students who faced financial issues were identified and needful was done.

It is noticed that the peer group discussion was very helpful for slow learners.The batch in general is highly motivated and follows guidelines given to them promptly.

MENTOR: Ms Geethu Simon

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

Each of the 15 students of this class met separately. While a few were hesitant to open up about their future plans and family situation, others expressed a strong interest in building a career and being independent.

Motivation talks and peer group studies helped to build confidence in the slow-learners and shy girls. Some of them participated in the freshers' program, which made them adapted to the college.They also made evident participation in the Free Tuition program at Balika Sadanam and Pothichoru program which made them understand their duties towards the society and made them feel how blessed they are. Different activities held at college and department level brought positive changes to all of them.

DEPARTMENT OF COMPUTER SCIENCE

MENTORING REPORT

2017-2018

MENTOR: Sindhu T

Mentor-Mentee Ratio: 1:8 (II MSc Students)

Total number of students was 8.The batch exhibited an extraordinary cooperation between the students. They exceeded the expectation with the quality of their work. They used to respond to the academic activities timely. The leadership skills of some of the students are identified. Among eight students one was below average level and she was recommended for remedial coaching. One of the students got married during the course period and after that she required clinical assistance for better mental health. One of the students among them had a very good decision making capability. At the end of the course a noticeable improvement was seen in their activities.

Mentoring Report 2017-18:

I BA English: Mentors: Ms. Sandra Juliet Jose and Ms. Lekha Willy

Mentor- Mentee Ratio: 1:16

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. Of the 16 students assigned for mentorship from the batch of first year BA English students, through proper guidance and mentoring, by meeting them both individually and as group, the students were given more orientation to scale through the differences between college and school life. It is identified that there are difficulties for many students to patch up with the new set of students and new place of study in the initial days here in college, but later they got used to the college life. Then the anxiety of the most of the students reduced. Few of them had relationship issues and some had financial issues. Both were addressed as per the directions given by the clinical psychologist at service in the college. The advanced learners of the group were identified through meet-ups and tracking their progress on a regular basis.

Ms. Sandra Juliet Jose

Mentor- Mentee Ratio: 1:15

There were 15 students assigned from the I BA English batch for mentorship. After the initial bewilderment, the students had of joining a college, all the 15 mentees were quick to adapt to the ways of the college. The Mentor familiarized them to the college and what is expected of them in these three years of college studies. Some adapted well but a few took some time to get to the new norms. Towards the end of the academic year the mentor could see a bubbly team of fifteen ever ready to participate in any event, be it academics or co – curricular activities.

Ms. Lekha Willy

II BA English: Mentors: Darly Mathew and Dr. Sr. A Princy Anto

Mentor – Mentee Ratio: 1:13

The Mentor personally met all the 13 students under her tutelige. As Second years they knew what mentoring was and was quick to respond to the mentors' instructions or guidelines. Except one or two the rest of the students shared their problems and the mentor was able to solve most of the issues. They actively participated in the events of the college and were generally an enthusiastic lot.

Ms. Darly Mathew

Mentor – Mentee Ratio 1:13

The 13 students of this batch had amicably settled into their college life and studies. One student had a personal issue which needed expert counselling sessions. With the help of the college counsellor she was able to come out of the situation and get back to her old self. The students were also motivated of the need to be socially responsible. They were encouraged to participate in debate and literary competitions.

Dr. Sr A Princy Anto

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

Mentor – Mentee Ratio 1:16

The Mentor found time to personally meet all the students. The students shared their anxieties with the teacher. Considering the personal well being of the Mentees, some students were recommended to meet the college counsellor. Being their final year, they were all keen to participate in all the activities conducted in the college. They were encouraged to participate in various seminars and academic activities outside college. The Final years were taken to the nearby "Karuna bhavan", a hospice for the aged which instilled in them a sense of social responsibility.

Ms. Noble A. Paliath

Mentor – Mentee Ratio: 1:17

The Mentees were seventeen students of final year BA English. After regular subsequent meetings with the students the overall character of the students was assessed. The children were encouraged to be more productive in their final year of UG. Peer group mentoring was an effective learning tool in this group. They were also mentored about the opportunities that lay ahead of them after completion of their graduation. The students were encouraged to participate in more academic activities like seminars and literary competitions outside the college to have more literary exposure from outside. They were given timely advice regarding PG entrance examinations and higher studies.

Ms. Bindu Jose

MENTOR: Ms. Sreelakshmi N

Mentor-Mentee Ratio: 1 :12(II MA English)

This Batch of 12 were hardworking students. They were ready to put in their maximum effort to graduate with flying colours. Sometimes they needed that push to put in that extra effort. The students were encouraged to participate in various competitions. They were also

encouraged to clear NET Examination and to undertake research after their studies. Most of them took sincere efforts to clear the UGC NET exam.

