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## Mentor – Mentee Report

Regular as well as ad hoc faculty members form the core group of mentors. At present the college has 155 faculties as mentors. Each mentor is entrusted with a batch of 20 -25 students. Every year the mentors are given formal training at the beginning of the academic year. Each student is under the close monitoring and guidance of the mentor. The mentor is expected to conduct at least three group level interviews of his group every year. The personal level interview with the students is also conducted periodically. All mentors keep a confidential data sheet about their students - *mentor's assessment of students* - which records a report of mentoring done by the teachers. These reports are periodically evaluated by a team of teachers selected from each department. The mentoring programme is monitored by a committee consisting of the Principal, Vice Principal and a group of experienced faculties. The mentors, through periodical interactions with the mentees, identifies the academic, societal and psychological needs of the mentees and informs them further

about the various support systems available. The Support systems provided by the institution are Santhwanam scheme, Oppam (Berchmans Peer monitoring cell), Care and Share scheme, Noon Meal programme, SC/ST Cell, Remedial Coaching Cell, and SB Counselling Centre. Mentors and teachers extend emotional and moral support to students who require special attention. Frequent contact is maintained with the parents of such students and the help of the counsellors are made available to the parents also. Slow learners and lazy learners are identified by the mentors through constant monitoring of the academic performance with the help of the mentor's Diary. They are given remedial coaching and counselling. Advanced learners are also identified at different stages. At the time of admission, they are identified on the basis of outstanding track record. The performance in the continuous evaluation process also is tapped to mark the talented. They are then provided with opportunities to enhance and hone their skills.



## *Departments with Aided programmes*

### **Department of English**

We the department of English conducts various programmes for the holistic development of our students. Firstly, the students are divided into different groups based on the screening of their test marks. In case, they are first year students their past academic performance is also taken into account. Further on different mentors are assigned to each group. Based on the average academic performance of the group assigned, each mentor determines the activities to be undertaken. Activities organised by the mentors include skits, debates, group assignments, group discussions etc. Activities like debates and group discussions assist the students to increase their understanding of current affairs, and also helps in generating more ideas about a given topic. It also helps to know about their mistakes and weaknesses. Thereby aiding them to build their confidence. Mentors also engage in personal interactions with their mentees to understand more about their personal needs. Such interactions help the mentor to guide their respective mentee to seek assistance under the several student assistance schemes provided by the Institution. All these

activities promote the overall development of the students.

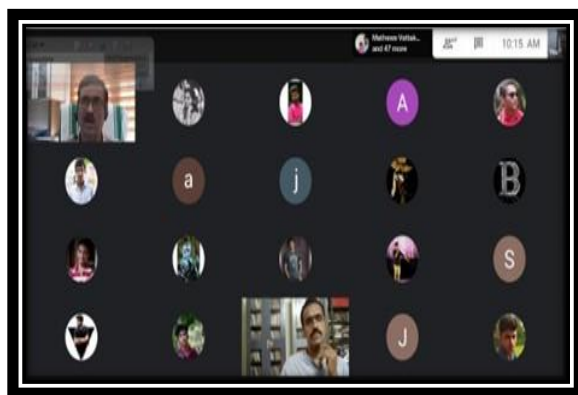


The Internal examinations and model examinations conducted at regular intervals helps the students to manage their time efficiently, boosts up their confidence, self-assessment and to plan their studies accordingly. Overall, the mentoring system has increased their interpersonal skills and academic acumen, developed their communication skills. It also helped the mentees to develop strategies for dealing with both personal and academic struggles.



## Department of Malayalam

We the department of Malayalam conducts various programmes as part of the mentoring system for our students. Initially every year the students are grouped into 2 or 3 groups on the basis of alphabetical order and then each group gets a faculty as mentor. Then on the mentor assess the academic progression of each mentee. Thereby the academically weak students are identified by the mentors. Such students are then encouraged to join remedial classes. Since belonging to the arts stream, talented students that are identified by the mentor are directed to take part in clubs such as film club and drama club. In addition to that the department also organises activities like skits, debates, group assignments, group discussions etc. Thereby aiding them to build their confidence and intellectual capacity.



