Department of Physics

MENTORING REPORTS

2020-21

Teacher in Charge : Dr. Nijo Varghese

The students were met (online platform), discussed their views on academics and about their family in general. From the discussion, it could be observed that there are some students who face some family issues, mostly financial . Some Shared their difficulties with academics. Students who struggle in their studies, would be given remedial coaching.

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. and general methods that should be taken while preparing for Such exams were discussed. The Students who are facing much difficulties in concentrating on their studies, were Suggested counseling(Online Mode).

Since the teaching learning process is completely online, academics have suffered a lot.

Teacher in Charge : Ms. Fency K.F

This group consists of 20 students.. All the students were personally met(online platform).. On the basis of meeting with students, different aspects of their personalities could be recognised. There were many issues raised, from family problems to educational difficulties.. Some Students faced a lot of health problems. Many students opened up about family problems, for them counseling was suggested. Some were slow learners or less motivated students for them , appropriate Methodology would be used, like Remedial coaching, encouraging class participation . Some students are excellent in Studies and highly motivated. In this batch majority of were suggested for Counseling, especially those who faced severe family issues and those who were really less motivated in Studies.They feel unmotivated and unfocused taking class online.

Teacher in Charge : Dr. Salini Jose

All the 20 mentees were met personally(online platform).. Many Students Willingly opened up about their studies, aims and future plans. A few also discussed some family issues that they faced. The students whose studies suffered due to family problems, they could be identified. All those students were recommended for Counseling

and needful would be done. The students who seemed to be less motivated, were encouraged and special attention would be given to them to analyze their progress.

In online learning, self-motivation is an essential requirement; but not all manage to stay motivated throughout the course. . Students who really struggled in some Subjects were given remedial Coaching for the particular Subjects and concerned teachers would be informed about that. Highly motivated Students discussed their plans for higher studies and necessary guidance about the entrance exams and all, were given to them.

Teacher in Charge : Sukanya I S

This group has 12 PG students. All the mentees were personally met(on an online platform). They were quite open in sharing their feelings about College, the studies and their families. All the P. G. Students are highly motivated and very much liking the subject. Some who Struggled in the beginning, have started showing improvement. They were made aware about the career opportunities after P. G., and different entrance exams, if they wish to start with research.

There are many challenges which students face when it comes to online learning. Regular meetings tried to give guidance to the students to face issues related to the online classes.

Teacher in Charge : Shyama I

This group consists of 12 PG students. All were met personally.Two 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. They showed less interest in the online mode of teaching at first and later they adapted to it.

The batch in general is highly motivated and follow guidelines given to them promptly.

Teacher in Charge : Ancy Maria Varghese

A group of 9 mentees, from III DC. Personal meetings with all the Students were conducted. Some of them seem to be genuinely interested in studies and want to go for higher education. Many are academically brilliant .The national level entrance exams for the P. G. Courses and the other competitive exams and the preparation methods to be followed were discussed accordingly.. Some of the Students felt less confident about their studies, they were given proper guidance .. The students who faced family issues that seemed to bother them by affecting even their academics were suggested for counseling

Students shared some difficulty adapting to the online mode of teaching, suitable methods to overcome this were suggested to them.

DEPARTMENT OF CHEMISTRY

MENTORING REPORT

2020-2021

MENTOR: Dr.Santhosh Paul

Mentor-Mentee Ratio: 1:22 (I,II,III BSc Chemistry)

There are 22 students. All of them are good in academics.The students have joined during covid-19 pandemic and had only few offline classes. They shared their stress due to online classes. Many students shared medical problems as migraine due to online mode of teaching. Some of the students shared mental depression too.Counselling was provided for those who needed .All the problems were handled seriously and took quick and correct remedies.

MENTOR: Dr.Laina A L

Mentor-Mentee Ratio: 1:20 (I,II,III BSc Chemistry)

The mentoring was conducted through online platforms such as whatsapp video call, Google meet; Google classroom etc. due to COVID 19 protocol. Conducted an orientation meeting for the students through Google zoom by the first month of the Semester for apprising them of the process. A transformation from plus two to degree with a change in the syllabus, marking scheme, mode of study etc. became a big barrier to first year students. They overcome it through counseling, peer mentoring and classes of resource persons.

