Department of Physics
MENTORING REPORTS

2018-19

Year : 2018-19

Teacher-in-charge : Dr. Nijo Varghese

This group of mentees, have 20 Students from I B.Sc. Physics batch. All the mentees were met, during regular meetings. Students shared their opinions on the College, as it is a ~~first~~ fresh begining on a next stage of their lives. Many seemed to like the College and the atomsphere there. Through the subsequent meetings, many problems faced by Students could be noticed. Necessary and apt measures were taken to solve those issues. Some had to be recommended for Counselling. The Students who seemed to struggle with the Studies, were given remedial Coaching for the Concerned subjects. Students who seemed motivated for Studies, were noted and regular assesment was done to check their consistency.

Mentoring Report - 2018-19

Teacher - in - charge : Ms. Fency K. F

Mentor mentee ratio : 1:20

Regularly conducted meetings with the mentees, from the meetings students shared their views about life. The strong and weak learners are identified and provided additional support accordingly. The students are motivated to participate in co-curricular activities. Students are encouraged to take part in activities such as sports, Cultural programs community out reach programmes etc.

Regular informal meetings with the mentees helped to assist the students with personal issues. For some students, suggested counselling. The financial problems of some students also noticed. With the help of the College management gave financial support to the needy students.

Year : 2018-19

Teacher-in-charge : Dr. Shalini James.

All the 20 students, in the group were met. Through this meeting, tried to know the students more personally. Students openly discussed their problems, both family and academic. Most of the students were concerned about the next course to take after B.Sc. Some had clear picture in mind about what they would opt after graduation., like post graduation or preperation for state level and national level exams. that are career oriented. Necessary guidance were given to them regarding this. Some students faced difficulties in studies, they would be given remedial coaching for the concerned subject.

~~Mentors have been instructed to retrat their marks attr~~

Mentoring Report

Year : 2018-19

Teacher in charge : Megha C kachappilly

All the 20 students were open up with their problems in the college life. Regularly met all the students individually to know them better and that helped to assist them in their academic and personal life. The advanced and slow learners are identified and provided support for them.

The personal issues of the mentees also noticed. Some students was very much depressed in their life and given counselling with the help of the college counsellor. With the mentoring students given guidance for the better academic and their personal life

Mentoring Report - 2018-19

Teacher-in-charge : Sukanya I S

Mentor Mentee ratio = 1:21

There were 12 students from I M.Sc Physics and 9 students from I B.Sc physics as mentees. All the students were met personally while discussing with PG students, some opened up about their family and studies. For highly motivated students, the opportunities available and constant preparation that would be required was discussed. The students who faced family issues, that seemed to bother them by affecting even their academics were suggested for counselling.

Year : 2018-19

Teacher - in - charge : Mary Lidiya Simothy

19 Students of II. D.C. physics, are the mentees. After Regular and Subsequent meeting, the overall nature of each one could be assessed. Some students opened up about the issues in their lives. Those who felt very much distracted were recommended for Counselling. A few students were genuinely interested in studies, proper advices and guidance were given to them to keep up with the pace. Some were showing poor performance in the academics, they were personally met on frequent intervals to keep the track of record. They were given Remedial Coaching for the concerned Subjects. Students who faced financial issues, were recognized and needful was done with the help of College management.

DEPARTMENT OF CHEMISTRY

MENTORING REPORT

2018-2019

MENTOR : Ms. Maria Jose

Mentor-Mentee Ratio:1:24 (I 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. Some of the students are facing financial problems. Financial support was given to the students who were facing these problems. With help from the faculties of our department ,we distributed books and other materials .

MENTOR : Dr. Santhosh Paul

Mentor-Mentee Ratio: 1:14 (II DC Chemistry)

This batch consists of 14 students . Some of the students have poor academic results due to their lack of confidence. Some of them also face mental tension due to examination and stress. They were given proper counseling and motivation . They were also encouraged to participate in all the extracurricular activities for improving self confidence. Class tests were conducted frequently to vanish the strain and stress among them which appeared during the period of exams.