## Department of Economics

We the department of Economics conducts various activities as per the requirements of our students. Such activities arise out of the insights gained using Mentor-Mentee relationships. Every year the students are grouped into 2 or 3 groups on the basis of alphabetical order and then each group gets a faculty as mentor. All the mentoring groups created in the first year will remain unchanged till course completion. Thus, creating greater bonding within each group. Which then fuels peer learning and other initiatives by the students. One such initiative that was the outcome of such Mentor-Mentee relationship was the All India Collegiate Level Economics fest “Carpe Diem 2K18”.



The academic performance of the mentees is constantly monitored by the mentors and also



mentors in every semester conducts personal interviews with the mentees. In addition to that the department also organises activities like debates about the economic policies of the state and central government, group assignments and presentations, and group discussions on economics related topics, etc. The outcomes we derived from the mentoring system includes improved academic performance, greater peer learning, opportunities to apply theoretical knowledge gained and most importantly improved mental health.

## Department of Physics

To improve the quality and overall development of students, department of Physics have conducted various programs. Initially, the entire class was divided into 3 groups consisting of 20-25 members and was assigned with a mentor to monitor the curricular performance and co-curricular activities. As part of the same, each mentor has formed WhatsApp groups so as to interact with the students and to assign various tasks. As a part of effective learning strategy, further the entire class was divided into two groups of students on the basis of their academic

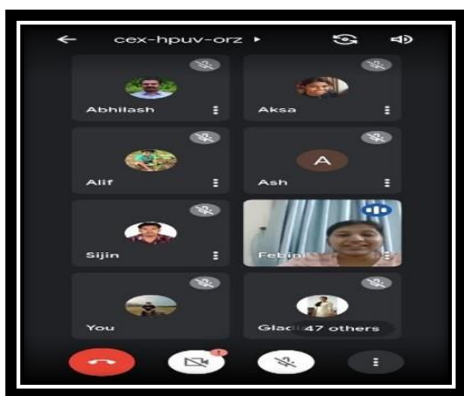
performance. The academically weak students were given academic guidance by the mentor to improve their grades. Academically brilliant and also students with great potential were provided with opportunities to further develop their skill. Such students were given opportunities to deal with sophisticated laboratory equipments, undertake paper presentations, and research projects in collaboration with a faculty. Additionally, the mentors organised activities that helped the students to apply the knowledge that they gained for the benefit of the society.





## Department of Chemistry

Department of Chemistry at St. Berchmans College, Changanassery realises that mentoring is an important tool for developing a student's academic and soft skills. This system facilitates the students to increase their knowledge, and professional competence. Mentoring empowers the students and also invites the students into a better learning environment. Additionally, it helps to nurture a positive relationship between the teachers and students. Each teacher in the department is assigned with 20-25 students as mentees, which consists of academically brilliant and weak learners. The categorisation was based on the marks obtained in the examinations conducted during the academic year. The mentor will monitor and guide all activities in the peer learning groups.



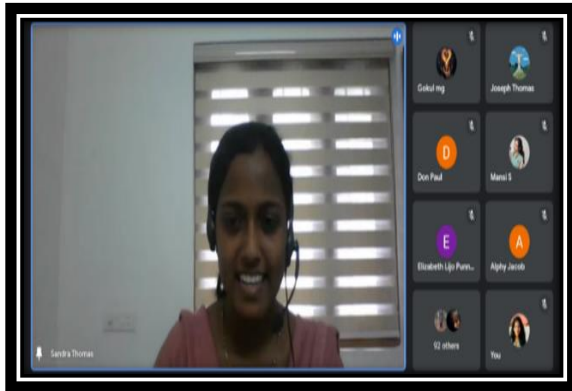
As a part of the mentorship programme a WhatsApp group was formed for each mentor-mentee groups for prompt communications. Previous years questions papers were solved and discussed during remedial classes conducted for academically weak students. Coaching was provided for interested students for competitive exams like GATE, JAM, CUCET, etc. Seminars and group discussions were conducted for developing communication skills and team work.

