

School of Creative Writing: Mentor-Mentee Report for the 2021-23 Batch

Introduction

The School of Creative Writing, during the academic period of 2021-23, underwent significant growth in the realms of literary and artistic expression. Each mentor guided their respective mentees through a robust curriculum, honing their skills and encouraging the pursuit of creativity. The academic cycle was split across four semesters, each aimed at developing a progressive understanding of the nuances of writing and expression.

Semester I: Foundations of Creative Expression (2021)

The 2021-23 batch began their journey under the mentorship of Dr. C. Ganesh, a renowned academic in the field of creative writing. His mentees—Melvia Ann Biju, Midhu P. Alex, and Shameem A.P.—were carefully guided through foundational elements of writing, focusing on the discovery of their individual voices and styles.

Mentee Focus

Melvia Ann Biju: Melvia showed an early affinity for blending personal experiences with fiction, often drawing on rich cultural narratives. She was encouraged to develop her storytelling techniques and experiment with various literary forms, from short stories to creative essays.

Midhu P. Alex: Midhu's work was characterized by a strong poetic sensibility, and Dr. Ganesh worked closely with him to refine his use of imagery and symbolism.

Shameem A. P.: Shameem displayed a penchant for narrative prose, and his mentor guided him in structuring longer pieces, ensuring coherence and fluidity in his narratives.

The semester was punctuated by workshops that pushed the mentees to write consistently, share their work with peers, and receive critical feedback. Dr. Ganesh placed significant emphasis on the study of world literature, encouraging his students to draw inspiration from diverse literary traditions while maintaining authenticity in their own writing.

Semester II: Developing Literary Voice and Style (2022)

In the second semester, the mentorship baton was passed to Dr. Ashok A. D'Cruz, who took over the guidance of the next group of mentees: Jinu K. Mathew, Fasma, Fathimath Rinsya, and Nidhusha. Dr. D'Cruz, with his keen focus on voice and stylistic innovation, brought a unique perspective to the students' learning experience.

Mentee Focus:

Jinu K. Mathew: Jinu was encouraged to explore themes of identity and belonging. His writing delved deep into personal and cultural conflict, and Dr. D'Cruz provided valuable guidance in structuring these complex themes.

Fasna: Fasna's writing revolved around socio-political issues, and her mentor pushed her to adopt more nuanced approaches to these topics, encouraging the use of satire and irony.

Fathimath Rinsya: Fathimath's writing was filled with lyrical prose and visual imagery. Her progress involved perfecting this stylistic approach, balancing narrative flow with vivid descriptions.

Nidhusha: With a focus on introspective writing, Nidhusha was guided in translating her thoughts and emotions into fluid and relatable narratives.

This semester included intensive writing workshops, group discussions, and peer reviews. Dr. D'Cruz encouraged mentees to be critical of their own work, instilling a sense of self-editing as a vital part of the creative process.

Semester III: Expanding Horizons and Experimentation (2022-23)

The third semester was marked by a shift in mentorship to Dr. Anvar Abdullah, whose mentees—Abduraheem, Amrutha, Arya, and Indrajith—were pushed toward experimentation with genre, form, and content. Dr. Abdullah's mentorship was particularly focused on expanding the horizons of what creative writing could be, encouraging his students to think beyond traditional forms.

Mentee Focus:

Abduraheem: Known for his exploration of historical and political themes, Abduraheem was encouraged to experiment with speculative fiction and allegory, pushing his boundaries as a writer.

Amrutha: Amrutha's work was characterized by its introspective nature, and under Dr. Abdullah's mentorship, she explored more experimental forms such as fragmented narratives and hybrid genres.

Arya: Arya was particularly interested in narrative poetry, and Dr. Abdullah's guidance helped her break away from conventional poetic structures, leading her to experiment with free verse and spoken word poetry.

Indrajith: Indrajith's prose was marked by dark, psychological themes, and he was pushed to explore the boundaries of genre fiction, incorporating elements of horror and magical realism into his work.

Workshops during this semester encouraged creativity and boundary-pushing, with the mentees being tasked with unconventional writing exercises. Peer collaboration and literary analysis sessions were designed to broaden the students' understanding of contemporary writing trends and how they could incorporate such elements into their own work.