MENTOR : Dr. Laina A L

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

Each student was given orientation personally which highlighted the methodology and techniques to learn the subjects efficiently. Mentees were encouraged to participate in all the extra-curricular activities and seminars and workshops which were organized in and outside the college. 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 : Dr. Anuja E V

Mentor-Mentee Ratio:1:21(I DC Chemistry)

There are 21 students. They are all really hard working students. They are ready to put in their maximum effort to achieve something. Due to flooding in Kerala, the regular classes were suspended. Some students residing in the nearby area of the college were affected by flood. They were constantly monitored and motivated through the phone and encouraged to study well. Online counseling is done to give personal support to students.

MENTOR : Ms.Athira T. Narayanan

Mentor-Mentee Ratio:1:12 (I DC Chemistry)

This batch involves 12 students of first year chemistry. All the students are punctual in their own studies. Met students personally and motivated them through counseling. All of the students are interested in studies and other activities of the college. Two of the students are very back in academic level. Frequent meetings are arranged for them.

MENTOR : Dr. Rosabella K.Puthur

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

A group of 12 students are involved in the mentoring process. Due to the flood in Kerala almost all of the students experience a certain type of stress and strain. Regular classes are suspended. . Some students residing in the nearby area of the college were affected by flood. Majority of the students lost their primary shelter. They were constantly monitored and motivated through the phone and encouraged to study well. As the regular classes started and they had to write their first University examinations, students faced a tough time to cope with their studies.

Peer group learning and constant counseling was the only solution to overcome the crisis.

MENTOR : Ms.Linda TresaTomy

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

The mentoring group consists of 12 students belonging to first year PG chemistry. Six of the students are very good in studies and four of the students are average in studies. Two students are very slow in their studies. A frequent meeting with these two students makes them a little better. After the flood, not only college but also the entire students face a lot of problems. About 3 students lost their house, 2 students lost their books, dress, furniture in the house, electrical appliances and other household items. It leads to a stressed mind set for the entire student team. Frequent personal meetings with the students is the possible way to develop courage and to sustain for a better future.

2018-19

I DC.

Out of the thirty one students five students are day scholar hostlers, and the rest day scholars. Few students are from affluent family with sound economic and educational background in the family. Most students are from village areas with poor economic background. One girl is from scheduled tribe. But she is always trying to copy the affluent students in the hostel and demand more money from her brother. It took much time to make her aware of her brothers difficulties in providing money to her. Often she is complaining about her ill health and take leave when go to her home. We felt that she is not paying any heed to her studies and she is interested in the money from the govt. Mini workshops conducted in the class. They stand against the directions of the student leader. Such problems were solved after discussion with three group members. Sadoya, an affluent girl her complaint one or other always. And There are few girls inspite of their poor background, study hard and prepare very well for examinations. Raghi is one such girl she is very reluctant to open up. Some students, who are slow learners who cannot do much improvement in their studies are asked to bring parents. But it was very difficult for us to make them understand the pathetic situation of their daughter. Jismi Lakshmi K.B, Sandra Narayan, Sethu Lakshmi, K.M Leena K.B used to fast in the class tests, but their innocence in understanding their learning level was quite alarming. We call this batch as flood batch - joined during class flood.

II DC

This batch Improved in their studies with much psycological strength. Sandra & Sani only was bothered about their mother's depression. But these girls managed their problems. They are keen on studies; Sandra is extra brilliant, highly talented. One girl got married. We consider it is better for her than studying as she is not interested in studies. Jithya an innocent girl, but behave like a fool. She is very studious and very interested to study and scored more or high marks. H Nayana nice girl but cannot concentrate on studies to get help from the Counselor she is send to her Counselor taught her some tactics and homeworks to get more concentration in studies. Krishna veni, is fed up with her step father. She is also send to the Counselor to get help psychologically. Anjana is more interested in politics. Lakshmi is studious but she is often in a confused mood. She cannot tolerate the sad demise of her father. But her mother is giving full support. Sivani she is the co-ordinator to most of the group activities and die for the class that much is her team spirit. Aleena's fly is not economically sound but she gets full support from her family. But she quarrels with her grand mother. This annoys her a lot. Anu's father married second time. But that created tragedy to the entire family as that lady is ill treating all at home. This prevented her from even going to her house from hostel. All other students showing more concentration in the studies. Merlin is tensed as her marriage is fixed due to her mother's compulsion.

