



RAMANUJAN COLLEGE

Accredited Grade 'A' by NAAC
(University of Delhi)

C.R. Park Main Road, Block H, Kalkaji, New Delhi-110 019

ISO 9001:2008 Certified Organisation

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Mentor – Mentee Program

Academic Session 2019 – 20

Mentor-wise Reports

1. Mrs. Archana Chauhan

As a teacher, we are also the mentor of our students. Like other professions teaching is difficult to put in a rigid frame of the job description. Our job ranges from classroom teaching to administrative work in college, cultural and extra-curricular activities but beyond that the unseen efforts and activities we do on an informal/personal basis for our students. A few of these are mentioned below:

Remedial and doubt Classes – Tutorial classes are specifically for this purpose and we have one mandatory tutorial class per subject in our timetable. These classes are really helpful in one-to-one interaction with students.

Extra time- As an Accounts teacher in the commerce department, I get many non-commerce students every year. It is very difficult for these students to study accounts which is very technical for them. Therefore, these students need extra effort and study material to bring them to the level of other commerce students.

Bilingual- Our college gets students from different states of the country and in the beginning, there is some language barrier. Therefore, after observing the lot of the students, I decide on my language to teach them, most of the time I have to go for bilingual.

Extra time for practical classes- I get many students, who are from rural areas and had never touched computers before. For these students, I have to take some classes on the basics of computers separately and then start my routine practical classes (Computerized accounting). These extra efforts increase their confidence and they do well in class.

Class Activities- I always plan my teaching pedagogy keeping my students in center, like group discussion, group projects/assignments and presentations in class. In first-year classes, students are new and do not interact and participate in class discussions. Therefore, I talk to them a lot on various topics besides the syllabus like the role of extra-curricular activities and college societies in overall personality development.

Letter of Recommendations and Appreciation to students for their work.

2. Dr. Mohinder Paul

After the initiation of this program, individual meetings were called by the faculty members with their mentees and discussions took place pertaining to addressing the issues that they were facing in common in the teaching-learning process as well as the individual difficulties that they were facing. At the same time, their previous semester marks (in case of second and third year) and 12th marks




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(for first year students) were taken as a criterion to identify them as advanced learners and slow learners.

3. Ms. Ruchika Bal

The advanced learners were given directions for the gaining exposure to develop their skills for research and encouraging them to think critically about the ongoing world and develop research questions that they would like to find answers for in their near future. The slow learners were given directions for the importance of time management. It was also attempted to find out if there are any particular causes of their low marks apart from academic difficulties. In such cases counselling was carried out.

4. Dr. Anshika Agarwal

In the academic session 2019-20, the even semester faced the issues of Novel Covid-19 pandemic and change of paradigm from offline teaching to online classes. The students approached for many issues related to information technology, handling of online classes, safety of data in some applications, network issues, Open Book Examination to mention few. As in University of Delhi, lockdown happened during the mid-semester break in the Month of March 2020, some students were out of Delhi to visit their hometown, so they stuck with no books, no laptops and no notes. As teacher, I have provided them all the notes in soft copy, gave them online reading material, recorded my lectures so students can learn at their own pace. Also, circulated my email ID, and mobile Number to each and every student so that they can contact me anytime they are in trouble.

Apart from above, as a teacher of second- and third-year students, many students came to me regarding their career choices, what to do, which field has more scope, whether to go for higher studies or for a job, which course to opt, which institute has a better future prospects from time to time. Each and every student has been guided accordingly to their questions.

Some students also came with their group or society conflicts within college, which have been dealt with due diligence and as per college rules and regulations.

5. Ms. Charu Jain

In Mentor mentee relationship, a mentor not only helps and guides related to academic but also resolves student's personal and other problems and guides for the future for achieving the heights. During my classes, from the very first day, I include observation process in my teaching pedagogy and used to observe students' interest towards studies that helps me out to find out the problem student is suffering from. By following the same process, I was able to resolve the queries of the students. Some of the issues were there:

1. Non affordability of Books due to Financial Problems in case of advance learners and slow learners both – Problem was resolved by providing books to the students in need.

2. Disinterest in the studies due to family issues, psychological problems and stress- Problem was resolved by talking to them personally, connecting with the student in the classes or over phone again and again to make them stress free and motivating them to face the problems with ease.



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3. Few students were slow learners which requires more attention providing them extra time for their doubt's clarification-Problem was resolved by taking their doubts after the classes and giving them extra time for their conceptual clarity.

6. Mr. Himanshu Shekhar Sahu

Many students that I counselled were suffering from homesickness as they had left their home for the first time. They don't want to interact with anyone. The students wanted to overcome the introvert side of their personality. I reminded them that they are doing a professional course and very soon they will enter into professional world. To survive in the professional world, they should not be a couch potato and they should go out and play some outdoor games or they should go for a walk. They should also try to meet and interact with people as this will help them in changing their introvert personality. They should also change their lifestyle. The students are working on it. It will take some time to change their lifestyle and personality.

7. Mr. Vikram

Some Students were unable to concentrate on their studies because they were no more friends with their good friend. I asked them to follow the "let bygones be bygones" rule. I also told them that everything in life is temporary and they should not let these trivial things hamper their way to success. I also asked them not to waste their valuable time on these issues. The "Talking Therapy" helped them. The students are a happy soul now and have understood the concept that "everything in life is temporary." Some students were quite weak in English. They wanted to learn the basics. I worked on their grammar and helped them clear the fundamentals of grammar. Some students were disturbed before Internship fair as they were unable to draft their C.V. I helped them in drafting their CV. Yes, the problem has been resolved.

8. Dr. Rajiv Nayan

For the mentor-mentee programme students were divided into groups of 15 to 20 per teacher. In my mentorship group the main issue discussed was about the career counselling of final year students since during this pandemic everything is online and they are not sure of getting jobs after completing their course. We discussed various career options for their future. The second concern discussed was about OBE exams. Some of the students find it quite stressful because they are not able to manage their time during OBE. They were also afraid if the answers don't get uploaded, they might not get marks or they may fail. During offline exams there was no such fear. Also, the E resources were provided to them. Some students were not aware about the different Platforms/Apps through which online classes were conducted. We conducted orientation for such students in our group.

9. Mr. Pankaj Gupta

I always prefer two-way communication with my students. So, first day of my class always begins with the discussion about course and syllabus which is followed by creation of a WhatsApp group for the whole class so that anyone facing any problem can contact me as well as I can also contact them.



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Students generally face problem for their career choice. I always try to have one to one communication with my students and guide them by providing different options. Students also need guidance for choosing their DSE and Generic paper. I guide them by telling to choose subjects after looking at their interest area and their future vision. I also provided guidance to students about open book examination like making PDF file of paper and uploading of answer sheet. In my mentorship group the main issue discussed was about the career counselling of final year students since during this pandemic everything is online and they are not sure of getting jobs after completing their course.

10. Ms. Shraddha Sharma

All the students were contacted round the year to understand and address their grievances, and career related or personal issues. The students raised issues with provision of the Wi-Fi facility in the college. Request has already been initiated for the same and the IT Department has resolved this issue. The students were made aware of fellowship programs available in private and public institutions. They have been asked about issues related to placement and internship.

11. Dr. Nagender Pal

The aim of a teacher is to make all round development of the student, as soon as the academic session starts, the academic calendar prepared by the Department of Commerce is followed by all the teachers. I teach all the students in the class with the same attitude if the students do not understand or have any doubt then after the class I revise and clear all the doubts. I encourage the students to ask questions in the class I believe that any student cannot move forward or achieve his/her objectives unless he gets the right direction. My aim is to give right direction to the students in the class as well as emphasize on improving themselves. The students are also told in the class what their career options are and how to prepare to achieve their objectives easily. I try to solve the personal and academic problems of students even outside the classroom. The students are encouraged in the classroom so that they can easily achieve their objectives and live their life happily. The biggest lesson I give to the students is that how to live life. If there is a problem, then the students do not have to run away from it, believe in yourself, know yourself, solve that problem and be happy in life.

12. Dr. K. R. Kaushik

I am a part of separate WhatsApp groups with all the classes I teach, through which I share with them study material, resolve their doubts, and cater to their diverse interests. It also allows the teacher-student bond to develop in the world of virtual classrooms. To showcase the relevance of the curriculum, I regularly share with the students, relevant articles from well-reputed publications on various subjects. Because the pandemic has changed the very nature of classrooms and perhaps altered the teaching-learning experience irrevocably, I have had to adapt my ways of interacting with my students as well.

13. Ms. Shweta Bansal



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I have counselled many students. The most common problems came from the final year students and they were confusion between various courses option like MBA versus MCA, confusion between opting for a job or doing higher studies, Managing work and study balance students. due to minimum attendance in college Especially by those students who are working to support their family. The proposed solutions to the main problems were focused upon self-analysis i.e., analysis regarding what the mentee exactly wants from a particular situation by focusing on his strengths, weaknesses, opportunities and threats, the technique of listing of all the pros and con of all the alternatives which created confusion were also provided. For maintaining work and college balance proper communication with friends and teachers was proposed to them. The students benefitted from the program as they were able to take decisions effectively.

14. Ms. Sonia Mudel

Mentoring program in higher education improves student participation, retention. These programs are very effective in increasing individual achievement in skills, competencies as well as social development of the students. Being a teacher, we always counsel and motivate our students for their academic, personal endeavours, take their personal as well as academic doubts and queries.

The main highlights of the mentor-mentee program done during 2019-2020 were:

- As the academic session starts in college, first-year students need counselling about the functioning of the college. So, I was always there to sort their doubts about the timetable, classes, societies and cells of the college, college premises at the personal level.
- First-year students also face the issue of choosing the DSE and generic paper. I also guided them on how to make choices between the papers.
- I have also guided parents as well applicants in the admission process. Queries like the choice about the course, systematic process of admission, about the college, outcomes of the particular course, etc. were raised by most of the people at the help desk.
- I always took an interactive class in a week or fortnight to discuss personal or academic doubts/queries other than the subject in my all classes.
- A student can access me anytime on mail, WhatsApp to discuss any matter whether it is personal or academic. Many students (Diksha (B.com(P), II year); Vartika (B.com(P), III year); Piyush (B.com(P), II year); Chandni (B.com(H), III year), Aarushi (B.com(H), III year), Rohini (B.com(P), III year) and to name few interact frequently with me to know about M.com, MBA, entrances, study material, and other requirements. I was provided the study material to a few students and counsel and motivate them to score a good position.
- Final year students were guided and counsel to make choices about their career, the outcomes of the same, and the process to achieve that career.

15. Ms. Suchi Patti

Some of the areas in which many of the students faced issues and the suggestions given to them are as follows:




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ISSUES and SUGGESTIONS

1) Financial problems in the family resulting in difficulties in academics

Solutions: Fill the forms for scholarship being provided by college and university and contact the convenor/members of Fee Concession committee/ Scholarship & Award Committee for further details.

2) Non fluent in English language

Solutions:

- Watch English movies with subtitles
- Practice speaking in English with friends and teachers.
- Read light novels/ newspapers in English regularly.

3) Lack of self-confidence/ public speaking skills

Solutions:

- Participate in the events at the college level / departmental level
- Take an active participation in the societies that you are part of; try to be an executive member and develop leadership qualities.

4) Difficulties faced in a particular subject.

Solutions:

- Be regular in the class
- Attend tutorials necessarily- get your doubts cleared
- Take some reference books from the library
- Read and practice more.

16. Dr. Kanwaljeet Singh

The following initiatives were undertaken to guide and counsel the students during academic session 2019-20. The students were advised on how they can cope with different situations whenever they faced difficulties in their college life. I promoted them to talk politely and relate with peers. It helped the students to cope with the challenges and how to behave with classmates and seniors. To get to know about the students of the class, I encouraged them to ask questions during the lecture. I invited the students to openly share their problems and tried to listen to their issues carefully. Some students faced difficulties on a continuous basis, so we held several meetings to solve their issues.



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Also contacted those students who were doing well by occasionally having conversations with them. To increase awareness about students' issues and develop rapport, I motivated the students to enrol in societies of the college. Group activities/events were organized to develop teamwork and leadership qualities. I motivated the students to take part in workshops/seminars for personality development and career advancements. Sometimes the opinions of the students didn't match to organize a particular event, as I experienced as a convener of college societies. In such cases I interfered immediately to address the situations, so that adjustments can be made to complete the event without any delay. I always encouraged the students to connect with other mentors to get guidance and learn from experienced personalities.

17. Ms. Parul Saini

The first day of my class always begins with the discussion about course and syllabus which is followed by creation of a WhatsApp group for the whole class so that anyone facing any problem can contact me as well as I can also contact them. Students generally have doubts and problem related to career choice. They need guidance about choosing their career. So, I always guide them by providing information related to different options. Students also need guidance for choosing their DSE and Generic paper. I guide them by telling to choose subjects after looking at their interest area and their future vision. I also take some extra class for their doubts and queries related to the topic taught in the class.