## Department of Mathematics

The department of Mathematics as part of the mentoring system ensures that each of students in the department derives maximum benefits from it. The students of each batch are divided into two or three groups. Each group gets a mentor who hold personal interview with the students assigned to them and also monitor the grades of their mentees. As part of the same each mentor has formed WhatsApp group with the students for ease in communication and to assign responsibilities. Mentors helped the group of mentees solve



previous years question papers and clarify their doubts using the google meet platform.



academic performance of mentee. Accordingly, he categorises each mentee under him as either as an academically brilliant or academically weak student. Then the academically weak students are given support to improve their academic capacity. The academically brilliant students are encouraged to participate in business fests and conduct business fests

The positive outcomes of the mentor-mentee system have encouraged mentee to reflect on experiences by asking thoughtful, thought-provoking questions. The mentoring system has also helped the mentee to become more aware of one's strengths and weaknesses.

## Department of Commerce

We at the department of Commerce has made it a practise to ensure proper implementation of the mentoring system. Initially the students of each batch are grouped into 2 or 3 groups based on alphabetic order. Each group is allotted with a faculty who acts as a mentor for that group during that entire academic year. The mentor monitors and assesses the



The department also provides the students with NET coaching. One among the positive outcomes of Mentor-Mentee relationship is that mentors are able to give career advice and assistance to the students. Mentors were able to share and discuss the answers of previous year CUCET and Pondicherry



University entrance question papers to interested final year undergraduate students. Another positive outcome is that due to a strong and positive Mentor-Mentee Relationships, collaborative research works for publications and paper presentation conferences have increased. Academically brilliant students identified by the mentors are also provided opportunities to teach their peers. Such learning environments is beneficial both to the peer teacher and learner.

## Department of Botany

Mentoring programme strengthens the varied and diverse capabilities of students. Also, it helps to build a mutual relationship between students and faculties. Mentoring system is implemented by IQAC of St. Berchmans college (Autonomous) for providing support in academic, personal and interpersonal aspects. Department of Botany organises several programmes to support the students to understand the aspects of curriculum and to provide career guidance. Every new academic year students in every batch are divided into groups based on the alphabetic order and each

group gets a faculty as their mentor for that entire year. Then that mentor is responsible to evaluate the academic progress of his mentees. In case of newly joined students, mentors help them to get familiar to the college and the course.



Mentors also plays a major role in understanding the personal and academic problems faced by the mentees. To provide financial and other modes of assistance for the students from the management for fee concessions and other matters. To distinguish between the academically bright and weak learners. Mentors also support the Mentee to increase their intellectual and mental capacity to achieve their academic, personal and career goals. Mentor also play an important role to improve the skills of the mentee by strengthening the abilities of each mentee pertaining to their areas of interest. Mentors

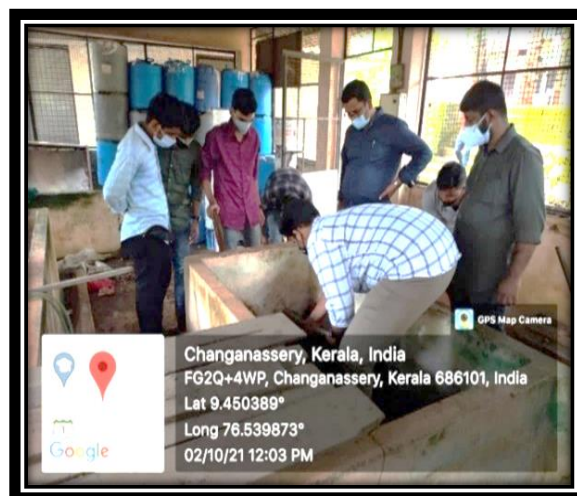


prepare mentees for entrance exams like CSIR NET.

## Department of Zoology

We the department of Zoology has conducted various programmes in association with the mentoring system to enhance the all round development of our students. Various tasks are given to different groups of students based on their academic performance by the mentors within each group. Mentors are supposed to monitor the academic performance and personal issues of the mentees allotted to them. Other than that, the mentors also organise various activities like group assignments, group discussions and department level competitions etc. Mentors also arranges personal interactions with their mentees to gather more details about them. Regular seminars help the students to be more efficient and reduces their stage fear. Other activities like collegiate level fest, debates and group discussions on environmental issues helps the students to increase their problem-solving abilities. The students are also provided with opportunities to hone their creative abilities

as poster making competitions and photography competitions are held at the departmental level. In addition to that interested students are given hands on training in vermicomposting at organic waste management facility in the college.