MENTOR: Ms Anila Paul

Mentor-Mentee Ratio: 1:18 (I,II,III BSc Chemistry)

All the students of this class were met personally online. They were anxious about the Covid situation. Many students are from rural areas where they faced network issues while attending online classes and a few could not afford to buy a

Smartphone. They had difficulty in adjusting to the new study mode. Personal meetings were held online more often to uplift their confidence. However they got adjusted to the new mode of education through proper guidance and motivation.

MENTOR: Dr Rosabella K Puthur

Mentor-Mentee Ratio: 1:12 (I,II Msc Chemistry)

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. students of both first year and second year are included in this mentoring process. Two of the students faced severe financial loss during the 2018 flood. Some shared family problems and they were provided with moral support and counseling. Almost all the students have the capacity to reach the expected heights. Peer teaching and learning helped them a lot.

MENTOR : Ms. Heena Peethambaran

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

All the students were met personally and their concerns and issues were discussed in a detailed manner. Six of the second year M.Sc.students participated in the mentoring process. Some students are very upset in the classroom due to the aftereffects of the flood. We provided mentoring counseling and personal support to them. Some of the students needed help from a professional counselor which was provided by our college. Frequent meetings with students improved their character.

2020-21

I DC

Twenty nine students took admission online as lockdown continues due to Covid-19 outbreak classes were online mode, teachers-students relationship found a bad time this year. The range issues in high land areas also increased the severity. Still through google meet & videocall, and whatsapp teachers maintain their the connectivity with the students. The presence of the entire family within the house created a lot of psycho-somatic problems. This batch came to the college only once in the I year study period. Irene Jojo, repeating MBBS coaching is very reluctant to appear online as she thinks she is senior ~~and~~ to other class mates and she is not at interested in their whats app chats. She prefer to be alone; she told this very openly to the HOD, Sreelakshmi, finds her mother intolerable as she is paranoic. She and her mother directed to the clinical psychologist. Hishamol is also suffering from psycho-somatic problem. Her mother is looking after herself and siblings. Her father left them. This affected her studies and behaviour. Roselit is also behaving odd, and skip online classes and google meets. This is informed to her parents. Nandhana P Nair also need much attention and regular monitoring. Edrina take her studies seriously. Amrutha Lakshmi, joined karatte team and make this her lame excuse to skip classes. Sr. Athira Joy find difficulty in study as there was a long years break between her studies. Nandhana Balakrishnan require more help economically. She has a sick mother to look after. So does not get much time to study since the study materials is shared online, she is sharing her mobile with her younger

brother. Anaswara, Anakha, Dhira, Vishnupriya, Lavanya and Laveena trying their level best to reach to a higher position. Sr. Dilna also performing well, Jerna Dasheer, is considering her studies less serious. Bhagyam can perform well but does not perform well. There are many students who prefer opening of colleges so that they can get an opportunity to see the college, mates at least.

II DC.

Though online mode of classes affect a lot, this girls take their classes seriously and responded very positively. Subitha Vandhana, Nandhana, Sangeetha faced connectivity problems during google meet. This is solved by sharing recorded videos. Regular monitoring was done for months to put the girls in a track. Apart from range issues no other issues generated during this time. Simple tests were taken, they were brought to college to write exams and so as to reduce malpractices while writing exams. As in the offline classes Juhi is skipping classes she is complaining the connectivity. This girl joined as receptionist in a hotel due to economic issues at home. Surya faced her mother ill health and frequent admit in hospital a bar to study properly. Anupriya also skip classes often. There are more students who take online mode a convenient method so that they can do other courses as well along with their Degree course.

III DC

This batch considers themselves an unlucky batch. When they joined degree course, it was flood so they did n't get an opportunity to enjoy their college life as others do, because college ~~was~~ ~~did~~ ~~it~~ suffered a 5-crore loss during 2018-flood. 2019 was the revamp period. During their final year, it was Coronona that locked them in their homes preventing their from college life. A mobile with all sorts of apps diverted some girls from their studies. Aiswarya, who completed her ~~bsc~~ health inspector course, got temporary job to join the health department. This online mode helped her to gain money and an opportunity for a permanent job. Manya due to false pride reluctant to accept the mobile given to her from the college, Ahitha took this opportunity well to study at home seriously as she find discomfort from the classmates in offline classes. Suma discontinued from the studies tried her best to join offline. But due to some technical problems she is not permitted to join. Online classes affected Raghi greatly, when asked what happened to her as usual she said nothing. Family problems quarrel with grandmother and Mother became more serious to Sethulakshmi C-R. Her father filed a case against Sethulakshmi so they had to go to Palakkad, from chalakudy. This greatly affected the her studies. But her mother taking care of their studies and it was a great relief when the college opened on January 2021.