18. Ms. Rachna Gupta

We as teachers have great responsibility towards our students as their mentors. In normal times students spend more time in college as compared to at homes. I from the very first day of the semester try to establish a cordial environment in my class so that students do not hesitate in sharing their problems, both academic and personal. Some of the issues/problem areas that I have come across are:

- Slow and fast learners – In the first few classes I identify slow learners who need extra time/attention in the class and the fast learners who would like to do something beyond the routine task. I ensure that requirements of both types of students are met. I personally pay extra attention to slow learners as well as promote peer learning amongst the students. Fast learners are given some higher study materials.
- Special needs students – There have been cases where students suffer from some physical disability e.g. – problems in speech (lisping, stuttering etc) because of which he/she may feel awkward in the classroom. I counsel them in this respect so that they may become more confident in class participative activities.
- I ensure no discrimination in the classroom on the basis of caste, colour, religion or socio-economic status.



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- Besides taking doubt classes offline, I also address academic queries of the students through other modes of communications as well.
- During this pandemic period, many students faced the problem of procuring textbooks. I resolved this problem by sharing the relevant soft copies of the textbooks online.
- Helped a student to get a Letter of Recommendation (LOR) for admission to higher studies abroad.

19. Dr. T. K. Mishra

Academic session 2019-20 was marked by both offline and online classes. The queries in the offline mode were mostly on activity-learning. For example, educational tours, cultural functions and fests, community services, inter-college competitions, etc. There was more interaction, thought sharing, and idea exchange between teacher and the students. They used to share even their personal, inter-personal or family problems with the teacher. And we teachers could not say no to any issue. With the introduction of online classes, my experience was that a void was created between students and the teacher. As a result, students lost interest in attending classes. Even I lost interest in teaching a muted class. The lack-lustre teaching became one-sided. There was a huge online learning gap. Yet I kept counselling my students on physical, moral and career issues. I remember some student narrating their pathetic experience of corona. I used to create hope and optimism in them. I motivated some of the NSS, School of Happiness and Equal Opportunity cell students to come out for help in the society. For example, following notice was issued in September 2020: Elder Care and Happiness Finds a New Address. To fulfil service-learning objectives, especially in this covid time, and to create a values-based society; the NSS unit and the School of Happiness of Ramanujan College have together formed the following flying squads comprising college volunteers and students:

1. NSS Elder Care and Kindness Squad (Necks)
2. Happiness Enhancement and Resilience Squad (Hers)

To achieve service-learning objectives, Necks is supposed to undertake the moral responsibility of doing following activities –

- I. Attend the calls for elders with ailment and distress, including dementia.
- II. Attend to the unkind behavior towards elderly parents, including home alone parents.
- III. Attend to ailing elders requiring help and support of any kind.
- IV. Attend to address their post-covid problems, problems of loneliness and depression.
- V. Celebrate festivals and social functions with them, including their birthdays and wedding anniversaries.

To achieve values-based happiness objective, hers is supposed to undertake the moral responsibility of performing following activities –



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- I. Engage activities that enhance happiness and well-being of the ailing or neglected child and youth.
- II. Provide helping hand to people in stress or distress.
- III. Provide support to students needing financial aid or educational tools.
- IV. Boost morale of the job-less youth for taking up entrepreneurial activities, and mentoring for resilience to the post-covid victims.

This initiative can be seen as an outcome of successfully completing our 6-month Values-based Happiness course. The college administration, the faculty and its students are feeling optimistic about creating a social network where college and community both flourishes.

20. Mr. H. L. Neihisial

In my role as a faculty mentor, I helped the students in preparing for further studies. For students interested in pursuing higher studies, I encouraged them to start preparing for various entrances as early as possible. A student had approached for seeking help regarding the poor financial condition of family during COVID-19 Pandemic. The student was helped by providing him fee concession and issue of laptop from the college for attending online classes.

21. Ms. Isha Gupta

Evaluation through Topic-specific Activities and Class Participation serve as an effective tool to identify slow and advanced learners. Once the learner type is known, slow learners are in focus during the lecture and a set of the fast learners are grouped with slow learners to further the interaction and collaborative learning.

Following solutions are used to resolve the issues of Student Mentees:

- 1) Set realistic expectations and smaller targets: It is essential to understand what is achievable for the student and set targets accordingly.
- 2) Be supportive: Slow learners are taught to learn from their failures. They are encouraged to explore and learn at their own pace until they succeed.
- 3) Encourage peer tutoring: This is one of the most effective strategies for slow learners. Slow and Advanced learners are encouraged to study in groups. The more a student interacts with others of his/her batchmates, the more confident he/she feels.
- 4) Encourage interaction and oral communication: Student Mentees are encouraged to voice their thoughts through weekly contact hours that encompasses educational, counselling and career-related realms.

22. Ms. Isha Gangwani




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- On the academic front, several students in my classes of B.A. (hons.) Economics and B.A. (Prog.) had no background in Economics (from class XII) and were slower in coping up with the class syllabus. Special arrangements of extra classes were made for such students to help them cope up with the subject. Extra efforts were made to ensure a sound understanding of the subject by such students.
- One foreign student in my first-year class was facing challenges in adapting to the new environment and making friends. With constant encouragement and motivation, he enrolled in different societies of the college and participated in various activities. By the end of the first semester, he was one of the most confident students in the class with exposure to various events and activities in college.
- The issue of harassment faced by one student of my class through anonymous phone calls and messages on social media was addressed. Peer issues among students in my class were attempted to be resolved.
- Through the lockdown phase, one student of my class went through a difficult phase of depression and anxiety and became irregular in the online classes. Special attention was given this student to help her deal with the same and also ensure that her attention towards academics was not affected adversely.

23. Mr. Rakesh Kumar Singh

Some students have issues regarding material in Hindi medium and wish classes to be held in Hindi language predominantly. I have tried to provide such students special remedial class exclusively for Hindi Medium students along with providing self-made notes and materials on a large scale. I have provided them books from other publications so that their answer scripts can be better.

24. Dr. Anjali Prashad

In the capacity of a lecturer, I have been playing the role of a mentor to my students in the following ways:

- Career counselling: As an ongoing process of mentoring, career-counselling is carried out throughout the course of the graduation on a case-to-case basis. This largely depends on the ground work of being approachable to the students and establishing students' confidence on the credibility of my advice regarding their future career growth. This involves guidance with respect to the choice of career, preparation for entrance examinations, choice of field and institutions for advance studies and tapping the prospects of knowledge, skills and experience by sharing my academic experience and understanding with the students.
- Internship opportunities: Facilitating internship placement of students through use of personal network across academic communities. As of now, five students of Economic (Hons), batch 2019-20 and 2020-21, placed as interns through my contact links with Institute of Economic Growth, Delhi University and Warwick University have successfully completed their internship program. Apart from those being directly placed, students also benefit from the weblinks of internship opportunities in



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various organisations (that undertake research in core economics), shared by me on WhatsApp group and other platforms on a continuous basis.

- Applying for fee-waivers and laptops: helping EWS, ST-SC and OBC students to benefit from the Ramanujan College schemes related to providing laptops and fee concession-financial aid (full and partial) to needy students. This involves sharing related information with the students, scrutiny of genuine applications, supporting the applications with related documents, coordinating with teacher in-charge and placing the requirement with the college administration.
- Training in article writing for economic research: In the capacity of the founder-convenor of Essenzia Research Wing (ERW) of Economic Dept., I regularly mentor students in writing articles with an attitude of getting them published. In this respect, ERW's website created under my guidance provides a platform to publish articles authored by undergrads as ERW working papers. In this context, students are guided on the framework of the article, choice of the title, on the process of carrying out theoretical and empirical research, formulating the research question and methodology, on referencing styles, contextualization, result reporting, intuition building, plagiarism and other academic standards.
- Stress and confidence management guidance: This includes the following
 - ❖ help students adapt to the standards- related to coursework, examination, evaluation, promotions, grievance redressal and more, of Delhi University.
 - ❖ establishing inclusivity through continuous guidance on college routines, expected behaviour, realization of potentials and future directions.
 - ❖ problem identification and providing/directing towards solutions.
 - ❖ encouraging acceptance of failure and to remain committed to the attitude of critical thinking.

25. Ms. Bhawna

1. Mentoring related to career guidance and MA entrance preparations: Many students from 2020 batch approached me for seeking advice regarding future career options and MA Economics admissions and Gap year, etc

Following are the messages/ mails received from students:

1. Good afternoon Ma'am

I hope you're doing well.

Ma'am, I'm texting you in complete confidence and am in need of some guidance. So far, I seem to have tanked all my master's entrance exams and have not received any admission offer. Could you please guide me as to what other options are available?

Also, will it be realistic to wait for DSE's merit list? My CGPA thus far is 8.56.




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Thank you.

Regards

Shambhavi Gandotra

2. Very good evening ma'am

I am Yukta, ex-student of Ramanujan college from Economics department batch of 2020.

Ma'am i need your guidance in the field of economics entrance.

Can you please guide me some tricks and tips so as to groom myself just the way you had helped many of our batchmates which are now at a very good institute.

I really need your blessing and guidance fir choosing my path.

Please help me I need it so eagerly.

3. Hello ma'am, I had some questions regarding my admission for masters in economics

I had given the entrances for both MSc and MA in Gokhale institute (Gipe)

I got a rank of 400 in MSc so I'm not sure if they'll offer any of the MSc courses

I got the 25th rank for MA economics but the course may be bilingual

I asked one of the teachers at gipe and they told me that medium and main language to teach would be English but they may take lectures in Marathi as well

Can you please help me with this ma'am because I'm really confused as to what should I do?

4. Good morning ma'am

This is Arismita from BA(H) economics 3rd year.

Actually, I just wanted your help regarding my admission. Actually, recently I have cracked the personal interview for MSc economics in Symbiosis school of economics Pune.

Ma'am will you be able to guide me if it is a good college to invest and is it worth taking admission there?

Actually, I don't want to waste one year and the other colleges in my list haven't informed anything yet. And about my future plans, I don't want plan to join corporate as of now and will be more interested towards the government sector. So, should I wait for other colleges or should I secure my seat here?



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The students were advised regarding the various options available for MA entrances and other career engagements. They were also helped in finding out the resource materials for preparations and the methods to prepare for the entrances correctly. The students were advised regarding the preparations and for streamlining the preparation efforts by targeting specific institution and focusing on the syllabus and past year question through revision and practice.

Responses from students:

Hello ma'am

Shambhavi here. I started my college for post-graduation studies yesterday and I already realise the huge difference between the atmospheres of both the places. Thank you so much for being such a great teacher!

Also, I wish you a very happy new year. Thank you once again!

2. Help pertaining to difficult financial situation

A student from 2023 batch had approached for seeking help regarding the poor financial condition of family after his father has lost his job during COVID-19 Pandemic. The student was helped by providing him fee concession and issue of laptop from the college for attending online classes.

3. Start-up project by a student

A student approached to seek help regarding a start-up he has been working upon.

Message from student: Good Morning Ma'am, Rahul this side from second year. I wanted to get some information regarding the funding from the college in students innovation projects.

I had started a project in October 2019 and it has been completed in November 2020 and it is based on economic Development And upgradation of the small seller in India.

Now I need some funding/investment, can college help in this

Ma'am I have mailed project report as well as the research paper for the same.

The student was connected with the young entrepreneurship and start-up cell of the college and was helped in refining the proposal and guided regarding various options for funding and possible modifications in the project.

4. Preparation for interview

A student of 2021 Batch, Tanu Dixit got selected for online interview in Centre for Development Studies for MA Economics. She contacted me for guidance regarding how to appear in an interview. Over telephonic conversation, the student was briefed about important things one must keep in mind to present best version of oneself in front of the interviewer. The student was advised to revise important topics of subject to build the confidence for the interview day.



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Message from student: good evening Ma'am

How are you?

Ma'am my name has been shortlisted for the online interview in Centre for Development Studies for the admission in their MA programme Economics 2021. but ma'am I don't know what and how to prepare for the interview. I need your guidance regarding the same. Your guidance definitely going to help me a lot ma'am

5. Masters in Economics Abroad and Letter of Recommendation

A student of Batch 2022, Arshmeet wanted to discuss about the options available for doing Masters in Economics Abroad and the procedure for applications. She was advised regarding the procedure, documents, courses and university abroad. On the basis of her performance in studies, co-curricular activities and contribution to department society, she was provided letter of recommendation for future studies.

Message from the student: Good Morning ma'am! Arshmeet this side. I am a student from the third-year batch of BA (hons) Economics.

Ma'am, I have been exploring my options for masters in economics, while I considered the universities abroad. As I scrolled through the admission process and the documents required, I was informed about the letter of recommendation or references. It read that I would need recommendation preferably from the professors currently teaching us. I would be really grateful if you could help me with one such reference signed under your seal.

6. Reviewing Articles by students:

Many students were advised and helped in writing research papers and articles.

Message from student:

Good afternoon ma'am, I hope you are doing well ma'am.


Ma'am actually I had a request to make, I wrote an article in 3rd semester on the Hyperinflation in Zimbabwe, ma'am it will be a great help if I can get your inputs on that article.

7. Motivating student for taking up interests and hobbies: A student from Psychology Hons., Sanya Bhasin, had once sung beautifully during a class presentation. She was encouraged towards singing during tutorials. During Covid Lockdown I had received a message from her telling me that she has started a YouTube channel. Please find the link: <https://youtu.be/7JFvOyshJ8c>

8. Corporate sector placement reference

9. Miscellaneous help to students related to admin work for retrieving documents, or solving any issue which were raised.