Semester IV: Refining Craft and Preparing for Publication (2023)

The final semester saw mentorship by Dr. Baburajan K., who worked with Hana V., Hiba V., and Sukanya P. on refining their craft and preparing for the next steps in their writing careers, whether it be publication, further study, or professional writing.

Mentee Focus:

- Hana V.: Hana's writing was particularly focused on personal memoirs, and under Dr. Baburajan's guidance, she refined her narrative voice, working toward a polished manuscript that could be submitted for publication.
- Hiba V.: Hiba's talent lay in writing children's literature, and Dr. Baburajan worked closely with her to refine her stories, focusing on tone, accessibility, and appeal to younger readers.
- Sukanya P.: Sukanya's work centered on contemporary social issues. Her mentor encouraged her to delve deeper into her themes, developing complex characters and narratives that resonated with real-world events.

Throughout the semester, the focus shifted from experimentation to refinement. Dr. Baburajan encouraged his mentees to identify their strengths, focus on polishing their work, and understand the intricacies of the publishing industry. Workshops on editing, manuscript preparation, and submitting work to journals and publishers were conducted, providing the students with the tools necessary for a professional writing career.

Conclusion

The 2021-23 batch of the School of Creative Writing underwent a transformative journey under the mentorship of Dr. C. Ganesh, Dr. Ashok A. D'Cruz, Dr. Anvar Abdullah, and Dr. Baburajan K. Each semester built upon the previous one, moving from foundational skills to experimentation, and finally to refinement and professional preparation. The diverse range of mentees—Melvia Ann Biju, Midhu P. Alex, Shameem A.P., Jinu K. Mathew, Fasma, Fathimath Rinsya, Nidhusha, Abduraheem, Amrutha, Arya, Indrajith, Hana V., Hiba V., and Sukanya P.—were guided through a structured yet flexible curriculum that encouraged individual expression, collaboration, and critical thought.

The mentorship model was instrumental in nurturing creativity and preparing the students for the next stage of their writing careers. Each mentor brought unique insights and methodologies, shaping the mentees into versatile writers capable of making significant contributions to the literary world. The batch graduated not only with enhanced technical skills but also with a deeper understanding of their creative voices and the confidence to navigate the broader literary landscape.

School of Creative Writing: Mentor-Mentee Report for the 2022-24 Batch

Introduction

The School of Creative Writing, for the academic years 2022-24, maintained its dedication to fostering creativity and literary development. The structured mentorship program continued to play a crucial role in enhancing the skills and guiding the growth of young writers. Each mentor brought their own expertise, ensuring that the mentees received personalized support tailored to their individual needs. This report covers the journey of the students across four semesters under the mentorship of Dr. C. Ganesh, Dr. Ashok A. D'Cruz, Dr. Anvar Abdullah, and Dr. Baburajan K.

Semester I: Foundations of Literary Craft (2022)

The first semester began with mentorship from Dr. C. Ganesh, who oversaw the progress of his mentees—Pournami P., Prasad A., and Fathimathul Safvuana. Dr. Ganesh's mentorship emphasized the importance of developing a solid foundation in creative writing, with a focus on understanding different genres, voice, and structure.

- Mentee Focus:

- Pournami P.: Pournami demonstrated an inclination toward introspective poetry. Dr. Ganesh encouraged her to refine her use of language and form while exploring contemporary themes that resonated with her.
- Prasad A.: With a strong interest in narrative non-fiction, Prasad worked on developing a cohesive storytelling style, focusing on blending factual elements with creative narratives.
- Fathimathul Safvuana: Fathimathul had a flair for short stories, often crafting vivid characters and settings. Under Dr. Ganesh's guidance, she refined her ability to create tension and pacing within her narratives.

This semester was designed to strengthen the fundamentals, with Dr. Ganesh leading workshops on character development, narrative structure, and thematic exploration. Mentees were encouraged to experiment with different genres and forms while receiving constructive feedback from both their mentor and peers.