DEPARTMENT OF MATHEMATICS

MENTORING REPORT

2020-2021

MENTOR: Dr. Nidhin T.J

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

There are 15 students in this batch. All of them are good at studies. They would do all the activities together. They had a good bonding among themselves. These students suffered a lot during the pandemic. They were in their last days of their college life. The pandemic snatched away from them these precious days. But they made sure to stay connected. They attended all the classes online well. They were able to sync into the new normal easily. The new methods of teaching were a little stressful but they made sure to learn everything. They were all dedicated so much that we had a topper of the University from this batch.

MENTOR: Ms. Smitha Davis

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

All the students were addressed personally and have listened to their problems. The students have joined during covid 19 pandemic and had only few offline classes. They shared their stress due to online classes. Many students shared medical problems as migraine due to online mode of teaching. Some of the students shared mental depression too. They were given counseling by the professional counselor of the college. Some students shared financial problems. Every problem was heard with seriousness and had provided all possible solutions.

MENTOR: Ms Nima Maria

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

All the students of this class were met personally online. They were anxious about the Covid situation. Many students are from rural areas where they faced network issues while attending online classes and a few could not afford to buy a smartphone. Even though most of these issues got resolved in a month, they had difficulty adjusting to the new study mode. Many students got covid infected and some parents lost their job during the pandemic outbreak. Some students were worried about the flood they are facing every year since 2018. Personal meetings were held online more often to uplift their confidence.

However, they got adjusted to the whole situation with counseling and motivation talks. They were made aware of their future possibilities- various postgraduate courses and job opportunities. The last three months of offline class helped to regain the confidence lost due to online learning. Most of them were hard-working and performed well in the internal exams.

MENTOR: Ms. Anjana Rajan

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

All the students of this class were met personally through google meet. The sudden outbreak of COVID-19 pandemic and the unexpected shifting of classes to an online education mode made the students panic and anxious . Through the online interaction with the students we came to know that many students are faced with network issues while attending online classes and a few could not afford to buy a smartphone. Also while attending online classes continuously some are troubled with health issues such as eye sight, neck pain ,headache etc. And the main thing is that the parents of some students lost their jobs and this made the students mentely weak.

The students who faced family issues and personal fear about the COVID-19 pandemic seemed to bother them by affecting even their academics and were suggested for counseling. And the counseling helped the students to overcome this situation completely.

MENTOR: Ms Athira V.

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

This batch consists of 4 students. All the students were personally met on an online platform. Through this meeting we tried to know about their family in general. They also discussed their fears and anxiety about the online method of teaching and evaluation due to the COVID pandemic. Some of the students faced COVID problems in the family and some of their parents lost their jobs during the pandemic outbreak. However they got adjusted to the whole situation with counseling and motivation talks.

Regular meetings tried to give guidance to the students to face issues related to online classes. By the end of the first semester , all of them seemed comfortable with online classes. Remedial classes helped a lot to improve the study of the slow learners.

DEPARTMENT OF COMPUTER SCIENCE

MENTORING REPORT

2020-2021

MENTOR: Sindhu T

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

They were one of the best batch of the department of Computer Science. They were very much immersed in the project work and their projects work followed the current trends in Computer Science. Most of them have very good programming skills. They maintained good rapport with the faculty members and between peers .None of them needed remedial teaching.

MENTOR: Ms. Julie P A

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

There are 8 students in this batch. All of them are good at studies. The students joined during Covid-19 pandemic and had only a few offline classes. They enjoyed and studied in a systematic way during these days. They showed excellent academic performance. The social status of the students was average and below average level.

Mentoring Report 2020-21:

I BA English: Mentors: Ms. Sandra Juliet Jose

Mentor- Mentee Ratio: 1:28

During the pandemic, mentoring is needed more than ever. The entire batch was not ready to interact in the initial sessions of online classes as they were not familiar with the new atmosphere. Students from poor economic conditions were observed during the personal sessions and ensured financial aid from college management. Lack of social interaction among the student community was the primary issue identified and as a solution mentor promoted WhatsApp group interactions.