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26. Mr. Sandeep Kumar

I have tried to give them suggestions regarding their career options as in this age most of them are not sure about leading their career options, especially in humanities where students have very confined options. As a teacher I have guided them for preparation of civil services exams and other exams which can open opportunity for them as career options. I have also trained some of them in theatre and storytelling art, which can also lead some of them towards career option.

27. Dr. Sumit Nagpal

In the academic session 2019-20, my mentor- mentee meetings were conducted at the end of every month in the offline mode on the last Friday of every month till February 2020. After the covid-19 pandemic and lockdown, the meetings were shifted in the online mode on WhatsApp and google meet platforms. The issues raised by the students included the following:

1. Language and Communication Problem: Some of them had language problem as they were from rural background and couldn't understand or speak English. I identified few students of the class who have good communication skills and a good command over the English Language. Half hour interaction session was conducted for those students using the identified ones.
2. Problem in understanding during the class: Some of them couldn't understand in the big group and wanted individual treatment. Those students were given special classes on Wednesday from 3-4 PM.
3. Theoretical Papers like Real Analysis: Some of the students considered the paper "Real Analysis" to be difficult being a theoretical and abstract paper. This paper requires skills for writing the conceptual proofs. I encouraged the students to write the proofs few times and try to understand the reason in each and every step involved.
4. Problem pertaining to Library: Some of the students had a problem of locating the library resources. Their problem was settled by taking those students to the library and giving the live demo by me.
5. Dilemma about the competitive exams among final year students: The syllabus and the strategy to prepare for competitive exams had created a lot of anxiety among the third-year students. I counselled them and briefed them about the syllabus, weightage and preparation tips for cracking such type of exams.
6. Fear of new pattern of examination: During the covid-19, University of Delhi adopted the new scheme of conducting exams called OBE (Open Book Examinations). This was the first-time experience for all students. I provided them question bank of my paper so that they can excel in their exams.

28. Dr. Megha Agarwal




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The students talked about their aspirations from college life and the problems related to it. Students discussed their limitations in understanding the complex problems of the subject and their inability to have a better time management system.

We discussed the different ways in which a practice of solving problems can be made and the ways used to apply them to solve real problems. There was also a discussion about different techniques which students can adapt to manage their time effectively.

This session also focused on the career prospects of students. Students were keen to know about the viable career options after their graduation. Though many wanted to pursue higher education, few also wanted to give competitive examination. The ways to prepare for these exams and the alternative career prospects for the students was also discussed with the students.

29. Mr. Deepak Kumar

I, Deepak Kumar, Assistant Professor Department of Mathematics was assigned a group of 16 students from B.Sc.(H)-Mathematics 2nd year. Some of students approached for issues related to their assignment submission. Few of them were facing difficulty in maintaining a pace in the class. They were explained about the time management techniques and were told prioritize their work and finish one by one. Some of them were preparing for entrance tests, such as IIT-JAM, CMI, ISI for masters. Doubt and discussion sessions were arranged for them except regular classes and they were also suggested to take out sometime for themselves. They were explained about the importance of mental and physical health too. They reported back that it helped them so it was a good feeling for me too. Few students also approached to know more about the scope of Mathematics after graduation like Actuarial sciences and good colleges for masters in Mathematics. They were explained about all the available scope after pursuing graduation in Mathematics. Further scopes were also discussed. Scope of Mathematics in some other fields like: Operation research, Data analysis also discussed to them. Overall, it was an enriching experience clarifying their study related doubts and helping them in their future endeavours.

30. Dr. Rajesh Singh

As a mentor, my responsibility was to look after the mentees assigned to me by the college and help them with their needs and to guide them to achieve their goals. We used to meet monthly to discuss the issues of the mentees (if any) and to take updates from mentees regarding the academic activities that they pursued during the month. During this discussion, some students came up with the problem of not being able to keep up with the pace of the syllabus covered in the class. Such students were advised to manage their time efficiently so that they can devote more time towards self-study and their respective subject teachers were informed to give special attention to them in the class. All of them reported back with positive feedback. There were many students who were preparing for various competitive examinations to pursue higher education from prestigious universities. They were guided with various options they can take after their graduation. Also, they were informed about the importance of regularity in preparation and how they should take care of their mental and physical health to stay motivated towards achieving their goal. Special sessions



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were arranged to discuss their doubts and to help them with their preparations. During the lockdown in 2020 due to Covid-19 Pandemic, online meeting was held to take stock of the situations of the students and to guide them to keep themselves and their families safe from the virus. They were guided to join some online course or Programme, start any new hobby or renew their old one in order to keep themselves busy and productive during these difficult times. It was heartening to note that many students developed reading habits and few joined online courses to enhance their technical skills. Apart from the regular meeting, all of them were encouraged to reach out to me for any kind of help which may not be even related to academics. I am constantly in touch with all my mentees through phone and WhatsApp.

On personal front, I had wonderful and enriching experience during these sessions with mentees. There was a level of satisfaction that I am able to contribute towards growth of my mentees.

31. Dr. Deepakshi Sharma

The past one year 2019-2020 had been the year of struggle for both the students and teachers due to the ongoing pandemic which affected the lives of everyone. The online classes were challenge for students who just passed out from school and also for the students of final year. The following roles were taken to ensure the overall development of the students:-

1. During the period of offline classes the students of 3rd year were counselled for the options available to them after graduation. For the purpose students were asked their interest and guided to start preparing for the competitive exam/entrances.
2. The students who faced difficulty in the subject were given special sessions which included one to one discussions and group discussions (groups were made after identifying weaker students and carefully collaborating them with students who can help them).
3. In the class there are students who are not very vocal about their problems and struggles. By sharing my own struggles as an example these students were motivated to do the same.
4. During the shift of classes from offline to online there were students who had issues like unavailability of android phone/laptops, network issues in the area or no internet connection. Such students were helped by using different measures like making short videos, taking special doubt class on call. Also, students were motivated to use a better internet connection.
5. Two students suffering from covid 19 were counselled and helped with emotional stress.
6. Some students in Ba Prog. who were not from mathematical background (selected mathematics as sec) sought help in basic mathematics where given special lectures and notes for the same.

32. Dr. Virendra Kumar

Discussion and Doubt Sessions: In addition to the regular classes as per time table, many curious students need more time for discussion related to their doubt they have in subject/paper. The help



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was given in form of discussion and doubt sessions on MS Teams platform through video lectures. I found students felt much confident after attending those sessions.

Personal Guidance: The COVID-19 Pandemic affected many including students. To boost their moral and confidence personal and individual discussion about their well-being through messages and calls are being given. Knowing about their personal life helped me to guide them to face tough/challenging situation in their life.

Carrier Guidance: At some point of time, it comes to every student to take decisions about their carrier and choosing institute for higher education or taking up some particular course. The same was being given them time to time by providing relevant information.

33. Dr. Birjesh Kumar

I was mentor of 22 students of B.SC(Hons) Statistics second year students A regular interaction was made with students and significant improvement in the teacher-student relationship can be seen.

1. Hectic Time Table: This issue was taken to time table committee and made provision to have a proper break between the classes and a proper time was given for lunch break
2. Soft skills needs to be given: soft skill classes were provisioned for final year students
3. Requirement of Revision of Configurations of Lab Computers: This issue was also discussed in departmental meeting and was taken to Convener, IT infrastructure committee and decided to order new computer systems for Statistics lab
4. Requirement of dedicated Statistical labs: This issue was also discussed in departmental meeting and was taken to System officer (IT) and a dedicated lab 202 was provisioned for the same.
5. Placement: Discussed in departmental meeting and it is decided to have a dedicated placement cell for mathematical science students.

Apart from above all issues, my findings in mentoring the students include the requirement of the Need based Remedial Classes to the students in particular and the entire college in general. At last, in my opinion, the institutional practice of Mentoring System has considerably enhanced the campus environment and brought about:

- Enhanced contact hours between Mentors with their respective students
- Improvement in students' attendance records
- Increased student attendance in the classes after Mentors' intervention, before that some student falls short of attendance or has been regularly abstaining from classes
- Identification of slow learners for conducting Remedial Classes
- Advanced learners identified and encouraged with incentive prizes




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As a mentor of the 2nd year students of B.Sc. (Hons) Statistics, I will meet them frequently in group or personally. Most of the problems of students are related to their career. In my way of analyzing the students, I found that students of II year are mostly confused about what to do next. For the solution of this problem, I will ask them about their interest in the various fields. Based on their interest, I will make different clusters of the students. The first step is to meet with the different groups and with the students of the III year, who are preparing in the same field. Meeting with the students of the final year give the students an idea and a mind map of their golden future. Personally, I also guided the students about different scope of statistics and how to achieve the target.

The 2nd most common problem students share with me is about the best institute for masters and how to prepare for the entrance for the same. Applying the same technique as above, I will ask the students about the best institute of statistics in India and foreign countries. After meeting, we listed top 25 institute overall and set target for PG programme. As my mentee's are passed out this year form the college and problem, they faced during Covid-19 era and in these difficult times, 30% students achieve the target and most of the students are also in pipeline.

I also encourage students to attend various seminars and workshops held in college about mental health, stress issue, and on interdisciplinary subjects.

38. Dr. Suman Jaiswal

I, Dr. Suman Jaiswal, Assistant Professor Department of Statistics was assigned a group of 20 students from B.Sc.(H)-Statistics III year.

In my group many students namely Sachin, Satish, Yogesh, Nikhil, Mayank, Tanya, etc facing various issues such as difficulty in self-study, internet connectivity problems in online classes and basic understanding of technology and other such problems.

I have used various techniques according to the situation and psychological mindset of the students. Some solutions such as defining objectives, and goals, setting clear meeting agendas, deadlines for objectives, creating an appropriate timeframe to tackle the objectives, set weekly sub-goals and activities, extra classes etc. They were explained about the time management techniques and were told prioritize their work and finish one by one. They were explained about the importance of mental health too because they were having difficulties in biological functioning due to overburden. Future scope was also discussed.

This way I helped them in taking better decisions, solving the problems in time that is holding them back, learning new skills which will help them in the advancement of their career. Overall, it was a very good experience and continue helping them to work easily.

39. Dr. Abhay Pratap Pandey

I, Dr. Abhay Pratap Pandey, Assistant Professor Department of Statistics was assigned a group of 22 students from B.Sc.(H)-Statistics 1st year. Few students approached for issues related to assignment submission. They had lot of submissions pending and they had difficulty in maintaining a pace in



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class. They were explained about the time management techniques and were told prioritize their work and finish one by one. They were also suggested to take out sometime for themselves. They were explained about the importance of mental health too because they were having difficulties in biological functioning due to overburden. They reported back that it helped them so it was a good feeling for me too. Few students also approached to know more about the scope of Statistics after graduation and good colleges for masters in Statistics. They were explained about all the available scope after pursuing graduation in Statistics. They were also explained about the good universities offering master's degree in Statistics. Further scopes were also discussed. Overall, it was a good experience clarifying their study related doubts and helping them to continue their work easily.

40. Dr. Nikhil Kumar Rajput

An interaction with the students of BSc (H) was held at the monthly Mentor-Mentee meeting to discuss about the problems and challenges faced by the students. The students talked about their aspirations from college life and the problems related to it. Students discussed their limitations in understanding the complex problems of the subject and their inability to have a better time management system.

We discussed the different ways in which a practice of solving problems can be made and the ways used to apply them to solve real problems. There was also a discussion about different techniques which students can adapt to manage their time effectively.

This session also focused on the career prospects of students. Students were keen to know about the viable career options after their graduation. Though many wanted to pursue higher education, few also wanted to give competitive examination. The ways to prepare for these exams and the alternative career prospects for the students was also discussed with the students.

41. Ms. Bhavya Ahuja Grover

As part of the Mentor Mentee program, a total of 14 students from BSc(H) Computer Science first, second and third years were assigned to me. At first, I identified the set of slow, average and advanced learners amongst the students assigned. Most of the students were average learners, some slow and few advanced. I ensured regular interaction with these students during the session.

On the academic front, I tried to provide help to the slow learners through doubt sessions or extra time in the labs. I also associated the advanced learners with them so that they could improve in the subject. For the advanced learners, I suggested projects, research domains and additional resources that they could refer to enrich their knowledge.

Some of the issues raised by the students were as follows:

1. The students expressed the need for more internship avenues and placement options from the college. The students were informed about the opportunities provided by college Placement Cell and also the Antha Prerna Cell, Department of Computer Science which was providing internship opportunities



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2. The students' career related confusions were resolved from time to time by frequent discussions. Student like Mayank who had great calibre in the area of arts was motivated in this direction.

3. The students raised the need for higher configuration systems as the lab assigned to them had systems of lower configuration which posed issues while running some applications. Also, some of the needed softwares had not been installed in the systems. The issue was raised with the IT team and resolved by set up of higher configuration systems. Also, the idea of a dedicated lab for computer science students was proposed and approved.

4. The session ended with the onset of the COVID-19 pandemic. To address the same, regular interaction with the students was made. Students had concerns related to classes, examination, and internal assessment; especially the students from third year. They were provided with the right information from time to time in this regard. I tried to address their psychological concerns as well during this time and prevent a panic situation.