(11) DC

The entire Students of the batch took their studies carefully as they are become final years and seniors of the dept. Vismaya, Vidhya and Usha need more attention as they are lagging in their part affairs. Shafana improved a lot and do not have any complaints regarding her ailments or we are giving much attention. She became one of the mature Student in the batch. Their group activities tried to build unity among the Students especially the dairy products training programme at Pathur DTC, Palakkad. Their co-operation in the cleaning of college campus was wonderful. They took much pain to arrange an exhibition on dairy products. The three years in the college made them more friendly to the teachers ward of their years as them to the teachers.

Amritha, Anjitha, Aswathy, Meghana & Pooja though cannot study and score marks but they all are good at heart. Christena, Binitha, Ashmy, Bleny have strong bond with each other. Anusha has good leadership qualities. Aboya is a nice girl worried about her 10th sem chemistry exam result. Highly ambitious, participate in prizes and debates. Aleena & Aiswarya good friends. Reji is happy as she is getting an opportunity to see her mother as she is returning home from Italy after 8 years. Rishna a nice girl and study properly but unhealthy as she may not get opportunity to persue higher studies.

DEPARTMENT OF MATHEMATICS

MENTORING REPORT

2018-2019

MENTOR: Ms. Linet Roslin Antony

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

Students were met personally and their issues were discussed in detail. Slow learners were given special attention. Remedial classes were conducted for students who needed more explanations. Above average students were asked to solve previous years question papers of Competitive examinations. They were also encouraged to participate in seminars, workshops and other training programs. Some students needed help from a professional counselor which was provided by our college. Few students got affected by the flood that hit Kerala and had caused much devastation. Such students were monitored constantly and were provided with all sorts of aid and encouragement. Students successfully faced this natural calamity and continued their studies and hence were able to perform well in University Examinations.

MENTOR: Dr. Vijitha Mukundan

Mentor-Mentee Ratio: 1:15 (I MSc 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. Students were given proper guidance and methodology for studying post graduate courses.

After a few days of their regular first MSc classes, due to flooding in Kerala the regular classes were suspended. Some students residing in the nearby area of the college were affected by flood. They were constantly monitored and motivated through the phone and encouraged to study well. As the regular classes started and they had to write their first University examinations, students faced a tough time to cope with their studies. Through the constant support and motivation from teachers

and through counseling students were able to cope up with adverse situations and face challenges in life. Slow learners were identified and special attention was provided to them. Slow learners were given remedial classes and fast learners were encouraged to do better. The peer group teaching learning process was also encouraged in class. To get good exposure students were motivated to participate in many seminars, workshops and competitions.

MENTOR: Ms. Geethu Simon

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

Students were met personally and their issues were discussed in detail.Remedial classes were conducted for students who needed more explanations.From the beginning of the third year, most of the students seemed more serious about studies and some students shifted from slow-learning to medium-learning . Few students got affected by the flood that hit Kerala and had so many difficulties . Such students were monitored constantly and were provided with all sorts of aid and encouragement.

MENTOR: Ms Jiji Paul

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

This group of 15 young women cooperated well during the personal meeting.Two of them had difficulty adjusting to the school-college transition. Most of them loved the college ambience and actively participated in college activities.One of them faced severe financial loss during the 2018 flood. Some shared family problems and they were provided with moral support and counseling.