Semester II: Voice and Thematic Exploration (2023)

The second semester introduced mentorship from Dr. Ashok A. D'Cruz, who took over the guidance of Kavyamrutha M. C., Dilna Mohanan, and Neethu Madhavan. Dr. D'Cruz's mentorship focused on helping the students find their unique literary voices while deepening their engagement with thematic content.

- Mentee Focus:

- Kavyamrutha M. C.: Kavyamrutha showed a talent for blending lyrical prose with philosophical themes. Dr. D'Cruz encouraged her to sharpen her narrative focus, particularly in developing engaging plotlines that complemented her philosophical inquiries.
- Dilna Mohanan: Dilna's writing was marked by an emotional depth, often revolving around personal and familial relationships. Dr. D'Cruz guided her in transforming these personal experiences into universally relatable stories.
- Neethu Madhavan: Neethu's work delved into social commentary, particularly concerning women's rights and empowerment. She was encouraged to employ a more nuanced approach to these issues, using literary devices such as irony and satire.

The focus during this semester was on enhancing the students' ability to articulate their voices more clearly and compellingly. Dr. D'Cruz facilitated workshops that encouraged experimentation with narrative techniques, dialogue, and scene construction, providing the mentees with tools to make their work more impactful.

Semester III: Expanding Creative Boundaries (2023)

The third semester was led by Dr. Anvar Abdullah, who worked with his new group of mentees: Anmika K., Amrutha K., and Apsara K.. Dr. Abdullah's mentorship was centered around pushing the boundaries of traditional writing, encouraging his students to think creatively about genre and form.

- Mentee Focus:

- Anmika K.: Anmika had a talent for writing speculative fiction, particularly in the realm of fantasy. Dr. Abdullah encouraged her to further explore world-building, developing intricate settings that supported her imaginative plots.
- Amrutha K.: Amrutha leaned toward reflective and philosophical writing. Dr. Abdullah guided her in experimenting with form, encouraging her to explore unconventional narrative structures that could complement the contemplative nature of her work.
- Apsara K.: Apsara's prose was often infused with mythological themes and cultural motifs. Under Dr. Abdullah's mentorship, she expanded her exploration of these themes by incorporating more experimental elements such as magical realism.

This semester placed a heavy emphasis on experimentation, with Dr. Abdullah assigning exercises that challenged the mentees to break away from conventional storytelling. Workshops focused on unconventional literary forms, hybrid genres, and cross-genre writing.

Semester IV: Polishing and Publication Preparation (2024)

The final semester saw mentorship from Dr. Baburajan K., who guided Vaishna P., Selphy Benadict, and Hareesh C. A. toward completing polished manuscripts and preparing their work for publication or further academic endeavors.

- Mentee Focus:

- Vaishna P.: Vaishna was interested in writing historical fiction, and under Dr. Baburajan's guidance, she focused on researching and accurately depicting historical settings while ensuring that her characters and stories were compelling and engaging.
- Selphy Benadict: Selphy specialized in young adult fiction, with a keen focus on character-driven narratives. Dr. Baburajan helped her refine her plotting and pacing, guiding her toward completing a full manuscript that could be submitted to agents or publishers.
- Hareesh C. A.: Hareesh's writing was influenced by folklore and oral traditions. Dr. Baburajan encouraged him to preserve the authenticity of these traditions while adapting them into modern narratives that would appeal to contemporary audiences.

This semester emphasized the importance of refinement and editing, with a strong focus on manuscript preparation. Dr. Baburajan conducted workshops on editing techniques, manuscript formatting, and the submission process for literary journals and publishers. The mentees were also introduced to strategies for marketing their work and building a professional writing career.

Conclusion

The 2022-24 batch of the School of Creative Writing was characterized by diversity in literary interests and strengths. The mentors—Dr. C. Ganesh, Dr. Ashok A. D'Cruz, Dr. Anvar Abdullah, and Dr. Baburajan K.—played an essential role in guiding their respective mentees through a comprehensive curriculum that encouraged both personal and artistic growth.

Through the combination of mentorship, peer collaboration, and individual effort, the mentees—

Pournami P., Prasad A., Fathimathul Safvuana, Kavyamrutha M. C., Dilna Mohanan, Neethu Madhavan, Anmika K., Amrutha K., Apsara K., Vaishna P., Selphy Benadict, and Hareesh C. A.—developed not only as writers but also as critical thinkers and creative individuals. Each mentor provided the necessary tools and guidance to prepare the students for the challenges of the literary world, ensuring that they were ready to embark on their writing careers with confidence and clarity.