42. Dr. Kamlesh Kumar Raghuvanshi

A regular interaction was made with all the students listed above and significant improvement in the teacher student relationship is achieved. Some students have addressed the issue of fees which was resolved by having a discussion with Principal and it was decided to give scholarship to the needy students. A committee was formed to validate all fee concession cases and give relaxation as much as possible. There was a minor concern regarding the curriculum and regularity of the classes for few subjects which is resolved by taking extra classes and doubt sessions for these students/subjects. Students were regularly given systematized career counselling and placement/internship opportunities whenever required. Also, the students felt need for a lunch time since their classes were back-to-back. It was decided that they would be given 15/30 min break between classes. All the above students have contacted many times throughout the academic year and complete care and support have been provided whenever required.

43. Ms. Sheetal Singh

A regular interaction was made with B.Sc.(H) Computer Science students and significant improvement in the teacher-student relationship can be seen.

1. Financial Support for course fees: There were some students who needed financial support in submitting the fees for the course. So, the issue was brought into the notice of the principal sir and discussed the same in details and decided to give more scholarship to the needy students. Some of the students were given full fee concession.

2. Time Table: Students were concerned regarding the hectic timetable. This issue was taken to time table committee and made provision to have a proper break between the classes and a proper time was given for lunch break.

3. Internship: The students were really concerned regarding the internships during summer and winter breaks. This issue was discussed in the departmental meeting and some initiatives were made by Teacher in-charge and a Antha Prerna Cell was made specifically to fulfil the need of the issue mentioned in the first column.



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4. Soft Skills: Soft skill classes were provisioned for final year students
5. Requirement of Revision of Configurations of Lab Computers: This issue was also discussed in departmental meeting and was taken to Convener, IT infrastructure committee and decided to order new computer systems for computer science lab
6. Dedicated Computer Labs: The issue was discussed in departmental meeting and was taken to System officer (IT) and a dedicated lab 303 was provisioned for the same.
7. Placements: It was discussed in the departmental meeting and it was decided to have a dedicated placement cell for mathematical science students.

The regular Remedial Classes were also conducted for the weak students. The institutional practice of Mentor- Mentee System has considerably enhanced the campus environment by enhancing the contact hours between Mentors and Mentees, improved student satisfaction and Identification of slow and advanced learners

44. Dr. Amit Kumar Singh

As per recommendations from IQAC and discussion held in several departmental meetings, it was decided to create groups of students and assign them to the faculty members. BSc (H) Computer Science students (all 3 years) were distributed into different groups and mentors were assigned to them. All the above students were interacted during classes and in their free time. Following issues were discussed and resolved.

- Career related problems would be resolved from time to time by frequent discussions.
- Extra and remedial classes were provided wherever required.
- Soft skill classes were provisioned for final year students.
- Fee hike issue was resolved by providing proper scholarship/fellowship.
- Students have addressed the issue of slow speed systems in computer labs, the same was resolved and IT infrastructure committee and decided to order new computer systems for computer science lab.

45. Mr. Hemant Kumar

As per recommendations from IQAC and discussion held in several departmental meetings, it was decided to create groups of students and assign them to the faculty members. BSc (H) Computer Science students (all 3 years) were distributed into different groups and mentors were assigned to them. All the above students were interacted during classes.

Following issues were discussed and resolved.



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- The students have a complaint for the requirement of dedicated computer science labs, the same was discussed in departmental meeting and was taken to System officer (IT) and a dedicated lab 303 was provisioned for the same.
- Various initiatives have been done to interact students for assessment of their physical and physiological traits.
- Students were interacted and systematized career counselling was given to the students.
- The students were motivated to think on ideas for research projects that they could work on and the mentors would guide them on the same.
- Some students lacked self-confidence and discussed their psychological issues for which the department has decided to hold motivational lectures and boost their morale.

46. Mr. Vipin Rathi

Some students were from remote areas and after several attempts in the class they were not able to understand the concepts because of various reasons. Then I conducted special sessions regularly for these students to mentor them from basics concepts to advanced.

Also, many students want to join open-source communities and open source paid internships. I helped them to get selected in various open-source internships like Linux Foundation Internship, Google Summer of Code, Cloud Native Computing Foundation etc.

Some students have addressed the issue of fees which was resolved by having a discussion with Principal and it was decided to give scholarship to the needy students.

47. Mr. Sahil Pathak

A regular interaction was made with B.Sc.(H) Computer Science students and significant improvement in the teacher-student relationship can be seen. Following are the issues and solutions/recommendations that were made.

1. Fee hike for B.sc(H) Computer Science Course: We took this issue to Principal and discussed the same in details and decided to give more scholarship to the needy students. Some of the students were given full fee concession.
2. Hectic Time Table: This issue was taken to time table committee and made provision to have a proper break between the classes and a proper time was given for lunch break
3. Lack of Industrial Training/Internship: This issue was discussed in the departmental meeting and some initiatives were made by Teacher in-charge and a Antha Prerna Cell was made specifically to fulfil the need of the issue mentioned in the first column.
4. Soft skills needs to be given: Soft skill classes were provisioned for final year students
5. Requirement of Revision of Configurations of Lab Computers: This issue was also discussed in departmental meeting and was taken to Convener, IT infrastructure committee and decided to order new computer systems for computer science lab



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6. Requirement of dedicated computer science labs: This issue was also discussed in departmental meeting and was taken to System officer (IT) and a dedicated lab 303 was provisioned for the same.

7. Placement: Discussed in departmental meeting and it is decided to have a dedicated placement cell for mathematical science students.

8. Examination related issue in Covid-19 pandemic and lockdown period: Issues related to this were resolved over zoom meeting. Personal counselling was provided to students facing any academic issue or personal issue.

Apart from above all issues, my findings in mentoring the students include the requirement of the Need based Remedial Classes to the students in particular and the entire college in general. At last, in my opinion, the institutional practice of Mentoring System has considerably enhanced the campus environment and brought about:

- Enhanced contact hours between Mentors with their respective students
- Improved student attendance in the classes after Mentors' intervention, before that some student falls short of attendance or has been regularly abstaining from classes
- Identification of slow learners for conducting Remedial Classes
- Advanced learners identified and encouraged with incentive prizes

48. Mr. Rahul Ranjan

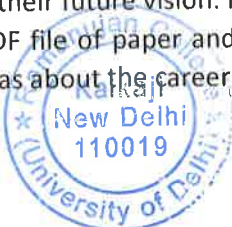
The students talked about their aspirations from college life and the problems related to it. Students discussed their limitations in understanding the complex problems of the subject and their inability to have a better time management system.

We discussed the different ways in which a practice of solving problems can be made and the ways used to apply them to solve real problems. There was also a discussion about different techniques which students can adapt to manage their time effectively.

This session also focused on the career prospects of students. Students were keen to know about the viable career options after their graduation. Though many wanted to pursue higher education, few also wanted to give competitive examination. The ways to prepare for these exams and the alternative career prospects for the students was also discussed with the students.

49. Mr. Rajeev Rai

Students generally face problem for their career choice. I always try to have one to one communication with my students and guide them by providing different options. Students also need guidance for choosing their DSE and Generic paper. I guide them by telling to choose subjects after looking at their interest area and their future vision. I also provided guidance to students about open book examination like making PDF file of paper and uploading of answer sheet. In my mentorship group the main issue discussed was about the career counselling of final year students since during



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students. In this tender age many of them have several kinds of experiences and need attention, we as a teacher guide them in a very friendly way and express them the reality of life in a way, they want to understand it. Some have many psychological issues of not being friendly, being arrogant and introvert. In these kinds of cases, we politely engage them with some team work project and strive to enhance their social skills.

57. Dr. Aparna Bhattacharya

The students had the concerns about their future/ career/ job. They were anxious about cracking competitive exams. I made them learn some of the relaxation techniques, for example- breathing techniques, making diary points, importance of calming down and slowing down. I as a teacher made them realize that they are very precious gifts of God, they should never compromise with the hard work and definitely they will have wonderful and blooming careers and future. I also ensured that my pace of teaching is not very fast. I used both the languages of English and Hindi in my teaching. I made it a point to ask questions to the students once I was done with a particular topic. This made me understood whether the students have grasped the concepts or not. For ones who have not understood the topics, I again took up those topics. I conveyed to my students that incase of any doubt or concerns regarding the subject they are free to come and meet me and I will be extremely happy to take up their concerns. Also, I encouraged students for class participations via presentations of their work. I also saw their writing skills, that is, how they are penning down the ideas. I checked their work and had given feedback on improving the writing skills. The basic concepts were recapped and revised with students. The students were also prepared with the help of mock interview sessions.

58. Dr. Saket

I always try to have one to one communication with my students and guide them by providing different options. Students also need guidance for choosing their DSE and Generic paper. I guide them by telling to choose subjects after looking at their interest area and their future vision. I also provided guidance to students about open book examination like making PDF file of paper and uploading of answer sheet. In my mentorship group the main issue discussed was about the career counselling of final year students since during this pandemic everything is online and they are not sure of getting jobs after completing their course.

59. Ms. Varsha Joshi

Students generally face problem for their career choice. I always try to have one to one communication with my students and guide them by providing different options. Students also need guidance for choosing their DSE and Generic paper. I guide them by telling to choose subjects after looking at their interest area and their future vision. I also provided guidance to students about open book examination like making PDF file of paper and uploading of answer sheet. In my mentorship group the main issue discussed was about the career counselling of final year students since during this pandemic everything is online and they are not sure of getting jobs after completing their course.



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60. Dr. Vibhash Kumar

Career Counselling and Guidance: Multiple students ask for career counselling. Few students have asked for what should be done after their graduation. Being a mentor of the students, I advise them to choose path. The decision for the future course depends upon the aptitude, competency, and skills acquired. So, considering these aspects, I advise the students to take up studies or take up professional and higher education. Multiple of students have been placed in IIMs, Top B Schools and have also joined corporate organizations.

One of my students came to me to advise her on taking up teaching job after post-graduation. I advised her to pursue her higher studies before joining the education sector. She is currently pursuing PhD from a reputed organization.

Start-up Counselling: I have worked with my students together to start new organizations. three of my BMS students started a start-up and currently such organizations are thriving. Being an expert in the entrepreneurship discipline, I have advised my students to draft a business plan and proceed with the work.

Covid related psychological stress: Many of my students faced financial and family related traumas during the Covid 19 pandemic. I have always emphasized on the wellbeing of my students. During the lockdowns, students were low in morale and could not keep themselves busy. Therefore, I advised my students to work alongside on several of my research projects. Through this my students kept themselves busy and learnt numerous aspects.

61. Dr. Arnav Kumar

As suggested by IQAC and discussion held in several departmental meetings, it was decided to create groups of students and assign them to the faculty members. BMS students from all years, were distributed into different groups and mentors were assigned to them. All the students were contacted round the year to understand and address their grievances, and career related or personal issues. The students raised issues with provision of the Wi-Fi facility, ID & Library cards, Laptops in the college. Request has already been initiated for the same and the IT Department has resolved this issue. The students were made aware of higher education programs available in reputed Business and Management institutions in India and abroad. They have also been made aware of the opportunities relating to placements and internship. Some students were also counselled for psychological stress and uncertainty due to Covid19 pandemic, fee related issues, personal issues and career roadmap.

62. Mr. Prakhar Wadhwa

For the mentor-mentee programme students were divided into groups of 15 to 20 per teacher. In my mentorship group the main issue discussed was about the career counselling of final year students since during this pandemic everything is online and they are not sure of getting jobs after completing their course. We discussed various career options for their future. The second concern



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discussed was about OBE exams. Some of the students find it quite stressful because they are not able to manage their time during OBE. They were also afraid if the answers don't get uploaded, they might not get marks or they may fail. During offline exams there was no such fear. Also, the E resources were provided to them. Some students were not aware about the different Platforms/Apps through which online classes were conducted. We conducted orientation for such students in our group.

63. Ms. Aanchal Singh

Generally, students have issues regarding career options to choose from after completing their graduation. Whether they should opt for further studies or should go for a job and if studies then in which field they must do their post-graduation or if going for job then which role suits matches their qualifications. I guide them on these matters.

Further, students have doubts when opting for any specialized paper while pursuing graduation, the future prospects of that paper, real life implications and so on. So, I always extend help to them in this area too.

At personal grounds also, some students have dilemma at different point of time during their graduation and after that too. I always guide them accordingly.

And not the least, I always keep some sessions as interactive sessions in which we discuss things related to career prospects, research areas, sharing professional experiences of mine so that it boosts their morale.

64. Dr. K. Latha

As the IQAC coordinator, we have taken concrete steps to institutionalise the mentor-mentee program and implement it professionally for all students and teachers. All students from every department have been assigned individual faculty mentors who guide and counsel them. As the Teacher Incharge of Department of Management Studies, I have resolved many student issues and helped in matters such as timetable and classes, internal assessment and attendance, letters of recommendation for pursuing higher education in reputed institutions in India and abroad. In individual capacity as a teacher, I have guided students in their personal queries, subject related doubts, research supervision, and guidance for their career choices.

65. Ms. Parul Yadav

Being a teacher, one has to play variety of roles to achieve the most important objective which is to provide the best platform to the students for their overall development. Teachers nowadays does not restrict themselves from helping the students only in the classroom but are also acting as a friend in need whenever required. As the past one and a half year has been very difficult for the students because of the ongoing pandemic the teachers have trained themselves in versatile ways for developing the skills of their pupils even when the students are sitting at their home. In



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situations when a student faces a personal difficulty, without any hesitation I try to guide my students.