Ms. Sandra Juliet Jose

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

Mentor- Mentee Ratio: 1:16

Virtual academic strategy destroyed the the very social life of students and it was very difficult to crack their hard shell of inhibitions and insecurities. As the students were not so familiar with the current educational system mentor gave more attention to their social interactions. Mentor arranged friendly online gatherings apart from formal academic sessions where students shared their personal matters, likes and dislikes. All the students from the group met individually and students who were in need, guaranteed special care and attention

Ms. Noble A Paliath

Mentor- Mentee Ratio: 1:17

The online teaching-learning process worsened the social life of students as they were getting no chance to meet their friends and teachers in person. Some students found to be obsessed with the usage of social media platforms and the mentor provided personal attention to them and made them focus on their studies primarily. Distractions, lack of focus and multitasking during online sessions were the common issues with the group and provided all possible solutions.

Ms. Bindu Jose

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

Mentor- Mentee Ratio: 1:14

Teaching during the period of pandemic was problematic as the student community was a little bit reluctant to interact and socialize with each other and there lies the importance of

mentor-mentee bonding. All the students from the group met personally and the mentor paid much attention to the emotional health conditions of the students. Some students spotted with serious health issues and provided special care and attention.

Ms. Darly Mathew

Mentor- Mentee Ratio: 1:13

Mentors are important during a crisisespecially for those students who joined during the pandemic. All of them are good at studies. Academic sessions were online, so mentor-mentee interactions were made possible via google meet and whatsapp. Initially they were reluctant to interact as they are not familiar with this new environment but slowly the mentor could create a rapport with the students and they gradually started opening up. Though it took some time to cope with the new learning, they were able to sink in to the new normal easily. They made sure to stay connected.

Dr. Sr. A Princy Anto

MENTOR: Anju Rose Anto

Mentor-Mentee Ratio: 1: 11 (I MA Students)

The students joined during the pandemic and could attend only a few offline classes. Initially they were reluctant to interact as they are not familiar with this new environment but slowly the mentor could create a rapport with the students and they gradually started opening up. Once trust is established through the initial steps, students were all comfortable to have a person as a point of contact, whenever they are in need. They shared issues like mental stress, less interaction with friends, lack of concentration. Their problems were seriously heard and provided all possible solutions.

Anju Rose Anto

MENTOR: Keerthana P. K

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

There are 9 students in this batch. All of them are good at studies. These students missed a lot of their academic year due to the pandemic. Academic sessions were online, so mentor-mentee interactions were made possible via google meet and whatsapp. Though it took some time to cope with the new learning, they were able to sink in to the new normal easily. They made sure to stay connected.

Keerthana P. K

DEPARTMENT OF ECONOMICS

Sacred Heart College, Chalakudy

MENTORING REPORT 2020-21

Mentor: Dr. Shirley Jose K

Mentor – Mentee Ratio: 1:27 (III BA Students)

There are 27 students in this batch. All of them are focusing on their studies. The outbreak of the pandemic disturbed the learning. The pandemic forces colleges and universities to shut abruptly which exposes students to online learning. In this year they face lots of issues such as socio – economic problems which adversely affect their life. Some of the students were economically backward. Thus we made some arrangements for online learning. The new methods of teaching were a little stressful but they made sure to learn everything.

Mentor: Ms. Jini Thomas

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

All the students were addressed personally and have listened to their problems. They shared their stress due to online classes. The pandemic forces colleges and universities to shut abruptly which exposes students to online learning. They face lots of issues such as socio – economics as well as health problems which have adversely affected their life. Some of the students were financially backward. Thus we made some arrangements to solve their problems related to their learning. The new methods of teaching were a little stressful but they made sure to learn everything.

Mentor: Mr. Nijil Jacobi

Mentor – Mentee Rati: 1:49 (I BA Students)

All the students of this class were met personally online. They were anxious about the COVID-19 situation. Many students are from rural areas where they faced network issues while attending online classes and a few could not afford to buy a smartphone. Many students got COVID-19 infected. They shared their stress due to online classes. Even though most of these issues got resolved in a month, they had difficulty adjusting to the new study mode. The new methods of teaching were a little stressful but they try to cope up with this situation.