Few of them showed interest in co-curricular activities and most of them were interested in studies. They showed interest in peer group learning.Free tuition program at Mercy Home was a good energy burn for them. Some of them even decided to continue their studies and build a teaching career. Two or three students seemed very eager to give their life updates. Some of the slow-learners of the past year showed a great change, which also reflected in their results.

MENTOR: Ms Reshma Joshy

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

This is a batch of 20 students from different backgrounds. All of them were met personally. Most of them were excited to share their feelings about college, their studies and their families. Some students faced difficulties during the 2018 flood, which also affected their studies.

They actively participated in all the cultural and sports programmes conducted at the college. By the end of the first semester, all of them seemed very comfortable with the school-to-college transition. Remedial classes helped to improve the learning skills of the slow learners. They also got involved in the Free Tuition program at Mercy Home where they gave academic support to orphans, which evoked a sense of social responsibility in them.

DEPARTMENT OF COMPUTER SCIENCE

MENTORING REPORT

2018-2019

MENTOR: Sindhu T

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

The students developed sharing and caring behavior among them in their studies and other activities. They were also encouraged to participate in seminars, workshops and other training programs. Some students needed help from a professional counselor which was provided by our college. Few students got affected by the flood that hit Kerala and had caused much devastation. Such students were monitored constantly and were provided with all sorts of aid and encouragement. Students successfully faced this natural calamity and continued their studies and hence were able to perform well in University Examinations.

MENTOR: Julie P A

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

Total number of students was 10.After a few days of their regular first MSc classes; due to flooding in Kerala the regular classes were suspended. Some students residing in the nearby area of the college were affected by flood. As the regular classes started and they had to write their first University examinations, students faced a tough time to cope with their studies. Slow learners were identified and special attention was provided to them. Slow learners were given remedial classes and fast learners were encouraged to do better. The peer group teaching learning process was also encouraged in class. The students attended various seminars and workshops at different colleges.

Mentoring Report 2018-'19

I BA English: Mentors: Ms Noble A. Paliath and Dr Sr A Princy Anto

Mentor- Mentee Ratio: 1: 14

The students of the batch were enthusiastic and passionate except for the situations like semester examinations when they have to prepare and write on end for hours. Since they were not used to the semester system at the higher secondary level, it took about one semester to get them tuned to the situation. The teachers were keen and supportive to help them adjust to the new pattern of teaching and learning. They were basically a jovial group who enjoyed merry making along with creativity. The students provided a favourable atmosphere for teaching and were very receptive to the lectures. The financial background of the students was average and above and there was no one who was pathetic for that.

Ms. Noble A. Paliath

Mentor- Mentee Ratio: 1: 13

The students of the batch owned average and above calibre, but was not hardworking to the core. Most of the students were locals .There were good dancers in the group. They were neither extroverts nor introverts. They were somewhere in the middle and so communication with them was not bothersome. They were sensible and understanding and were very co-operative with the eachers. It was sad that most often they eluded hard work despite constant advice from the tachers. There was change and improvement in their behaviour in the fifth semester and when the results came, they were rewarded for that.

Dr Sr A Princy Anto

II B.A. English: Mentors: Ms Sandra Juliet Jose and Ms Bindu Jose

Mentor- Mentee Ratio: 1: 15

The batch was a varied sort of students from the advanced learners group, average and low learners. With regard to the behaviour, they were not very simple and straightforward. They owned deep thoughts which could be understood only by the gradual approach of the teacher. They were very vibrant but were not much revealing. The teacher had to evolve a planned strategy of counselling and friendship in order to bring them to the track. The class maintained commendable unity in thoughts and opinions till the end of the year.

Ms Sandra Juliet Jose

Mentor- Mentee Ratio: 1:16

The class can be evaluated as an intelligent group who showed their brilliance in academics and arts. Creativity was their hallmark and they were rich in ideas and could easily plan and execute arts and academic programmes. Youthfulness was peeping through their eyes, which transferred a bundle of fun and joy for the mentor as well. They would easily and clearly listen to instructions and would smoothly follow the instructions, without compulsion from the part of the teacher. They were mature to the age some frivolous behaviours had to be corrected though.