Students face a number of problems and approach me. Some of them are as follows:

There is a lot of pressure to choose specialisation in final year. Some students feel that specialisation at UG level will determine their future career and how much money they will make. I tell them to choose something that they like. They should focus more on gaining knowledge and life skills.

Students feel a lot of pressure during exams. My suggestion to them is continuous preparation so that they don't stress them later. They should not expect to eliminate pressure completely. In fact, a little bit of stress will keep you motivated and focus at the same time.

Students also come with problems wherein they are stressed because they lack confidence. They sometimes have an inferiority complex cause some students have better language command over English whereas they don't. They have problems of communicating. To such problems I generally tell them that language is just a means and never does it depict the knowledge of the person. They can always ask the teachers to repeat the teachings in Hindi if they don't understand and should not hesitate. They can also use library resources like newspapers, books and inculcate the habit of reading.

Students also seek advice regarding their choice between higher education and Job. They should decide that keeping in mind their constraints.

Many students face financial burden because they come from humble backgrounds. The college provide such students scholarships and I assure them that I will recommend their names for it.

A Teacher has to always be mindful of continuously updating itself about the advancements in all fields of life so that he can improve the skills of the students not just academically but for an overall development of the students.

66. Dr. Meena Sharma

Some students belong to very humble background and are not able to submit the fee; I have chosen several such students and recommended concession in fee or full fee concession as per the requirement. For this, we need not only to be friendly but sometimes be very observing too.

67. Dr. Umesh Jha

I have implemented the mentor- mentee program in the history department. Each teacher meets and counselling the students during contact period. Individual personal problems of the students were solved. Also provide them counselling for higher education.

68. Mr. Ravinder Meena



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I have tried to give them suggestions regarding their career options as in this age most of them are not sure about leading their career options, especially in humanities where students have very confined options. As a teacher I have guided them for preparation of civil services exams and other exams which can open opportunity for them as career options.

69. Dr. Simran Sethi

Some students are depressed during their adolescence and need proper care from every segment of social life. In these circumstances, even if one is reluctant, we cannot avoid counselling of such students. In this tender age many of them have several kinds of experiences and need attention, we as a teacher guide them in a very friendly way and express them the reality of life in a way, they want to understand it. Some have many psychological issues of not being friendly, being arrogant and introvert. In these kinds of cases, we politely engage them with some team work project and strive to enhance their social skills.

70. Ms. Trisha Lalchandani

As per recommendations from IQAC, it was decided to create groups of students and assign them to the faculty members. Students (all 3 years) were distributed into different groups and mentors were assigned to them. All the students were contacted round the year to understand and address their grievances, and career related or personal issues. The students raised issues with provision of the Wi-Fi facility in the college. Request has already been initiated for the same and the IT Department has resolved this issue.

71. Mr. Pappu

As decided in the Department meeting for preparation of academic calendar for 2019-20, that each faculty member will continue to mentor their respective class students for the entire academic. On September 24th, 2019, I held a face-to-face interaction with 3rd and 5th semesters students from the course B.A(Programme) that have opted mathematics as one elective subject. Students mainly raised questions related to career opportunities/options post-graduation and what role mathematics will play in achieving the same. I advised the students that post-graduation, there are mainly two options, namely (i) Higher study and (ii) Jobs in Government and Corporate sectors.

I advised that for higher study there are many national level entrance/scholarships examinations like JAM (Joint admission to IITs for masters) in basic sciences, national level scholarships tests in mathematics of Tata Institute of fundamental research, Mumbai, Indian Institute of science, Bangalore, Indian statistical Institutes, Institute of Mathematical sciences, Chennai, Indian institute of science education and research and Chennai mathematical institute, Chennai. I also informed about the NIMSET and CATE exams for doing masters in computer applications and managements for getting lucrative jobs.

I informed about the various government bodies that conduct national/state level examinations for recruitment like Union public service commission, Staff selection commission, Institute of banking personal selection and various state boards and commissions etc.



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72. Ms. Ramya Jain

Mentor Mentee relationship is really important in today's scenario when the competition is tough and there are various alternatives available for students to make their career in. There are hardships that the students are facing in their personal life due to which they are unable to concentrate on their studies. Students always need guidance regarding the various decisions they are supposed to take. With these things in mind, I would share information regarding the situations faced by me in mentor mentee relationship.

A student from final year approached me with dilemma regarding having a balance between studies and extra-curricular activities. So, I told him to fix some hours for studies and some hours for extra-curricular work.

One student was facing personal issues and was unable to concentrate in class. So i asked him to meditate and took some extra classes with him.

A student had financial problems, so I told her regarding the fee waiver policy of our college. She benefitted from fee waiver.

Many students have dilemma regarding the career they should opt for after graduation. So i ask them to understand in which area their talent and interest lies and then think about the opportunities that are available in those field. Then having a balance between these areas, which seems to be better should be chosen.

73. Mr. Vikas Kumar

Language issues- Many students have issues regarding material in Hindi medium and wish classes to be held in Hindi language predominantly. I have tried to provide such students special remedial class exclusively for Hindi Medium students along with providing self-made notes and materials on a large scale. I have provided them books from other publications so that their answer scripts can be better. Such students who needed special attention of this kind were Akash, Shubham, Sahim, Suraj from B.A program first year.

Career Options: I have tried to give them suggestions regarding their career options as in this age most of them are not sure about leading their career options, especially in humanities where students have very confined options. As a teacher I have guided them for preparation of civil services exams and other exams which can open opportunity for them as career options. I have also trained some of them in theatre and storytelling art, which can also lead some of them towards career option. Such students who needed special attention of this kind were Ankit, Rupesh, Aditya, Rajnish, Muskan etc from B.A program first year.

Depression: Some students are depressed during their adolescence and need proper care from every segment of social life. In these circumstances, even if one is reluctant, we cannot avoid counselling of such students. In this tender age many of them have several kinds of experiences and need attention, we as a teacher guide them in a very friendly way and express them the reality of life in a way, they want to understand it. Some have many psychological issues of not being friendly.



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being arrogant and introvert. In these kinds of cases, we politely engage them with some team work project and strive to enhance their social skills.

Fee Concession: Some students belong to very humble background and are not able to submit the fee; I have chosen several such students and recommended concession in fee or full fee concession as per the requirement. For this, we need not only to be friendly but sometimes be very observing too. Such students who needed special attention of this kind were Sonali, Payal, Mansi, etc from B.A program first year.

74. Dr. Minakshi Lahkar

The following is the record of counselling and guidance provided to students in 2019-20.

1. Nishant Sharma [Roll no. 626 English (Hons) III] – he was interested in higher education in International Relations, West Asian Studies or Linguistics and was also interested in continuing with his Italian language learning. I introduced him to Dr Sujata in the History Department who had friends in JNU pursuing these subjects. She counselled him after consulting her friends. I also spoke to Dr Amrita Singh of the Political Science Department so that he could consult her as well.

2. Ibra Zahoor [Roll no. 611 English (Hons) II]: She was interested in Higher Education in UK and I motivated her to try in the best institutions. I referred a successful Rhodes scholarship aspirant to her. She also spoke to me about personal issues and I tried to give her a patient hearing every time. She also applied to a fully-funded US Summer School programme. I guided her in the writing process. Though her application was not successful, it did help her to improve her writing which I noticed when she started applying in earnest to UK universities in 2020-21.

3. Parvi Barua [Roll no. 621 English (Hons) II]: She had some personal issues with a classmate. I spoke to both of them separately and then got them together to explain things to each other.

4. Sakshi Sharma [Roll no. 629 English (Hons) II]: She had some issues regarding her preparation for the Civil Service Prelims. For Economics, I got her to speak to faculty member Dr Sandeep and I also gave her 2 books from my own collection. For help with logical reasoning, I arranged a session for the whole class with Mr Prakhar Wadhwa of the commerce Department.

5. Dikshant Bohat [Roll no.606 English (Hons) II] approached me to talk about personal issues.

6. Shubhika and Anjali Sharma [Roll nos. 649 and 639 English (Hons) II] had some grievances against free ridership by some classmates in a joint project. I counselled them that it was a common problem in teamwork and encouraged them to take the responsibility themselves as they had to meet deadlines. It was not possible for me to counsel the offenders as they were irregular in attendance.

7. Anjali Singh [Roll no. 651 English (Hons) II] spoke to me whether it was advisable to go to the US for a Creative Writing Programme. I advised her to go to the USEFI in Hailey Road so that she could make a fully informed choice about all the options.

8. Chetna Guglani [Roll no.642 English (Hons) II] wanted some guidance in improving her answers. I helped her by checking extra answers that she wrote.



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सलाहकार-अभिभावक की भूमिकाएं हमारे महाविद्यालय में अनौपचारिक और औपचारिक दोनों ही रूप में प्राध्यापक-प्राध्यापिकाओं द्वारा नियमित रूप से निभाई जा रही हैं।

मैंने भी सत्र 2019-20 के अंतर्गत इस भूमिका को दोनों ही रूप में निभाया। औपचारिक रूप से मुझे तृतीय वर्ष हिंदी विशेष के विद्यार्थियों का सलाहकार अभिभावक नियुक्त किया गया था। आगे के भविष्य की दृष्टि से तृतीय वर्ष बहुत ही महत्वपूर्ण होता है।

अतः इस समय छात्रों की आवश्यकताएं और निर्देशन की मांग भी अधिकांशतः उनके व्यावसायिक भविष्य को लेकर ही होती हैं। नामांकन सं. एक से बीस तक के विद्यार्थी मेरे निर्देशन में थे।

निर्देशन से संबंधित जिज्ञासाओं में छात्रों की प्रमुख जिज्ञासाएं हुआ करती थीं, हमें आगे क्या करना चाहिए? हम जो करना चाह रहे हैं उसका व्यवसाय की दृष्टि से क्या महत्व है? हमें अपने पारिवारिक स्थिति को देखते हुए किस राह पर जाना चाहिए? कभी-कबार इनकी जिज्ञासाएं नीजी जीवन से भी संबंधित हुआ करती हैं। कोई-कोई छात्र नितान्त व्यक्तिगत मामलों में भी सलाह लिया करते थे। वैकल्पिक विषयों के चयन में भी कई छात्र-छात्राओं ने मेरी सलाह ली है।

मैं इन्हें सलाह देने से पूर्व उनकी योग्यता और सामाजिक-आर्थिक स्थिति को अक्सर देखा करता था। उन्हें बिना बताए सलाह इस तरह से दिया करता था कि वह उनके लिए लाभप्रद हो सके। एक अध्यापक के लिए उन छात्रों को भविष्य की दृष्टि से निर्देशित करना अपेक्षाकृत आसान होता है क्योंकि वह उनकी योग्यता और अन्य सामर्थ्यों से परिचित रहता है।

यूँ तो लगभग सभी छात्र कभी न कभी कुछ न कुछ सलाह लिया ही करते थे लेकिन जिन कुछएक ने मुझसे विशेष रूप निर्देशन माँगा उनमें से कुछ के विषय में बताना चाहूँगा।

- 1 अनु शर्मा अक्सर मुझसे अपने भविष्य और वर्तमान में पढ़े जा रहे विषयों के बारे में सलाह लिया करती है।
- 2 लक्ष्मी देवी भी अपने जीवन और व्यावसायिक भविष्य के बारे में मेरी सलाह लिया करती है।
- 3 अरुणनाथ भी विषय-चयन और स्नातक के बाद के भविष्य के बारे में मुझसे सलाह लिया करता है।

एक अध्यापक के रूप में हमें सलाहकार की भूमिका अक्सर छात्रों के जीवन भर निभानी पड़ती है। इस संदर्भ में मेरा अनुभव यह है कि मुझसे छात्र इतने नजदीक हुए हैं कि उन्होंने ने अपने बारे में ही नहीं बल्कि अपने दोस्तों और रिश्तेदारों के बारे में भी मुझसे निर्देशन चाहा है।

77. Mr. Rahul Singh

I, Rahul Singh, Assistant Professor Department of Mathematics was assigned a group of 15 students from B.Sc.(H)-Mathematics 3rd year. Some of students asked for issues related to their question of exercises. Few students were facing difficulty in maintaining a pace in the class. They were explained about the time management techniques and were told prioritize their work and finish one by one. Some of them were preparing for entrance tests, such as IIT-JAM, CMI, ISI, DU, BHU JMI, DTU etc for masters. Doubt and discussion sessions were arranged for them except regular classes and they were also suggested to take out sometime for themselves. They were explained about the importance of mental and physical health too by doing Yoga, Meditation, Exercises etc. They reported back that it helped them so it was a good feeling for me too. Few students also approached to know more about the scope of Mathematics after graduation like Actuarial studies and good colleges for masters in Mathematics. They were explained about all the available scope after pursuing graduation in Mathematics like Civil Services, CDS, SSC CGL, Banking etc. Scope of



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Mathematics in some other fields like: Operation research, Cryptography, Data Analysis, Numerical Techniques also discussed to them. Eventually it was an embellishing experience clarifying their study related doubts and helping them in their future endeavours.