Sreelakshmi N

MENTOR: Ms. Josna T George

Mentor-Mentee Ratio: 1:12(I MA English)

Though the System of Mentor Mentee has been implemented in the last few years, significant improvement in the Teacher – student relationship can be seen. Through a careful examination of Mentor's Report several remedial classes in the identified topics or subject for difficult learners were arranged. Mentors ensured mentees frequent visits to the college library and through sustained motivation elevated their self-confidence. Mentors also monitored the emotional well – being of the students and referred distressed cases to the clinical psychologist in the college.

Josna T George

DEPARTMENT OF ECONOMICS

Sacred Heart College, Chalakudy

MENTORING REPORT 2017-2018

Mentor: Mr. Nijil Jacobi

Mentor – Mentee Ratio: 1:34 (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. The 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. Jini Thomas

Mentor – Mentee Ratio: 1:38 (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 studies except a few. Few of them had difficulties in coping up with one or two subjects, especially in complementary papers. They were helped individually by taking up extra time by the respective teachers to discuss more about the subject. The 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: Dr. Shirley Jose K

Mentor – Mentee Ratio: 1:45 (I BA Students)

There are 45 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. They would conduct all

the department activities very systematically. They were all guided to pursue good jobs after their studies.

Mentor: Ms. Nicy Jose

Mentor – Mentee Ratio: 1:7 (II 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. The 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.


ECONOMICS@SACRED HEART
CHOOSE RATIONALLY

Mentoring Report: Libin Francis

- The mentoring list included 24 students from II DC History (2016-19 Batch) and 6 students from I DC History (2017-18 Batch).
- The same year was the first year in my teaching career as well. So, I took the effort to understand the academic culture of the college and the students in general.
- Many students came to us sharing their personal and academic problems. I've consulted with the senior teachers in the department with some problems.
- There were a number of family problems faced by students. Some of the cases were directed to the professional counselor.

Mentoring Report of Ms. Meenu Jacob

- 31 students allotted for the mentoring session of this year. The group included 30 students from third and one student from second year. The session is handled in the free times as per the convenience of the students. Through this personal contact, I tried to ensure their concentration more on their studies. And regular follow up given to them in each semester at least I contacted them twice in each semester.
- Few students shared their familial problems and those students were advised to take the help of counseling.
- Major issues faced by them were addiction, communication, drafting and proper orientation. And these were addressed to our maximum.
- The parents of these students were majority daily laborers. They faced financial problems and few were given financial help by the faculties and the management.
- Students were very active in sports and won prizes in various competitions. And encouraged them to participate in the different items.
- One student was highly talented in academics and planned to prepare for the civil service exam

Mentoring Report of Mr. Jose James

As a faculty of Political Science, I interacted with some slow learning students of the 2017-18 academic year. I identified many students with learning disabilities, family problems, psychological problems etc.

- Through my in depth interaction with them, I understood some students facing financial backwardness. Hence, the department of History provided financial assistance to those poor students.
- Moreover, we visited the houses of some economically backward students and offered moral and financial support to them.
- Similarly, some students were faced with severe Psycho-social problems. I recommend their names to our student counselor Mrs Juliet Shony for getting professional counseling.
- The students in charge of this mentor are 30 first year degree students. Mentoring sessions with these students have been done twice in the first and second semesters. General mentoring sessions are also conducted.
- In the first session itself, students are asked with their academic and family details. Their interests, ambitions, passion, hobbies are also sought out. They are asked to reveal their talents and so could identify clearly that three students sing songs excellently.
- One student's father died two years ago and she was not happy with her second father. Therefore, I provided special care to that student and finally she successfully completed her course.
    - I witnessed a progressive change in those problematic students' behavior and conduct after these mentoring and professional counseling we provided. Moreover, I realized that these slow learning and problematic students achieved success in their subsequent BA Degree examination of Calicut University.

o Hence, I understood that mentoring with the student community always ends with positive results and excellent output. Therefore, nobody can ignore the importance of mentoring in college curriculum.

Department of Commerce and Management Studies

Mentoring Report

2017-18

Teacher in charge : Gracy M K

A mentor - mentee session was held with the students. They shared a lot about their difficulties in studies and their personal life problems. Most of the students expressed their fearful feelings towards exams and they were provided proper guidelines and counseling sessions in order to know " how to face the exams". Some of them showed their difficulties in the learning process, and that was solved through giving adequate remedial classes.