Ms Bindu Jose

III B.A. English: Mentors-Ms Darly Mathew and Ms Dhanisha K.S

Mentor- Mentee Ratio: 1:13

The batch was a reserved group of students who would always maintain pregnant silence. In the beginning they would keep a spokesperson to communicate and was hesitant to interact with the teachers. They were a difficult group of students as they were quite unwilling to open up before the teachers. The mentor tactically influenced certain students who were a bit amiable and through them they could take the mentor into confidence. There were a few students who exhibited wonderful academic brilliance

Ms. Darly Mathew

Mentor- Mentee Ratio: 1:13

In the group, a few students were confused about the ways of learning, the topics to be considered seriously, the courses to be chosen after degree and moreover about the goal of life. They couldn't be convinced fully after several mentoring sessions and was thus sent to the counsellor. The counsellor discussed with the teacher and provided an awareness of the problematic backgrounds of certain students, like split family and orthodox attitudes. One student in the group had some teenage problem when she was at school, and the disturbances were reflected still too. One student in the group was suffering from kleptomania and after repeated sessions of counselling and guidance, she could be brought back to her original self. The group considerably explored the benefits of student-centric learning.

Ms. Dhanisha K.S.

MENTOR: Ms. Aiswarya Sudharshan

Mentor-Mentee Ratio: 1:19(I MA English)

The Mentor met with students on one-to-one basis and their issues were understood. Two students needed help from professional counsellor which was provided by our college.

Some were at first intimidated by the vast syllabus of the Masters Degree but with patient guidance were able to overcome it. A few students of the class were affected by the flood that devastated Kerala in the August of 2018. They were given financial assistance. The Mentor always tried to keep them in high spirits but in due course they got over it and continued with their studies. Students were encouraged to attend and participate in seminars and workshops conducted by the nearby colleges.

Aiswarya Sudharshan

MENTOR: Ms. Livya Varghese

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

This outgoing batch of 12 students had to bear the brunt oof the devastating flood that wreaked havoc in Kerala. The Regular classes were suspended for some time. The students in the nearby affected area were constantly monitored and motivated through the phone and encouraged to study well. But this natural calamity also ensured that students were ready to face unexpected challenges in life. Peer group teaching learning process was encouraged in class. Also, remedial classes were given to slow learners and fast learners were encouraged to do better.

Livya Varghese

DEPARTMENT OF ECONOMICS

Sacred Heart College, Chalakudy

MENTORING REPORT 2018-2019

Mentor: Ms. Jini Thomas

Mentor – Mentee Ratio: 1:36 (III BA Students)

There are 36 students in this batch Students were met personally and their issues were discussed in detail. Remedial classes were conducted for students who needed more explanations. From the beginning of the third year, most of the students seemed more serious about studies and some students shifted from slow-learning to medium-learning. Few students got affected by the flood that hit Kerala and had so many difficulties. Such students were monitored constantly and were provided with all sorts of aid and encouragement.

Mentor: Dr. Shirley Jose K

Mentor – Mentee Ratio: 1:46 (II BA Students)

There are 46 students in this batch Students were met personally and their issues were discussed in detail. After a few days of their regular II BA classes, due to flooding in Kerala, the regular classes were suspended. Remedial classes were conducted for students who needed more explanations. Few students got affected by the flood that hit Kerala and had so many difficulties. Such students were monitored constantly and were provided with all sorts of aid and encouragement. Most of the students participated in social service activities during the flood.

Mentor: Mr. Nijil Jacobi

Mentor – Mentee Ratio: 1:30 (I 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. Few students got affected by the flood that hit Kerala and had so many

difficulties. Such students were monitored constantly and were provided with all sorts of aid and encouragement.