The Objectives achieved by the department through the mentoring system include:

- Improving the interpersonal skills of the students, develop critical thinking and problem-solving skills;
- To enhance knowledge and awareness regarding Environmental issues;
- To make the students more professionally competent by enhancing their strengths and helping to overcome their weaknesses;

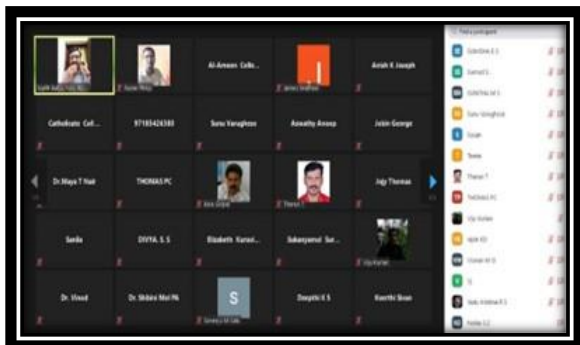


-To build healthy relationships between students and teachers;

-To develop and maintain a broader perspective on career options and opportunities.

## Department of Business Administration

The Department Of business administration in close consultation with the IQAC of St. Berchmans College conducts a diverse set of activities. These activities are based on improving the learning capability and competency of students. Based on the academic performance students are classified into Academically strong and weak learners. Each group consists of 20-25 students and a faculty member designated as a Mentor. Based on the classification, various activities are designed to assist the particular group of students to learn, unlearn and relearn.



The activities not only help the students academically, but also instill in them a sense of inquisitiveness and scientific temper about the world around them. Sensitising about various social issues and moral values. The activities are conducted during weekend and free hours. During the pandemic most of the activities were conducted online. Various activities conducted by department of business administration includes discussion on current affairs topics, seminars on economics related topic and government annual budgets, quizzes on business and current affairs related topics, participation and conducting business fests, case study and group presentation, group assignments and projects, Debates on business and social topics.

## Department of Physical education

As a part of an efficient and effective learning strategy, and the department has initiated peer group learning. It is an impactful way of sharing knowledge. The most key aspect of peer learning is in facilitating the sharing of technical knowledge among peers. The mentoring system has helped the program to respond to the perceived and actual needs of students. The needs maybe support of financial,



mental and academics nature. The purpose of peer learning is to provide a formal knowledge sharing platform with Peer-to-peer interaction and collaboration. We divided the students into three peer learning groups which consists of 20 students and one faculty is allocated to each group as a mentor.



## Department of Social Work

As a part of effective teaching and learning strategy, St. Berchmans College and Internal Quality Assessment Cell (IQAC) has started the initiative of mentoring system. The entire class is divided in to three groups on the basis of their alphabetic order. The three groups consist of 20-25 members and was allotted with a mentor to monitor each student personally. Further on the mentors identify the academically weak students after constantly screening the academic performance of the

mentees. Each mentor has formed WhatsApp group so as to interact with the students assigned to him. It also helped students to interact with their peers at any time. Additionally, group projects and seminars were conducted on the basis of peer groups. Here the students get time to interact with each other as well as with their mentor thus improving their interpersonal skills. Field works and fests provide the students to further enhance their team work and interpersonal skills. The following outcomes were observed in the students as a result of the mentoring system.

- Improved the mentee's ability to work towards specific learning goals by providing constructive feedback and guidance on actions.
- Develop team spirit and leadership qualities.
- Personalised interactions and activities in the peer groups has helped the students to foster their talents.





## Department of Psychology

Mentor-Mentee activity is one of the central pedagogical activities of the department as the student teacher relationship is very significant for an educational institution. It helps the faculty to understand the cultural, economic and social needs of the students. This is essential for helping the students to achieve their dreams and goals. As a part of this activity the students were divided on the basis alphabetical order of their name. The students were divided in to three groups having 20 to 25 members each. Further on within each group the slow learners and advanced learner are identified on the basis of their academic record. Based on this the department has planned different activities to augment the learning, intellectual and creative abilities of both sections of the students. Owing to the Covid – 19 pandemic only few activities were assigned and most of them are in online mode.