School of Creative Writing: Mentor-Mentee Report for the 2023-25 Batch

Introduction

The School of Creative Writing for the 2023-25 batch focused on fostering creativity through mentorship, personalized guidance, and practical workshops. The program, led by four distinguished mentors—Dr. Anvar Abdullah, Dr. Ashok A. D'Cruz, Dr. C. Ganesh, and Dr. Baburajan K.—was designed to nurture students' writing abilities over two semesters. This report reflects the mentorship experience of the students and their progress under their respective mentors.

The 2023-25 mentees were:

- Dr. Anvar Abdullah's mentees: Anuradha P., Vaishnavi, Reshma V., Shilja V. D., and Lakshmi Mohan
- Dr. Ashok A. D'Cruz's mentees: Drishya V., Anagha P., Abhyamol C. K., Nithyalekshmi, and Sreelekshmi
- Dr. C. Ganesh's mentees: Vishnu, Amjad Khan, Mubashir K., Krishnapriya, and Sneha T.S.
- Dr. Baburajan K.'s mentees: Asif Sahir, Manjusha Manoj, Anju, and Ansira Beegum

Semester I: Foundational Development and Exploration (2023)

In the first semester, students were paired with their mentors based on their specific interests and strengths in creative writing. This period was focused on laying a strong foundation in writing, with emphasis on developing their voices, narrative skills, and style.

Dr. C. Ganesh worked with Vishnu, Amjad Khan, Mubashir K., Krishnapriya, and Sneha T.S. His mentorship style emphasized fundamental techniques of writing, such as character development, plot construction, and narrative flow.

- Vishnu explored contemporary fiction, working on stories with subtle humor and deep characterization. Under Dr. Ganesh's guidance, he learned to balance humor with meaningful storytelling.
- Amjad Khan was a poet with a focus on themes of memory and loss. Dr. Ganesh encouraged him to refine his poetic voice, guiding him in constructing more vivid imagery and rhythm.
- Mubashir K. developed his passion for historical fiction, with a particular focus on building historically accurate yet engaging narratives. Dr. Ganesh helped him find ways to blend fact with fiction seamlessly.
- Krishnapriya was interested in children's literature, and Dr. Ganesh guided her through the process of creating simple yet emotionally resonant stories that would captivate young readers.
- Sneha T.S. delved into psychological fiction, focusing on exploring complex emotional and psychological landscapes in her characters.

Dr. Ashok A. D'Cruz mentored Drishya V., Anagha P., Abhyamol C. K., Nithyalekshmi, and Sreelekshmi. He encouraged his students to develop their individual voices, while experimenting with different styles and themes.

- Drishya V. was interested in magical realism. Under Dr. D'Cruz's mentorship, she refined her ability to blend fantastical elements with real-world narratives, ensuring a smooth and balanced integration of both.
- Anagha P. explored the intricacies of human relationships in her writing, focusing on the emotional dynamics of familial connections. Dr. D'Cruz helped her craft more powerful and subtle emotional arcs.
- Abhyamol C. K. worked on short stories and vignettes, honing her ability to capture moments with sharp, clear prose. Dr. D'Cruz guided her in developing cohesive short-form narratives.
- Nithyalekshmi focused on essays and memoirs, particularly drawing from personal experiences. Dr. D'Cruz helped her turn these personal reflections into universally relatable stories through careful structuring.
- Sreelekshmi leaned toward dramatic writing, and Dr. D'Cruz supported her in enhancing the effectiveness of her dialogue and character development in monologues and playwriting.

Dr. Anvar Abdullah mentored Anuradha P., Vaishnavi, Reshma V., Shilja V. D., and Lakshmi Mohan, guiding them through the exploration of unconventional forms of writing and encouraging experimentation.