Mentor: Ms. Meera S

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

There are 12 students in this batch. All of them are above average at learning except three of them. Special attention was provided to such students through remedial classes and clearing their doubts personally. After a few days of their regular first MA classes, due to flooding in Kerala, the regular classes were suspended. Some students residing in the nearby area of the college were affected by flood. Few students got affected by the flood that hit Kerala and had so many difficulties. Such students were monitored constantly and were provided with all sorts of aid and encouragement.

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Mentoring Report: Libin Francis

- There were 12 students from III DC BA History (2016-19 Batch) and 21 students from II DC BA History (2017-20 Batch) under the mentoring duty. There were around 3 general mentoring sessions and numerous personal mentoring moments. Students used to come to the staff room to talk with faculty and they often shared their problems.
- In some situations, we had to ask the person about their personal problems when they were seen moody for considerable time. Some of the serious relationship issues were identified from the sittings. Two cases were directed to the professional Counselor.
- Important purpose for mentoring the third year students was to orient them for higher studies. Some of them were not planned for higher studies, but had some small jobs in their minds.
- One student was not fond of the subject of History to which she got the admission coincidentally. She had an affection towards political science. She was directed to pursue an MA in political science after her BA History programme.
- The flood that affected Chalakudy and nearby regions had a negative impact on the academic life of the college. Classes were stopped for 3 weeks consecutively. Students were displaced from their original classrooms and were moved to a small space in the nearby building. This created deep dissatisfaction for the students. Many students also had to face material losses in their houses. Mentoring helped to bring back the students to academic life.

Mentoring Report of Ms. Meenu Jacob

- 32 students from both the second and third year batch were allotted for the mentoring. For the mentoring sessions I contacted them in my free time. Personally I contacted them two times in each semester.

- Their personal informations were collected and an analysis of the data gives us a preliminary evaluation of their interest and aptitudes in both curricular and extra curricular aspects
- I evaluate the students through this personal contact and the needy students sent to the professional counseling of the college to solve the problems related to both family and academic matters. Support system was ensured by counseling and personal guidance by the teachers.
- The students are from different learning groups like Advanced, Average and Medium learners. They were given proper support and orientation.
- Few students were excellent in sports and participated in various sports items.

Mentoring Report of Mr. Jose James

- This academic year is the second year of my career in this college. As we know that most of the student community of this college comes from rural areas and poor family backgrounds. Many students suffer financial backwardness and this poor family background is a threat to the academic life of these students.
- Several students are not even able to buy even their textbooks. I informed this problem to their class teachers and thereby the Department of History offered financial support to these needy students.
- All this information regarding the family background, psycho-social problems etc. of these students was identified by me through mentoring and interaction.
- Moreover, we visited the parents of these students and advised the parents regarding the importance of giving education to their children.
- Through mentoring, I found one student from Lakshadweep in frustration. I inquired about the cause of her frustration. She informed me that she was very talented in athletics and she couldn't get admission to the Bachelor of Physical Education. Therefore, I indicated this matter to our Physical Education faculty. He selected her to our college athletics team and she participated in many University level athletics meets.
- Therefore, in order to ensure higher education in the student community, mentoring is an inevitable part and it should be included in the curriculum and promoted in collegiate education. Moreover, Assistant Professors in collegiate education should be trained with mentoring skills.

Department of Commerce and Management Studies

Mentoring Report

2018-19

Teacher in charge -Gracy M.K.

As a part of mentoring, students interacted and discussed their views and vision about their life .Mentoring assisted them in recognising their areas of strength and weakness.They shared their family problems like financial issues , severe health issues of family members, alcoholic intoxication of father and so on .Students engaged in conversation, exchanged opinions, and even shared family issues as part of mentorship. They discussed their ambition and struggles currently faced to achieve it. Mentoring paved a way to overcome the struggles . It was also easier to understand and explore the extra curricular interests of students while communicating with them .The majority of students experience challenges related to floods. Mentoring gave mentees advice on how to improve their emotional health after a flood.