In addition to that, students who had personal problems were given counseling sessions and that showed a tremendous change in their academic life. Advanced learners had given notes to support their studies which resulted in better results in their studies.

Teacher in charge : Mini M J

A detailed interactive session was conducted with students where they were free to talk about themselves. Many of them revealed their problems in connection with the studies. Excellent students were okay with the teaching system as it is. It Was also discovered that there were a few slow learners in the class who were incapable of following the class, and they were equipped with proper short notes and previous year question papers.

Most of the students shared their family problems in connection with their financial aspects, severe health issues of family members, alcoholic intoxication of father

and so on. Moreover they shared their opinion and different viewpoints towards life. Mentoring helps to detect the student’s Career planning and their extra curricular activities which were hidden in themselves.

Adequate counseling sessions were provided for the needy students which helped them to improve their mental life and also it helped to wipe out the fears with regard to the exams and its preparations.

Teacher in charge : Bindu Paul

Students participated in a thorough interactive session during which they were allowed to freely discuss about themselves. Many of them disclosed issues they had with the study. Excellent pupils were satisfied with the current teaching methodology. It was also found that the class had a few slow learners who were unable to keep up with the discussion and who had access to proper brief notes and previous year's exam papers.

The majority of the kids discussed their family troubles, including their financial struggles, serious health issues with family members, their father's alcoholism, and other challenges. Additionally, they expressed their opinions and various points of view about life. Mentoring assists in identifying a student's hidden extracurricular activities and career preparation.

Teacher in charge : Nimitha P M

With the pupils, a mentor-mentee session was held. They talked extensively about their academic challenges and personal issues. The majority of students stated their anxiety about tests, and in order to help them learn "how to face the exams," adequate instructions and counseling sessions were given to them.

Some of them had learning challenges, which were resolved by providing suitable

remedial lessons.

Additionally, students who were struggling with personal issues received therapy, which had a significant impact on their academic performance. Advanced students received notes to supplement their study, which led to greater academic outcomes.

Teacher in charge : Neethumol M S

The students engaged in an extensive interactive session where they were free to talk about themselves. Many of them expressed disagreements with the study. Excellent students were happy with the way the school was being run right now. Additionally, it was discovered that the class had a small number of slow learners who were unable to follow the conversation but had access to appropriate short notes and prior test papers.

Most of the children talked about their family's problems, including their financial difficulties, significant health concerns with family members, their father's drinking, and other issues. They also shared their thoughts and different perspectives on life. Finding a student's secret extracurricular activities and job preparation is much easier with mentoring.

Teacher in charge : Keerthana T U

A mentor-mentee session was held with the students. They discussed their difficulties in school and personal problems in great detail. The majority of students expressed test anxiety, thus suitable instructions and counseling sessions were provided to them in order to assist them understand "how to face the exams."

Some of them had learning difficulties, which were remedied by giving the proper classes.

Therapy was also offered to students who were having personal problems, and this had a major effect on their academic achievement. Advanced students were

provided with notes to support their study, which improved their academic performance.

Teacher in charge : Shalu V

With the pupils, a mentor-mentee session was held. They went into considerable length about their academic challenges and personal issues. The majority of students reported experiencing test anxiety, thus appropriate guidance and counseling sessions were given to them to help them learn "how to face the examinations."

Some of them experienced issues with learning, which were resolved by providing the appropriate lessons.

Students who were struggling with personal issues could also get therapy, which had a significant impact on their academic performance. Advanced students' academic performance increased as a result of receiving notes to enhance their studies.

Teacher in charge : Minu Manoharan

Students participated in a thorough interactive session during which they were allowed to freely discuss about themselves. Many of them disclosed issues they had with the study. Excellent pupils were satisfied with the current teaching methodology. It was also found that the class had a few slow learners who were unable to keep up with the discussion and who had access to proper brief notes and previous year's exam papers.

The majority of the kids discussed their family troubles, including their financial struggles, serious health issues with family members, their father's alcoholism, and other challenges. Additionally, they expressed their opinions and various points of view about life. Mentoring assists in identifying a student's hidden extracurricular

activities and career preparation.

Teacher in charge : Sruthy P K

During a lengthy interactive session, the students were allowed to discuss about themselves. Many of them disagreed with the study's findings. Excellent students were pleased with how the college was currently being conducted. It was also found that the class had a small number of slow learners who could not keep up with the discussion but had access to the necessary brief notes and previous test papers.

The majority of the students discussed their family's hardships, such as their financial struggles, serious health issues with family members, their father's alcoholism, and other problems. They also discussed their ideas and various worldviews. With mentorship, discovering a student's covert extracurricular pursuits and career preparation is considerably simpler.