78. Ms. Mahima Singh

As a part of Mentor – Mentee Program Ashana of English Honors 3rd year sought guidance regarding various entrance exams after graduation. As her mentor I helped her finding various question papers and books related to Masters Programme in English Literature and also detailed her regarding the avenues which are available to her once she completes her post graduation. She raised queries about UGC – NET related exam and whether she should enrol herself in a coaching institute to clear the exam. Her doubts were resolved by discussing all the prospects of a coaching institute and the job availability if she clears this exam. Currently she is pursuing Masters in English.

Dhananjay Singh Jamwal of English Honors 1st year was also assigned as a mentee to resolve his queries. Dhananjay was finding it difficult to follow texts which were done in class as he is a non-humanities student and couldn't word his creative expression. He was guided to build his foundations in Literature by consulting certain texts which would help him throughout in graduation. After being at ease with the course he seemed to be more active and interested in literature classes.

79. Ms. Tina Das

Students have sought counselling for personal concerns like anxiety issues and family problems. In such cases, immediate attention and guidance was provided using basic counselling skills. Often, students were followed up to check how they were doing mentally and emotionally. They were also encouraged to seek professional guidance or contact any faculty member in case of any emergency. Other concerns such as conflict with peers and managing deadlines with faculty members were also dealt with by allowing the students to reflect and explore options. Sometimes suggestions were also provided keeping in mind the student's comfort and willingness.

80. Dr. Alok Ranjan Pandey

वर्तमान समय में शिक्षक महाविद्यालय में केवल एक शिक्षक की भूमिका न निभाकर अपने विद्यार्थियों के साथ आवश्यकतानुसार दोस्त, मार्गदर्शक और उसके अभिभावक के रूप में भी कार्य करता है। इसी संदर्भ में मैंने भी मत्र 2019-20 के अंतर्गत अपने विद्यार्थियों के लिए सलाहकार की भूमिका निभाने की कोशिश की। मुझे तृतीय वर्ष के लगभग 22 विद्यार्थियों के सलाहकार के भूमिका के रूप में दायित्व दिया गया। इस दायित्व का निर्वहन करने हुए प्रमुख रूप से मैंने छात्रों से ना केवल उनकी शैक्षणिक जिज्ञासाओं के बारे में जाना बल्कि आने वाले समय में वे अपने जीवन में क्या करना चाहते हैं, इस पर भी लंबी बातचीत की। बहुत सारे विद्यार्थियों को अपने जीवन को लेकर कोई ठोस लक्ष्य पता नहीं था, मैंने उनकी योग्यता और क्षमता के अनुसार उनसे आने वाले दिनों में अपने कैरियर चुनाव की बात बताई। मैंने बताया कि किस तरह हिंदी पढ़ने वाला व्यक्ति भी ना केवल शिक्षक बन सकता है, बल्कि मीडिया में, बैंकों में और निजी कंपनियों में अपनी क्षमता के बल पर शीर्ष तक पहुंच सकता है। मैंने उन्हें इसके लिए उदाहरण भी बताए। आगे मैंने उन्हें बताया कि यदि आपमें रचनात्मक क्षमता है तो आप टीवी और फिल्मों के लिए भी आगे जा सकते हैं। इसके लिए मैंने छात्रों को राजशेखर, हिमांशु शर्मा, संजीव झा और उमाशंकर सिंह का उदाहरण दिया। इनके बारे में उन्हें बताते हुए कहा कि ये सभी दिल्ली विश्वविद्यालय के हिंदी विभाग के ही छात्र हैं। ये सभी दिल्ली विश्वविद्यालय में हिंदी की पढ़ाई कर अपनी रचनात्मकता के बल पर आज हिंदी सिनेमा में बुलंदियों पर पहुंचने की ओर अग्रसर हैं। साथ ही मैंने अपने विद्यार्थियों को यह भी



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बताया है कि आने वाली परीक्षा में कैसे अंक प्राप्त किया जा सकता है। सामाजिक संदर्भ के साथ मैंने उनसे यह भी बताया कि हमारा और आपका संपर्क जो है अभी खत्म नहीं हो रहा है आने वाले समय में जब भी आपको कोई भी समस्या हो आप मुझसे संपर्क कर सकते हैं, क्योंकि शिक्षक और विद्यार्थी का संबंध केवल महाविद्यालय तक सीमित ना होकर आजीवन होता है। एक अध्यापक के रूप में मेरा अनुभव इन छात्रों के साथ बहुत अच्छा रहा। छात्रों न केवल अपनी समस्याएं बताईं बल्कि समय-समय पर घर में आने वाली अपनी परेशानियों का भी साझा किया जिसे जानकर मैंने यथासंभव हल करने की कोशिश की।

81. Dr. Nawab Singh

शैक्षणिक वर्ष सत्र 2019 - 2020 के आरंभ में हिन्दी विभाग द्वारा मुझे बी. ए. ऑनर्स हिन्दी प्रथम वर्ष के 20 विद्यार्थियों का मेंटर नियुक्त किया गया। मेंटर नियुक्त होने के बाद तत्काल ही मैंने उन विद्यार्थियों से संपर्क कर कॉलेज में एक बैठक की गई। पहली बैठक में सभी विद्यार्थियों से उनका महज मरल रूप में परिचय लिया गया। उनकी अभिरुचि, कलात्मक रचनात्मक प्रतिभा, शैक्षिक रुचि और उनके भविष्य में बनने के स्वप्न आदि साझा किए गए। इसके साथ ही उनकी पारिवारिक, सामाजिक और आर्थिक स्थितियों और समस्याओं को भी गंभीरता से जाना समझा गया। सभी विद्यार्थियों को वाहटमअप पर एक ग्रुप बनाकर सभी को उससे जुड़ने का आदेश सुझाव दिया गया। भविष्य में होने वाली बैठकों और जरूरी मूचनाएँ, आदान प्रदान करने की भी बात की गई। कुछ विद्यार्थी आर्थिक रूप से बहुत ही कमजोर थे। उनकी शिक्षा में आर्थिक पक्ष कोई बाधा न बने इसके लिए कॉलेज प्रिंसिपल से निवेदन कर उनकी फीम माफ़ कारवाई गई। अनेक विद्यार्थियों को पाठ्यक्रम से संबन्धित मूल पुस्तकों को उपलब्ध करवाया गया। सभी विद्यार्थियों को उनके पाठ्यक्रम से संबन्धित अनेक सहायक सामग्री मूल और पीडीएफ़ के रूप में उपलब्ध कराया। कुछ विद्यार्थियों में शैक्षणिक के अलावा रचनात्मक कलात्मक प्रतिभाएँ थीं उन्हें कॉलेज की विभिन्न गतिविधियों वाली सांस्कृतिक सोसायटी से तत्काल जुड़ने का सुझाव दिया गया। सभी विद्यार्थियों से समय समय पर विषय के अध्ययन में आने वाली समस्याओं को जानकर उनके समाधान के लिए उन्हें निरंतर सहायक सामग्री, पत्रिकाओं के लेख, गूगल में उपलब्ध सामग्री, यू ट्यूब पर उपलब्ध महत्वपूर्ण वीडियो सामग्री और पीडीएफ़ के रूप में सामग्रियों को साझा किया गया। अनेक शैक्षिक एप्प साझा किए गए, जहाँ से वे महत्वपूर्ण सामग्री को डाऊनलोड कर सकें। समय समय पर पाठ्यक्रम के अनेक विषयों पर बैठक में चर्चा कर उनके संदेहों और शंकाओं का समाधान किया गया। कॉलेज में होने वाले टेस्ट और असाइनमेंट से संबन्धित समस्याओं के समाधान और उन्हें श्रेष्ठ रूप में तैयार के लिए अनेक सुझाव दिए गए। परीक्षा के आरंभ होने से पूर्व दिनों में उनकी तैयारियों को जाना गया। परीक्षा में अच्छे प्रदर्शन के लिए उन्हें अनेक महत्वपूर्ण सुझाव दिए गए। हर सेमेस्टर की परीक्षा परिणाम आने के बाद उनके गिजल्ट पर चर्चा की गई। जहाँ समस्याएँ थी वहाँ महत्वपूर्ण सुझाव दिए गए। विद्यार्थियों को तकनीकी रूप से सक्षम बनाने के लिए उन्हें हिन्दी टाइपिंग को सीखने के लिए प्रेरित किया गया। कॉलेज में उपलब्ध कम्प्यूटर लैब में उन्हें हिन्दी टाइपिंग सीखने में मदद की। भविष्य में रोजगार के क्षेत्र में होने वाली प्रतियोगिताओं के लिए सक्षम बनने के लिए प्रेरित किया। विद्यार्थियों में सम्प्रेषण कौशल और प्रतिभा का निखारने के लिए बैठकों में अनेक विषयों पर वाद विवाद संवाद द्वारा उन्हें मुखर बनने का प्रयास किया। उनमें नेतृत्व क्षमता का आत्मविश्वास बढ़ाया। शिक्षक और विद्यार्थियों में गहरे आत्मीय संबंध बने रहे इसके लिए उनकी हर समस्या और संकटों के समाधान के लिए सदैव संपर्क में रहा। और इसका विश्वास उनमें बनाए रखा।

82. Dr. Hemlata

सलाहकार-अभिभावक की भूमिकाएं हमारे महाविद्यालय में अनौपचारिक और औपचारिक दोनों ही रूप में प्राध्यापक-प्राध्यापिकाओं द्वारा नियमित रूप से निभाई जा रही हैं।



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सर्वप्रथम एक बैठक की गई। बैठक का आरंभ अनौपचारिक वार्ता से हुआ। बातचीत में ही विद्यार्थियों से उनका परिचय मिल गया और साथ ही उनकी समस्याओं से भी परिचित हुई। उनकी स्थिति और उनके मन में चल रही अनेक समस्याओं को जानने के बाद उन्हें सुलझाने का प्रयास किया गया। उनकी सामाजिक, आर्थिक समस्याओं के साथ-साथ उनकी निजी समस्याओं को समझने का प्रयास किया गया। उन्हें ये विश्वास दिलाया गया कि अपनी समस्याओं में वे अकेले नहीं हैं, हम उनके साथ हैं। कभी डिजिटल दुनिया को लेकर समस्याएँ आईं जिसमें एक विद्यार्थी की फीस जमा होने बाद भी, फीस न जमा होने का नोटिस आया। उसकी समस्या को सुलझाया गया। कुछ विद्यार्थी पढ़ते हुए भी आर्थिक तंगी से जूझ रहे थे जिसके कारण उन्हें पार्ट टाइम नौकरी भी करनी पड़ रही थी। ऐसे में उन्हें अतिरिक्त कक्षा और स्टडी मटेरियल भी दिया गया ताकि परीक्षा में वे अच्छा कर सकें। कुछ विद्यार्थी भविष्य में मीडियाकरी, अनुवादक, थिएटर, सिविल सर्विस, अध्यापन करना चाहते थे। वे अपनी मंजिल तक कैसे पहुँच सकते हैं? इस संदर्भ में उन्हें जानकारी दी गई। समय-समय पर बैठक कर उन्हें न केवल प्रेरित किया गया बल्कि भविष्य में भी जब कभी उन्हें हमारी जरूरत होगी, हम सदा उनके साथ रहेंगे, ऐसा विश्वास दिलाया गया। मेंटर-मेंटी प्रोग्राम के द्वारा विद्यार्थियों के साथ एक भावनात्मक और आत्मिक रिश्ता भी कायम हुआ।

85. Dr. Vinod Kumar Gupta

बहुत सारे विद्यार्थियों को अपने जीवन को लेकर कोई ठोस लक्ष्य पता नहीं था, मैंने उनकी योग्यता और क्षमता के अनुसार उनसे आने वाले दिनों में अपने कैरियर चुनाव की बात बताई। मैंने बताया कि किस तरह हिंदी पढ़ने वाला व्यक्ति भी ना केवल शिक्षक बन सकता है, बल्कि मीडिया में, बैंकों में और निजी कंपनियों में अपनी क्षमता के बल पर शीर्ष तक पहुँच सकता है। मैंने उन्हें इसके लिए उदाहरण भी बताए। आगे मैंने उन्हें बताया कि यदि आपमें रचनात्मक क्षमता है तो आप टीवी और फिल्मों के लिए भी आगे जा सकते हैं।

86. Dr. Shalini Sharma

I have counselled around 10 students either telephonically, or personally in college. The matters ranged from relationship issues with parents, with romantic partner, issues related to post covid effects, parental conflicts, expectations of parents and self-leading to stress etc. The counselling happened at multiple times with each student, and some of the students gave a very positive feedback and feelings of improvement. Like One student who felt extreme stress preparing for entrances thinking about parental expectations and fear of failure responded very well to counselling and after some time of counselling came to inform that he is very relaxed and positive state of mind. Other student who was missing a lot of classes because of post covid depressive state started coming to classes regularly. The other student who also missed classes because of parental conflicts responded she could now detach herself with that and concentrate on classes.

However, there were some who did not continue with counselling and did not follow the home tasks or suggestions given as well. But they felt at peace and relaxed after talking their heart out during the interaction. Someone listening to them also made a difference for many.

87. Dr. Ashwini Kumar

As a mentor I have guided good number of students in different occasions whenever they approached me especially related to their academic-related issues through telephonically or virtually in this ongoing lock down because of COVID-19 pandemic. One of the recent examples is given below a conversation between mentor and mentee.