## *Departments with self-financing programmes only*

### Department of Library and information sciences

Department of Library and information sciences conducts various programs to enhance the overall performance of students. As the part of this program the department divided the students to different groups under the supervision of different mentors and all the mentors are under the control of HOD. The mentors organise various activities like debates, assignments, group discussion and also personal meetings with their mentees. And mentors submit the reports of their students to the HOD. The following are the outcomes observed in the students as a result of the mentoring system,

- Improved their confidence level.
- Developed competency.
- To develop their career prospects.



## Department of Biotechnology

We the department of Biotechnology conducts various programmes to enhance the overall development of our students. First task is dividing the students into different groups based on their names arranged in alphabetical order. Then over time slow learners and advanced learners are identified based on their academic performance. The slow learners are provided with remedial and one to one class to improve their performance. Other activities undertaken in the department include seminars, debates, group assignments, group discussions etc. Mentors also arrange personal meetings with their mentees to gather more details about their personal life.



All these activities promote the wholistic development of the students. The mentoring system helps the students in knowing about their mistakes and weaknesses and also aids in overcoming it. In addition, it also helps the mentees to develop strategies for dealing with both personal and academic issues. Advanced learners are provided with opportunities like Advanced learners programmes, Collaborative Learning and research projects, Peer Teaching opportunities, Walk-with-the-scholar programme of the Kerala State Higher Education Council (KSHEC).

## Department of Microbiology and Biochemistry

Based on the names as per alphabetical order the class teacher divides the whole class into three groups for mentoring purposes. Each teacher in the department is assigned students. The students meet their respective teachers during lunch time and in the evening after 4 pm when teachers are free. Students discuss with the teacher about their family conditions, extra-curricular activities and academics. Students find it useful as they can



open up to their teacher and can share about their future ambitions and the happenings in their daily life. Students who did not get good marks were given remedial coaching. Though the system has only been implemented in the last few years, significant improvement in the teacher-student relationship can be seen. The system has been useful in identifying slow learners and advanced learners. Similarly, working closely with a small group of students has helped in identifying each individual's strengths and weaknesses as well as plan better behavioral changes for the student group as a whole. Personal problems of the mentees are resolved at the mentor level only and hence there is dramatic fall in the number of complaints from the students.



## Department of Computer science

The Department of Computer Science organised many programmes for the development of the students. These programmes involve both curricular and co-curricular activities. Firstly, the students of each batch divided into three groups and a mentor is assigned to each group. The groups are divided on the basis of their names in alphabetical order. Further on the faculty mentor will provide guidance to the mentee to overcome mental, academic and financial struggles. The role of the mentor is to engage in informal communication with the mentee as well as formal communications like personal interviews wherein a mentoring sheet is filled. Additionally, a mentor also identifies the academic prowess of his mentees through constant analysis of their academic performances. As per their academic caliber the mentees will be distinguished as advanced and slow learners. The mentor will then direct slow learners to overcome their weak areas and provide them will special classes. The mentor directs the advanced learners to take up Massive Online



Open Courses (MOOCs) and recommend them different softwares as per their interests. Also, those identified as advanced learners are encouraged to be peer teachers for their classmates.




In addition, the mentor also aims to develop the soft skills of his mentees through conducting group discussions, group assignments, presentations and group projects. Additionally interested students are encouraged to take part in Walk-with-the-scholar programme of the Kerala State Higher Education Council (KSHEC).



## Sample Mentoring Sheet

**MENTEE'S PROFILE AND ACADEMIC PERFORMANCE**



**I. Personal Details**

1	Name (Block Letters)	ALEENA SUBASH
2	Department, Class and No.	Microbiology & Biochemistry 1405
3	Permanent Address with Ph. No.	Kaithappasambal House Cheeranchira P.O Changanacherry
4	Address for Communication with Ph. No.	Kaithappasambal House Cheeranchira P.O Changanacherry
5	Name of Father, Occupation and Ph. No.	Subash Mathew - Abroad 9846872186
6	Name of Mother and Occupation	Jaimol Vaughese - HW 9048887717
7	Religion and Community	Christian - RC
8	Hobbies and Talents	Dancing
9	Life Goal/Ambition	Food Microbiologist
10	Blood-Group	O+ve

**II. Curricular Records**

	Name of the School/College	Total Marks/Grades/Percentage
SSLC	Mary Rani Public School & Jr. College	
+2	Mary Rani Public School & JR. college	431/500