Teacher in charge: Mini M J

The mentoring programme was set up to help students improve their academic and extracurricular performance. Mentoring helps people learn and grow in their management knowledge, abilities, and skills.They talked about their family's problems, including their financial difficulties, the major health issues of their relatives, and other issues. Through mentoring they were made aware of their future possibilities, various postgraduate courses and job opportunitiesThe majority of students encounter flood-related difficulties. Following a flood, mentoring gives mentees guidance on how to strengthen their emotional well-being.

Teacher in charge :Bindu Paul

Teachers and students engaged in conversation and shared their perspectives on life as part of the mentorship process. Mentoring assisted them in recognising their areas of strength and weakness. They were informed of their potential, numerous postgraduate programmes, and employment options.They talked about their family's problems, including their father's alcoholism, their father's major health issues, and other matters like their family's financial difficulties.The majority of students encounter flood-related difficulties. Following a flood, mentoring gives mentees guidance on how to strengthen their emotional well-being.

Teacher in charge : Keerthana T U

In mentoring students discussed their opinions and goals for their lives as part of the mentorship programme. They were able to identify their areas of strength and weakness with the help of mentoring.They learned about job chances, postgraduate study options, and their future prospects.They talked about the concerns affecting their family, including their father's alcoholism, their father's major health issues, and other difficulties.Flood-related difficulties are faced by the majority of students. The counsel provided by mentoring helped mentees recover emotionally from a flood.

Teacher in charge : Nimitha P.M.

Students interacted and talked about their opinions and life goals as part of the mentorship process. Their areas of strength and weakness were identified with the help of mentoring. They were advised of their talent, alternative postgraduate courses, and employment options. They talked about their family's problems, including their financial difficulties, the major health issues that some of their family members were experiencing, their father's alcoholism, and other issues.The majority of students face flood-related difficulties. After a flood, mentoring offers

mentees tips on how to strengthen their mental well-being. Mentees tips on how to strengthen their mental well-being.

Teacher in charge -Anju P.A.

Students engaged in conversation and shared their opinions and life goals as part of the mentoring process. Their areas of strength and weakness were identified with the help of mentoring.They learned about job opportunities, postgraduate study alternatives, and their future prospects.They talked about their family's problems, including their father's alcoholism,health issues, and other matters like their family's financial difficulties.The majority of students encounter flood-related difficulties. Mentoring provided guidance on how to get beyond post-flood problems for mentees.

Teacher in charge -Shalu V

Students engaged and discussed their opinions and goals for their lives as part of the mentorship programme. They were helped to identify their areas of strength and weakness by mentoring. They discussed their family's troubles, such as their financial struggles, their members' serious health issues, their father's alcoholism, and other challenges. As part of mentorship, students engaged in dialogue, traded viewpoints, and even discussed personal matters. They talked about their aspirations and the obstacles they are now facing. The obstacles were surmounted with the help of mentoring. Additionally, communicating with students made it simpler to comprehend and research their extracurricular pursuits.Most students experience problems due to floods. Mentoring helped to offer mental health support to manage emotional distress after the flood

Teacher in charge -.Neethumol M S

Students developed a relationship and shared their opinions and life goals as part of the mentoring process. They were informed of their options for the future, including numerous postgraduate programmes and employment chances.Mentoring helped them identify their areas of strength and weakness.They discussed their family's troubles, such as their financial struggles, their members' serious health issues, their father's alcoholism, and other challenges.The majority of students encounter difficulties because of flooding. Mentoring provided mentees with guidance on how to get beyond post-flood problems.

Teacher in charge - Kavya K R

Students interacted and spoke about their perspectives and future aspirations as part of the mentorship process. Their areas of strength and weakness were identified with the help of mentoring.They were informed of their options for the future, including numerous postgraduate programmes and employment chances.They talked about the problems in their family, including their father's alcoholism, major health issues in the family, and other issues.Flood-related difficulties are faced by the majority of students. The counsel provided by mentoring helped mentees deal with problems that arose after a flood.