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Student: Sir actually I am trying to explore various fields in psychology these days to understand which course I should choose for my masters. I wanted to ask if you have an idea about the courses like MSc Cognitive Sciences from IIT or clinical psychology courses, and also exams like GATE Psychology. I need some guidance related to it.

Mentor: I appreciate your interest to pursue higher degree in Cognitive Psychology. Five institutions (IIT Delhi, Kanpur, CBCS Allahabad, IIIT Hyderabad and Punjab University) offer MSc. in cognitive science have one common exam called COGJET. You must prepare for that. Forms usually comes in December or Jan,

https://oag.iitk.ac.in/cogjet/Jsp/cogonline/jmet_login.jsp

please go through above link in order to get entrance exam related syllabus and details

As per my knowledge Cognitive Sciences (Cognitive Psychology) has comparatively greater demand (Contemporary area) across the globe compare to clinical psychology. So do your best to clear COGJET and in this way I would be happy to help you.

Secondly you have good option of GATE in Psychology which is going to be happen very first time in 2022 through which you will be able to get admission in the department of humanities and social sciences in different IITs and NITs

Student: Thank you sir. These links are very helpful!

Do you know about the kind of jobs we can get after completing MSc Cognitive Sciences?

Mentor: In India. First. Academic (Reputed institution)

Second. DRDO

Third. In NCERT

Fourth: ICMR

Most preferably as a researcher you can work in different project etc

Student: Okay sir. Thank you so much for the help

88. Ms. Nirupuma Yadav

I was mentoring students from first year and it was found that some students were irregular in the class and thus led that to the shortage of attendance which was affecting their classes especially the practical classes as practical classes are more significant to attend because practical exposure in psychology is mandatory along with theoretical classes.

Therefore, I enquired about this to find out what is the problem that is creating hindrances in attending the classes and it was found that students were unable to manage their time between the society's engagement and their academic engagement. Thus, one to one mentoring session was provided to each student and measures were provided on how to maintain balance between



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society's engagement and academic engagement. Students were motivated to engage more through active participation in the class, sharing class work responsibilities that brought a sense of ownership towards their class engagement and thus created more interest in attending the classes regularly and also by getting involved in practical classes through various practical exposures of the subject.

89. Dr. Divya Bhanot

Mentor-mentee program was initiated by Ramanujan College with a vision to provide appropriate direction and assistance to the students to resolve the difficulties/hardships faced by them during the process of teaching-learning and/or to further strengthen their skills and provide directions to the achievers to enhance their potential further. The students were divided amongst the faculties with an average of 10-15 students under one faculty. After the initiation of this program, individual meetings were called by the faculty members with their mentees and discussions took place pertaining to addressing the issues that they were facing in common in the teaching-learning process as well as the individual difficulties that they were facing. At the same time, their previous semester marks (in case of second and third year) and 12th marks (for first year students) were taken as a criterion to identify them as advanced learners and slow learners. The advanced learners were given directions for the gaining exposure to develop their skills for research and encouraging them to think critically about the ongoing world and develop research questions that they would like to find answers for in their near future. The slow learners were given directions for the importance of time management. It was also attempted to find out if there are any particular causes of their low marks apart from academic difficulties. In such cases counselling was carried out.

90. Dr. D. N. Tiwari

Some Queries have been taken by me as the mentor in past years. However, I may recall one or two important queries as:

(1) How to read a book?

I suggested that while reading book we should consider the book writer as an individual and always engage our self in dialogues or interaction with them. We should try to counter the author, should think about the appropriateness or inappropriateness of the thought. We should be agreeing or disagree with the author. We need to develop critical thinking by I arguing or contradicting the author. So, if we engage our self with the author at in-depth level then the learning would be at maximum extent.

In order to engage students more in reading book or developing the habit to read more book we have started a book reading club in psychology department. Through this club we also motivate students to learn more from peer learning.

(2) How to understand and learn course content apart of attending the classes?



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I asked them to make small groups of (3 or 4) students and try to discuss the course content with the group members. Because peer learning is considered now one of the good approaches to learn and understand effectively.

91. Ms. Omisha Sangeet

Mentees have concerns like (time management) that is how to manage time better when a student is in final year, doing excellent hence got a chance to do dissertation and also has a start-up of her own in such case she was guided to plan and prepare a routine time table for home so that she could give time to all the things along with giving due consideration to her physical and mental health. Follow up was done to check if she's doing well and if any changes required in the plan of action.

Another concern raised by a mentee was related to better writing skills in exams and practical for which mentor and mentee had a discussion in length about her strengths and where she can improve, also some papers were recommended in order to improve writing skills in research.

One student reported family issues which she wanted to talk about. Here, no suggestions were made, rather she was provided with a safe space to talk her heart out and figure out on her own what will be the beneficial actions in order to resolve family issues at hand.

92. Ms. Rose Christina Topno

Under the Mentor-Mentee programme, 13 students from VI Semester, B.A. (Hons.) Applied Psychology were allotted to me. During the initial interaction, students were briefed and asked to reflect on any concerns that might be bothering them or anything else that they would like to discuss.

Often, students beyond the allotted group have also approached and sought guidance for various issues. A brief of some of the concerns raised by mentees and associated plan of action explored during the discussions are mentioned below:

1. Classroom teaching-learning related concerns: Students have approached to discuss subject-wise strategy, how to manage time during examination etc. For these concerns students were encouraged to understand the nature of subject and examination. Strategies of time management and identifying core areas/ topics were discussed in detail. Special attention was paid to students' regularity in class while personally approaching each mentee.

2. Career related concerns: During the outbreak of pandemic in 2020 there was anxiety, fear and frustration and uncertainty about future among students. The mode of virtual meetings and WhatsApp was used to address their concerns, motivate them with encouraging exchanges and align them to the new mode of examination, OBE. In addition to this, students have approached to seek guidance for competitive exams and career opportunities in the field of media, market research and HR management. Prior experience, overview of industry knowledge and various intentions-strategies were shared in order to equip the students with necessary understanding which would facilitate their decision making.



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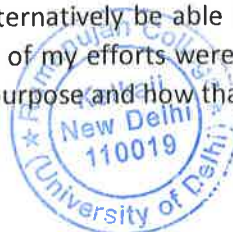
3. Concerns related to personal life: Students have sought counselling for personal concerns like anxiety issues and family problems. In such cases, immediate attention and guidance was provided using basic counselling skills. Often, students were followed up to check how they were doing mentally and emotionally. They were also encouraged to seek professional guidance or contact any faculty member in case of any emergency. Other concerns such as conflict with peers and managing deadlines with faculty members were also dealt with by allowing the students to reflect and explore options. Sometimes suggestions were also provided keeping in mind the student's comfort and willingness.

93. Ms. Surbhi

It was observed that some students are facing dilemma about managing their interests and passions and then choosing their careers and this was affecting their coursework a lot. So a specific lecture was organized for the students and awareness was spread about different fields existing, new opportunities coming up in India vs abroad, scholarships available, mode of admission etc and it was found that then students thought process was much streamlined and they were able to choose their preferences for choice among India vs abroad, opportunities available etc and they were able to focus on present curriculum as well and it was very much visible in their work submitted, attendance, assignment submission and marks attained.

94. Dr. Anumita Shukla

I would like to begin by saying that I am extremely glad this initiative has been started as it makes us teachers more a part of the teaching learning process and the close involvement with students allows us not only to teach the students better but also learn from them. Such role reversals may be witnessed at almost every juncture. In the academic year 2019-20, I taught 6 courses over the span of two semesters; 'Applied Ethics' and 'Critical Thinking' to 3rd Semester Philosophy (Hons) students and Philosophy of Mind to 5th Semester Philosophy (Hons) students. Furthermore, I taught 'Ethics' to both B.A Programme and B.A Philosophy (Hons) students of 2nd Semester and 'Art and Film Appreciation' to 4th Semester Philosophy (Hons) students. When I started the Mentor-Mentee programme with my 3rd and 4th Semester Philosophy (Hons) students in the academic year 2019-20, I identified 8 slow learners in the beginning of the aforementioned semesters and 17 advanced learners. I would like to comment that in my experience slow learners are not necessarily of diminished cognitive capacities more generally. Most of them seem slow due to a lack of interest in the subject which may be attributed to several factors. In dealing with the slow learners, I found that I needed to approach my mentoring efforts along two broad directions. I had to help slow learners grasp the subject matter more effectively, but very importantly efforts in that direction had to be supplemented with substantial academic counselling. Thus, I held lengthy discussions with the slow learners to help them see what our discipline attempts to achieve and how, in order that they may either be able to connect with it better or alternatively be able to make an informed decision that their interests lie elsewhere. A major portion of my efforts were spent in allowing students to gain this clarity regarding their own interests and purpose and how that matches up with the subject.



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matter and methods of Philosophy. Once the slow learners were able to feel a connection with the discipline or alternatively, they were motivated to make the most of it I then made efforts to spend extra time with them in the form of remedial classes for the slow learners and had to tweak teaching methods to suit their personal requirements. After trying various different methods by the end of the semester these slow learners showed marked improvements in their grades. All of them are now about to successfully graduate from our department. The advanced learners on the other hand are bringing accolades to the department and are also carving their own future. With the advanced learners I guided them by giving them progressively more difficult assignments and projects so that they realize their fullest capacities and come out stronger but at the same time not develop traces of superiority complex. Focus and Patience are the key words into mentoring students. And one of them is now admitted into an integrated MA-PhD program from IIT Mumbai. After highlighting my journey in the academic year 2019-2020, I wish to highlight that my role as a mentor would continue to foster an environment under the Mentor –Mentee program where young students aforementioned are able to think and express freely and find themselves and their connection with Philosophy as they go along.

95. Ms. Neha Yadav

The Mentor-Mentee program, as the name suggests is an interaction between the faculty and the students or a student. This program is run to provide constant guidance and counselling to the students to help them to make better decisions, to live stress-free and healthy. As I take classes of different streams; B. Com, B.Sc., and Humanities, therefore, different kinds of issues evolved with different students, and timely guidance was provided to help them overcome those issues. The issues are mentioned below along with the help offered.

1. One of the students from the Honors Course of Computer Science was always found to be anxious and uneasy. On asking, he mentioned that he comes from a very far-off place and therefore it takes him almost two hours to reach the college and same in going back home. Therefore, what he was tensed about was the time he had to spent commuting. He was not getting enough time for library visits, self-study and rest. After talking to him, it was found that he was too mentally too involved in that issue, and with the permission of the principal, he was recommended to the psychologist of the college. Over a few weeks, his attitude was changed towards the same thing and he was more at ease.

2. One of the other issues that emerged was that few students of B.Voc. we're not taking the AECC Environmental Studies Paper not very seriously. On asking, they said that this is not an important paper or subject to study as it is not related to their career-making papers. Then, special counselling was held by the teachers of the department of environmental studies about the importance of the environment as a whole and the Natural Resources, in particular, the importance of these in the existence of life along with its academic importance, its role in their percentage. After that, a major change in their behavior was noticed. Students started taking this paper more seriously.




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Most of the students from humanities and social sciences find it difficult to understand the relevance of this paper in their curriculum. And this hinders their ability to attend the classes, hence affects their learning as well. This is analysed from their attendance, class activities participation, performance in internal examinations, etc. Once such students are identified, they are counselled and extra time is given to such students. Mentoring effort is made to correlate their day-to-day activities to the changing environment and how it is affecting all of us at every level.

For Both Core paper and AECC paper

There are students who have been mentored purely based on their learning abilities. Advanced and slow learners are identified on the basis of class interaction-participation and internal examinations.

For Advanced Learners: For advanced learners are involved in various decision-making activities. The task of tutoring their peers works both ways. Students are sent to participate in various seminars and other competition as their class and college representatives. A student from B.VOC (Software) despite the course had keen interest in environment and wildlife. The student first joined the Tatva: Eco Club of College, later volunteered in WWF India and today working with various National Parks using his skill from vocational course. Proper guidance and mentoring can help advanced learners use their skills with an interdisciplinary approach.

For slow learners: Remedial classes were conducted for them on weekly basis, where more focus was given to them. Peer tutoring also helps slow learners to a great extent. Also, it is important to not teach too many things at one go, so that it's easy for them to grasp and learn every day topic at their own pace. Giving additional study material also help them better their ability to learn about the subject.

98. Ms. Archana Jamatia

Logic is a subject that requires maximum attention and practices by themselves other than the classroom participation. If one fails to understand the first chapter than the follow up chapter would be an unknown domain. Therefore, it was made very clear to the student from the beginning, to be attentive in the class. This paper was GE paper joined by the student of different department who had very little knowledge of the subject. Unlike other paper, it is a subject of symbols and reasoning, therefore it is neither a difficult nor an easy paper. Through the online mood teaching, it was difficult to differentiate between advance and slow learner, as the methods are very different from the offline mood. Reflections, expressions, and participation were minimal in this batch. And also, there was gap in the classes in the month of April due to which the students lose the interest in the subject. To engage student, I have been assigning practices of logic through WhatsApp, sharing with them some YouTube video, and I have increased the number of assignments. So that by that end of the semester, though there may or may not be exam but the students are able to remember the learning of logic. The target was to make each students understand the subject to benefit in the future and I have tried to meet that target by addressing how logic can be useful for the future



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competitive exam. After telling the usefulness of logic in the competitive exam now I am able to grasp the attention of students in the class.