**III. Co- Curricular Records** (In arts, sports, games and others during +2/UG)

CBSG Sabdga Competition (19)

Mappilappata 'A' grade

Mentee's Profile | St. Berchmans College | 1



### IV. Mentoring Record

1. Personality Traits (openness, sociability, amiability, self-discipline, self-reliance etc.)

self-disciplined

2. Scholar Traits (inquisitiveness, hard work, punctuality, enthusiasm, analytical skills, creativity, team spirit etc.)

Punctual, hard working

3. Participation in co-curricular activities (NSS, CSM, NCC, Nature Club, Debating Club, Film Club etc.)

class representative (S.M, IEDC  
(2021-2022))

4. Curricular Achievements (Marks Secured in odd and even Semesters)

First Semester		Second Semester <b>A<sup>+</sup></b>	
Subject	Marks / Grade	Subject	Marks / Grade
① English	98 S	English Language Proficiency	86 A <sup>+</sup>
② Fundamentals of Microbiology	74 S	1. Microbial Physiology	65 A <sup>+</sup>
③ Microbial diversity	75 S	2. Immunology	67 A <sup>+</sup>
④ Fundamentals of Biodiversity	56 B <sup>+</sup>	Language Evolutionary Biology	65 A <sup>+</sup>
⑤ Biophysical Chemistry	70 A <sup>+</sup>	1. Microbial Physiology (P)	48 S
⑥ I.T	75 S	Core Diversity (P)	45 A <sup>+</sup>
⑦ Biophysical (Lab)	25 S	1. Evolutionary Biology (P)	42 A
⑧ Software (lab)	25 S	2. Biomolecules (P)	66 A <sup>+</sup>
		Complementary Advanced Excel	51 B <sup>+</sup>
		1. Biomolecules (P)	20 S
		Software (L)	20 S





Third Semester		Fourth Semester	
Subject	Marks / Grade	Subject	Marks / Grade
① English Microbial Genetics	67 A <sup>+</sup>	English Ind Microbiology	66 A <sup>+</sup>
② 1. Medical Micro	73 S	1. Farm <sup>n</sup> Technology	66 A <sup>+</sup>
Language		Language chordata	61 A
③ 1. Industrial Training	30 S	1. Research methodology & Biostatistics	43 A
④ Core Animal diversity (non)	67 A <sup>+</sup>	Core Genetics & Ind (P)	50 S
⑤ 1. Enzymology	69 A <sup>+</sup>	1. med & farm <sup>n</sup> (P)	50 S
⑥ 2. Trends in I.T	75 S	2. Animal Diversity (P)	44 A <sup>+</sup>
⑦ 3. Enzymology (P)	22 A <sup>+</sup>	3. Metabolism	51 B <sup>+</sup>
Complementary		Complementary Python	69 A <sup>+</sup>
⑧ 1. Software (L2)	25 S	1. Biochem (P)	24 S
		Software Lab	25 S

Fifth Semester		Sixth Semester	
Subject	Marks / Grade	Subject	Marks / Grade
Core		Core	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
Open Course		Frontier Course	
1.		1.	

5. Percentage of Attendance

Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6





### 6. Extra Credit Courses

Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
BLS, VLE/ MOOC, Value Education	Add on Course SAP, VLE, VE	Add on Course, VLE, VE	Internship/Skill Training, VLE, VE	Finishing School, VLE, VE	VLE, VE
MOOC BLS	Add on course - OJT at Plant tissue culture NIPEL-Cell biology	OJT at TIES Kottayam	Internship at NIPHATT	Finishing school	

### 7. Co-curricular Activities and Achievements (Awards, Prizes and Recognitions in Academic Fests, Arts & Sports Competitions etc.)

- Book Review Competition (2nd page)
- Selfie with my favourite plant (3rd page)
- 
- 

### 8. Meeting with Mentor

	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
Date					6/12/2022	-

### 9. Details of PTA Meetings

	Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6
Date					07/10/2022	
Parent's Signature						

### 10. Student Progression

UG to B.Ed.	UG to PG	Campus Selection	Self Employment

Names of the Mentors	Signature
1. Sweety K. Ennacheel	
2. Anju Yohannan	
3. Ateena Elizeba Titus	

Name and Signature of the  
Head of the Dept.