ECONOMICS@SACRED HEART
CHOOSE RATIONALLY

Mentoring Report : Libin Francis

- The students in charge of this mentor were 30 first year degree students (2020-23 Batch). Mentoring sessions with these students have been done twice in the first & second semesters. General mentoring session was also conducted. Motivational sessions, sessions for technical tips had been organized by this faculty.
- In the first session itself, students were asked with their academic & family details. Their interests, ambitions, hobbies, and passions are also sought out. They were asked to reveal their talents and so could identify clearly that 4 students do paintings professionally, 4 singers, 5 dancers with two persons were trained professionally in classical dances. One student is good at animation work too.
- These students are learning the course in online mode owing to covid pandemic. So they face different academic & psychological challenges.
- They do not meet their peer group and so they face a socialization issue as reported by around 12 students.
- Around 20 students face troubles in their family, mainly due to covid related job-loss for their parents. So, mentally they are not in a calm and comfortable state to learn new things.
- Two students who faced serious financial problems were aided with Rs. 2000 each in the first semester.
- Technical problems are faced by many students. 4 students reported that they do not have smart phones to attend the class, 8 have only one smartphone in their family of more than one student. Network issues were reported by around 6 students. Simple solutions like changing the network carrier were suggested and some students reported that the problem was solved.
- Most of the students are able to follow the classes in online mode. As per their suggestions, we teachers take live classes and record the live classes. These live classes are posted in the YouTube channel and give the links to the students each day. Students are generally satisfied with this system.

- Two students face learning disability challenges. The parents are in touch with teachers to improve their studies. The recorded classes were found to be so useful to them.
- One student is physically challenged too. She faces trouble to walk properly.
- There is one student who is an active sports person who is well trained in basketball & Shot Put.
- Some students hail from northern parts of Kerala. One student is from Calicut district; three students from Malappuram, 2 students from Palakkad district. They face some simple understanding problems due to some dialectical differences in the Malayalam language. But they are comfortable by the end of the second semester.
- One student, who is from the Scheduled Tribal Community, was facing the problem of lack of motivation for students. She was married at the age of 18 and she could not manage the family chores with studies. At several moments she tends to drop the course. But, continuous interaction with her and her husband through phone made her retain even though the future development is doubtful.
- Three students do not have a secure family structure, either due to the death of a one-parent or due to the abandonment of parents.

Mentoring Report of Ms. Meenu Jacob

1. 30 students in the third year batch were allotted to me for the mentoring. Mentoring sessions were conducted in the covid situation through online mode. I personally contacted them twice in the first and second semester.

2. In the mentoring process, I enquired their academic performance, family matters,ambitions and hobbies and gave suggestions

3. Because of this special situation, I enquired about their psychological as well as financial problems faced by the both the students and their families

4. Majority students from the rural areas and their parents work on the basis of daily wages. So both the management and faculty cooperated to provide assistance in the form of providing mobile phones for their studies and also gave them financial help.

Mentoring Report of Mr. Jose James

- This year was marked with online classes. Therefore, mentoring was conducted by an online platform.
- I offered good advice to all the students at the beginning of the class. I think my advice helped them to face psycho-social challenges in their academic life as well as their future life.
- Around 3 students face troubles in their family, mainly related to covid related job- loss of their parents. So, mentally they are not in a calm and comfortable state to learn new things.
- Some students hail from northern parts of Kerala. One student is from Calicut district: three students from Malappuram, two students from Palakkad district. They face homesickness. They were not able to adapt to the college hostel and canteen. Therefore, I informed them that I also left my native place to pursue my Post Graduation. Hence, they are comfortable by the end of the second semester and they understand that it is a part of their academic life.
- Therefore, nobody can ignore the importance of mentoring in college curriculum. It will definitely help the student community to overcome their psycho-social problems.

Report of Mentor –Ms. Smina M B

- My mentees are the average type of students, They all have to work harder as all of them have the ability to obtain much higher marks. Due to covid pandemic, they have become lazy, lost interest in studies and they have to adjust themselves to regular classes and normal study routine.

- I meet respective batches at least twice in a semester, providing Personal counseling and discuss general matters and make them at ease and I Identify strengths and weaknesses in all fields of the student .