99. Dr. Zairu Nisha

Effective Measures: Keeping students involved and motivated in active learning has become an increasingly challenging task today. In order to encourage students to learn better, I have employed following measures-

1. Conducting meetings to resolve students' issues related to their subjects.
2. I use critical, Phenomenological and dialogical method in teaching.
3. Interacted more with my students in the classroom and on Phone to clear their queries.
4. Conducted Surprise Test Frequently.
5. Used Technology to make Content easily available to students.
6. Communicated regularly with Students about Various aspects of the Class, Like Constructive Feedback on each other's work so as to meet all my students demand and to Improve my teaching method.
7. Students are encouraged to summarise at the end of every Topic.
8. Students are given a real-world problem to solve that has multiple solutions.
9. I use Different activities in class- Videos, Discussions, Group Presentation, guest speakers and Pair work.
10. I provide pointers in every topic, so that students know the important points on which they can elaborate.
11. Practice previous years question paper, students can prepare answers of previous years questions and teacher can check their answers and guide them accordingly.

100. Dr. Shruti Jain

I have been assisting two students since last two years. One of them approached me with the problem of low confidence and just recently the student has got a job of a facilitator with Stones2Milestones after clearing many rounds of interviews. The other student was experiencing a sense of alienation on being away from native place and family but now after some chats and discussions, the student is a part of college extra-curricular work and is happy. Apart from these specific cases, I also try to ensure socio-cultural inclusive approaches in my class which has been beneficial for many students.

101. Dr. Prabuddh Ananda




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Subhangi, a student of BA (Honours) English, 3rd year came to me with an issue about how to add her surname 'Bhati' in her class 10th marksheet cum certificate issued by Central Board of Secondary Education, New Delhi and her graduation marksheet cum degree certificate to be issued by the University of Delhi in the year 2021. As per her class 10th certificate, her name is written as Subhangi whereas in her class 12th marksheet cum certificate issued by the same Board it is written as Subhangi Bhati. However, she has enrolled as Subhangi in the University of Delhi for her three years BA English (Honours) course. Now, she wants to change her name as Subhangi Bhati in her class 10th marksheet cum certificate and graduation marksheet cum degree certificate. I advised her that an addition of her surname in her class 10th marksheet cum certificate is a quite complicated and vigorous process than removing her surname from her class 12th marksheet cum marksheet. Thus, I told her the whole process of removal of her surname 'Bhati' from her class 12th marksheet cum certificate. I also convinced her that by removing her surname from her class 12th marksheet cum certificate will automatically resolve her problem of addition of her surname in her graduation marksheet cum degree certificate to be issued by the University of Delhi.

102. Dr. Madhu Batta

Comprehensive reconsideration of mentoring as an ability to not just value a mentee but also to develop mutual trust, maintaining confidentiality bodes well for anyone who might need this support. In current times of growing precarity and gathering clouds of desolation and distress in view of the pandemic, atrocities might hold the rein of power. Everyday activities happening virtually might as well sometimes gloss over the reality of outpouring grief in lives of individuals but it appears to get resurfaced and is rarely shrouded in mystery. The propelled change in the patterns of lifestyle has made impact, by not a small but substantial margin which can only be ignored at a great peril.

In Ramanujan College, where the fulcrum of premises lies in humanity and affection, the faculty not just becomes a part to impart academic education to students but also to act as their mentors. Giving credence to the life of a student, it is well comprehended that it is necessary to make advances to help the mentee solve his or her own problems by giving them direction. Apprehensions are made that handling a mentee needs a wholesome approach, cognizant of causative factors to open a way for looming possibilities for a mentee. As a mentor, it has been a responsibility to focus on mentee's development which very much needs precision and not a sledgehammer.

During the lockdown, a mentee, Sana Andaleeb from second year, department of English came up with certain anxiety issues concomitant with depression. She shared how every happening eventually meanders into nothingness, decreased productivity, procrastination and difficulty in achieving short terms goals, let alone the long-term ones. Sana has been an active student in college, participating in extracurricular activities while at the same time, maintaining an excellent academic record. Sana's disengagement in activities, unlike before, bothered her to an extent that led to dissatisfaction and melancholy in her. Being a mentor, suggestions were given to her which included; having a routine on a daily basis, physical exercises, being connected to close ones through the available platform, indulgence in tasks which might as well be taken as a hobby. Painting and



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practice of Sahaja Yoga which benefits mentally, emotionally and spiritually, enabled Sana to cope with up more easily with everyday stresses of life, increased freshness and tranquillity. A track was kept on Sana's activity and growth by provision of a healthy space to mentee to share changes and improvements which followed. Gradually, Sana came out of the silent yet chaotic situation that surrounded, interacting and participating, flourishing in her original hues.

103. Ms. Ravneet Kaur Grover

Students also seek advice regarding their choice between higher education and Job. They should decide that keeping in mind their constraints. Many students face financial burden because they come from humble backgrounds. The college provide such students scholarships and I assure them that I will recommend their names for it.

104. Dr. Nirmalya Samanta

I have been mentoring many students and have guided them through their personal problems and career issues. One of my mentees was from the final year. He contacted me with a dilemma that he was facing. He wanted advise on the kind of profession he should chose. He had an option of joining the administrative services or he also had the choice of pursuing higher studies in his discipline. The student was very good in academics, hardworking and diligent. I met him almost twice a week, from June 2018 to February 2020. The issue was discussed threadbare with the student confiding in me the economic condition of his family and his need to find a job early. As a mentor I was successful in making the student introspect and ask questions to himself and guide him towards a resolution in which his innermost desire and passion was foregrounded. With directly suggesting to him a solution I urged his to ponder on things that he really enjoys doing. After many sessions, many of which were also to with his interest in music and aspects of education the student was able to take a decision. He applied for consolidated masters and PhD programme and got selected. I am glad as a mentor that the student was able to respond to the 'call of his heart'.

105. Ms. Megha Sharma

In my classes, I try to bridge the various gaps between students that I encounter on a daily basis, such as: issues pertaining to lack of confidence, language related inhibitions, different regional and educational backgrounds. I try to resolve these issues by being approachable and providing them the confidence of reaching out to me after classes with their doubts and problems, both academic and non-academic.

106. Ms. Shipra Yadav

The monthly Mentor-Mentee meeting with the students of BA (H) 2nd semester was held on 22 January 2020 and 19 February 2020 with the students from Roll No. 801 – 841.

22 January 2020:




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It was the first session where we discussed about the need to have a mentor – mentee system. It was followed by an ice – breaking session wherein the students talked about their aspirations from college life and the problems related to it. Students discussed their limitations in understanding the original reading(s) and their inability to have a better time management system.

We discussed the different ways in which a reading can read and understood. There was also a discussion about different techniques which students can adapt to manage their time effectively.

19 February 2020:

This session focuses on the career prospects of students. Students were keen to know about the viable career options after their graduation. Though many students want to pursue Civil Services, there were few who wanted to explore the alternative career options in Political Science and its allied areas. Public Policy as a career option was discussed intensively. We also discussed the manner in which students can begin with their initial preparation of Civil Services Examinations.

107. Mr. Subodh Kumar Sajjan

The issues of discussion under Mentor- Mentee programme during 2019- 20 span over three months and issues ranged from course specific, to contemporary scenario of socio- political events unfolding to psycho- personal informal discussions. Many moot issues and specific challenges emerged out of these constructive discussions which motivated me to think through innovative ways in dealing with these problems, and I am continuously trying to solve their problems on daily basis. As of now, out of these discussions and continuous monitoring of students in regular class interactions, I identified students as slow and advanced learners among these students. This idea of having mentor- mentee programme in my view is the most challenging yet innovative approach to tackle the varied problems of students. This mechanism provides a continuous feedback channel for teachers to look at problems faced by students.

108. Dr. Ceejun Chandran

During the outbreak of pandemic in 2020 there was anxiety, fear and frustration and uncertainty about future among students. The mode of virtual meetings and WhatsApp was used to address their concerns, motivate them with encouraging exchanges and align them to the new mode of examination, OBE. In addition to this, students have approached to seek guidance for competitive exams and career opportunities in the field of media, market research and HR management. Prior experience, overview of industry knowledge and various intentions-strategies were shared in order to equip the students with necessary understanding which would facilitate their decision making.

109. Mr. J. N. Choudhury

As a senior faculty and being involved in several grievance redressal committees, I have been very forthcoming and approachable to students of the college regarding their personal, behavioural, psychological and administrative issues. Many student from Political Science department are



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interested in pursuing academic and higher education. But the majority of the students are keen on pursuing Civil Service and Legal Studies. We also discussed about taking up journalism, career in public policy and public administration, research assistant/associate in think-tanks etc. The session was interactive and informative. The students were not aware of opportunities in public policy, public administration and research think-tanks.

110. Dr. Aparajita Mazumdar

2019-20 ODD SEMESTER

A Mentor-Mentee get-together with the students of BA (H) 3rd Semester was held on 24 October 2019. We began by discussing if anyone had any academic or personal problems that they wanted to share. Following the feedback written by the students, we took up the common issues that most of them face, which thwart their learning. The issues identified were, distraction (especially mobile phone), time management, prioritisation, multi-tasking, peer-pressure to go out, procrastination/laziness, language barriers, inability to write well, and sometimes general disinterest in studies etc. We tried to evolve ways to address these difficulties at personal level, like limiting internet/data package, working with a time-table, reading more and practise writing and so on. It was a very interactive and fruitful session. Students not allotted to me, as mentees, also joined the discussion. Students participated whole heartedly and frankly discussed their issues. Few students had specific difficulties in reading and writing in English. We met up separately and tried to explore ways to enable them to improve their English comprehension.

2019-20 EVEN SEMESTER

The monthly Mentor-Mentee get-together with the students of BA (H) 4th Semester was held on 31 January 2020 and 28 February 2020. The students were interested in career counselling. We discussed about the various avenues that the students can explore after completion of their Graduation. Many of the students are interested in pursuing academic and higher education. But the majority of the students are keen on pursuing Civil Service and Legal Studies. We also discussed about taking up journalism, career in public policy and public administration, research assistant/associate in think-tanks etc. The session was interactive and informative. The students were not aware of opportunities in public policy, public administration and research think-tanks. Most students were keen to take up the conventional Civil Service and Legal Studies careers. There was a general hesitancy to pursue higher academic studies. The students were forthcoming in discussing their apprehensions and general lack of awareness regarding non-conventional career opportunities. Quite a few students shared that they were still confused and yet to make up their minds and wanted more time to weigh in the various options. After all, the choice of career is based on the interest, skills, personality and aptitude of the student. I tried, to the best of my abilities, to help the students explore as many possibilities, provide comprehensive information and remove some of the career-related myths.

The students were made to undertake individual SWOT Analysis (Strength, Weakness, Opportunities and Threats) during the 28 February 2020 meeting. The purpose was improvement through self-assessment of negative and positive factors by each student. There was a general discussion on how to build up on one's strengths, minimize weaknesses, seize the opportunities and counteract the



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threats. The students were also paired with their friend, whom they thought they knew the best, and asked to do SWOT Analysis of their partners.

Since the students were doing this for the first time, so there was a lot of confusion regarding identifying opportunities and threats. But eventually, with discussion and self-introspection, they were able to figure out some pointers. SWOT Analysis for partners was more of a fun activity and once they exchanged notes, it was interesting to observe how each student reacted to the perception that the partner had. It is hoped that this exercise will help the students to understand the difference between self-perception and other-perception and work on them to develop their personality and better achieve their goals.

111. Mr. V. Gunasekaran

The Department of Political Science distributed the students of third year into various groups under different teachers of the department. I was not allotted any students during the 2019-20 academic session. Even though I was not part of it, I had earnestly tried to help students who were studying my paper and solve their problems. The major problem with the students was to locate the study materials for the paper. The students were looking for a ready-made text book for each paper which was not available in the market. I used to photocopy the suggested readings in the paper and circulate among the students. We also had a WhatsApp group in which I used to send relevant study materials in electronic form. We attempted to form groups in the class to make notes out of the reading materials and make available to all others in the class. Some of the students who report to me regarding their financial difficulty to pay fees were properly guided to approach the Fee Concession Committee. It helped many to pay their fees also at times I find some sponsors to help them. I guided many students in their carrier prospects as well helped them to find universities and institutes where they could pursue their interest.

112. Dr. Ajay Kumar

Mentoring involves the process of experienced teachers teaching and guiding student on the different aspects of the teaching-learning process. Mentor-mentee relationship is also founded on articulation of expectations at the beginning of the mentee's college experiences. Mentees have high expectations of their mentors in terms of supervision and support. In my mentoring with student, I demonstrate that I am flexible, open-minded, promote comfort and confidence and help student to feel comfortable in learning, make myself available for my student anytime at offline or phone for helping them. In my mentoring with student, I orient student about college requirements, provide guidelines for the accomplishment of innovative works, and give instruction about grading systems on their better work. I always cooperate with my mentees to search new problem-solving methods to resolve the problem whatever they found.

113. Ms. Amrita Singh

Many students have issues regarding material in Hindi medium and wish classes to be held in Hindi language predominantly. I have tried to provide such students special remedial class exclusively for Hindi Medium students along with providing self-made notes and materials on a large scale. I have provided them books from other publications so that their answer scripts can be better.