- Identifying hobbies and fields of their interests and Guiding and motivating to improve their results.Knowing their academic and psychological needs and guiding them accordingly
- Encouragement and Orientation provided in developing enthusiasm to participate in multi-skilled activities such as curricular, co-curricular and extra-curricular

Department of Commerce and Management Studies

Mentoring Report

2018-19

2020 - 2021

Teacher in charge: Nimitha P M

Each student received personal attention, and their issues were heard. The pupils only had a few offline classes because they joined during the Covid 19 pandemic. They discussed their anxiety over taking online programmes. Many pupils opened up about their health issues. The college's licensed counselor provided counseling to those who were under stress. Due to the Covid scenario, many pupils experienced financial difficulties since their parents lost their employment. Every issue was taken seriously, and all potential remedies were offered.

Teacher in charge: Keerthana T U

Each pupil was given individual attention, and their concerns were taken into consideration. Due to their enrollment during the Covid 19 pandemic, the students only had a few offline classes. They talked about their fear about pursuing online education.

Many students shared their health concerns with the class.Those who were experiencing stress received counseling from the college's licensed counselor. Since many students' parents lost their jobs as a result of the Covid situation, they struggled financially. Every problem was treated seriously, and all options for fixing it were presented.

Teacher in Charge : Shinu Joy

There are UG and PG students in the group. They're all excellent students. They got along well with one another. Many students opened up about their health challenges and familial problems, even through online mode. College professional counselors provide therapy to weak and unmotivated students.

Teacher in Charge : Divya Rajan

Each mentee was introduced in person(online mode). Students talked about their worries and anxieties related to their studies. Regular gatherings attempted to provide advice to the students who were having problems. Pupils that experienced familial problems appeared to struggle academically, and these students received counseling. The departments kept a private record of mentorship information.

Teacher in Charge : Anju PA

Teachers and students interacted as part of mentoring. Due to covid 19 encounters via the online mode. The majority of students experience serious issues in their families. The majority of the students struggled to maintain their way of life once their parents lost their jobs. The majority of them fear for their future and are extremely annoyed by the consequences. They are dissatisfied with the online class. Overuse of screens and isolation results in mental gratification. Through mentoring, they were able to handle these issues with a stronger heart.

Teacher in Charge : Farsana P M

There was a detailed conversation with the students through online mode. Students shared a lot about themselves. Their struggles on studies when it became online classes, problems in connection with over usage of mobile phones, other health issues, mental issues and so on.

Students were given proper care and support for their studies. Their feedback about the mode of online classes helped the teachers to shift into different other user friendly apps. Adequate brief notes were given to the students in addition to the normal notes. Many students seemed to suffer from mental issues like loneliness, mental depression, social media abuse and so on. They were provided by the counseling session which helped them a lot to uplift their social life.

Some of the students shared about their family problems like financial problems, father's alcoholism, severe health issues and so on. They get motivated by giving them proper mental support and care.

Teacher in Charge : Revathy M S

Teachers and students interacted as part of mentoring. due to covid 19 encounters via the online mode. The majority of students experience serious issues in their families. The majority of the students struggled to maintain their way of life once their parents lost their jobs. The majority of them fear for their future and are extremely annoyed by the consequences. They are dissatisfied with the online class. Overuse of screens and isolation adversely affect in mentally and physically . Through mentoring, they were able to handle these issues with a stronger heart.

Teacher in Charge : Anchu K S

The teacher and students engaged in conversation as part of mentoring. Conversations took place online as a result of Covid. The vast majority of pupils are struggling with serious issues. The majority of them fret about the future and are quite angry with the outcomes. Their expectations were not met by the online course. A side effect of screen addiction and isolation is mental unhappiness. Through mentoring, they strengthened their hearts to handle these issues.

Teacher in Charge : Vinju K R

With the pupils via online method, there was a thorough discussion. Students divulged a lot of personal information. Their difficulties with academics when classes were offered online, challenges related to excessive mobile phone use, various health issues, mental issues, etc.

The right attention and support were given to the students as they studied. Their feedback regarding the online class format assisted the teachers in switching to other user-friendly apps. The students also received adequate brief notes in addition to the regular notes. Numerous pupils appeared to experience mental health problems like social media addiction, mental melancholy, and loneliness. They received the therapy services, which greatly improved their social lives.

Some of the students spoke about their family's challenges, such as their financial difficulties, their father's drinking, their serious health problems, etc. By providing them with the right mental support and care, they become motivated.