- Anuradha P. had a strong inclination toward speculative fiction. Dr. Abdullah encouraged her to push boundaries by experimenting with genre blending, particularly mixing science fiction with literary fiction.
- Vaishnavi explored philosophical themes through essays and reflective fiction. Dr. Abdullah pushed her to experiment with form and structure, moving toward more fragmented and experimental narratives.
- Reshma V. worked on mythological fiction, with Dr. Abdullah guiding her in modernizing mythological themes while retaining their cultural depth.
- Shilja V. D. focused on incorporating folklore into modern prose. Under Dr. Abdullah's guidance, she experimented with different forms of storytelling, combining traditional oral techniques with contemporary literary styles.
- Lakshmi Mohan explored magical realism, focusing on merging reality with fantastical elements in a fluid, believable manner.

Dr. Baburajan K. took on Asif Sahir, Manjusha Manoj, Anju, and Ansira Beegum. His mentorship was aimed at refining the students' creative visions and helping them develop polished work.

- Asif Sahir was interested in crime fiction, and Dr. Baburajan helped him with plotting, pacing, and character development, all essential elements in this genre.
- Manjusha Manoj explored feminist literature, and Dr. Baburajan guided her in crafting narratives that were both powerful and nuanced, with multi-dimensional characters.
- Anju focused on poetry and personal essays. Dr. Baburajan helped her sharpen her voice, making her work more cohesive and polished.
- Ansira Beegum worked on social justice themes, with her mentor encouraging her to deepen her exploration of these issues while developing more sophisticated narrative structures.

The first semester was critical in helping the students build a foundation for their creative expression. Each mentor emphasized the development of strong narrative skills, character depth, and thematic exploration.

Semester II: Refinement and Publication Preparation (2024)

In the second semester, the focus shifted toward refining the students' work and preparing it for publication or submission to literary competitions. The mentors emphasized revision, editing, and professional presentation of their work.

Dr. C. Ganesh continued to guide his mentees—Vishnu, Amjad Khan, Mubashir K., Krishnapriya, and Sneha T.S.—through the revision process, helping them polish their drafts into more cohesive and professional manuscripts.

- Vishnu worked on completing a collection of contemporary short stories, focusing on tightening his narratives and ensuring that his humor and insights resonated with readers.
- Amjad Khan refined his poetry, focusing on form, rhythm, and emotional resonance, preparing his work for submission to literary magazines.
- Mubashir K. honed his historical fiction, paying particular attention to ensuring that his narratives were both historically accurate and engaging.
- Krishnapriya polished her children's stories, ensuring that her language and themes were appropriate for her audience while retaining the depth and complexity of her messages.
- Sneha T.S. refined her psychological fiction, deepening her exploration of her characters' emotional and psychological states.

Dr. Ashok A. D'Cruz focused on preparing his mentees—Drishya V., Anagha P., Abhyamol C. K., Nithyalekshmi, and Sreelekshmi—for literary competitions and publication opportunities.

- Drishya V. worked on completing a manuscript that blended magical realism with literary fiction, refining her prose and narrative flow.
- Anagha P. polished her stories exploring familial relationships, ensuring that the emotional arcs were compelling and resonant.
- Abhyamol C. K. refined her short stories, focusing on creating sharp, cohesive narratives that could be submitted to literary journals.
- Nithyalekshmi completed a series of essays and memoirs, with Dr. D'Cruz helping her polish the language and structure for greater impact.
- Sreelekshmi worked on completing a full-length play, focusing on dialogue and character development.

Dr. Anvar Abdullah helped his mentees—Anuradha P., Vaishnavi, Reshma V., Shilja V. D., and Lakshmi Mohan—push their creative boundaries further while preparing their work for potential publication.

- Anuradha P. completed a speculative fiction manuscript, blending multiple genres in a cohesive and compelling way.
- Vaishnavi polished her philosophical essays, experimenting with form and structure to make them more engaging and thought-provoking.
- Reshma V. refined her mythological fiction, focusing on modernizing ancient stories while retaining their essence.
- Shilja V. D. completed a manuscript combining folklore with contemporary fiction, refining her prose and narrative structure.
- Lakshmi Mohan completed a series of magical realism stories, focusing on polishing her unique blend of fantastical and realistic elements.

Dr. Baburajan K. worked closely with his mentees—Asif Sahir, Manjusha Manoj, Anju, and Ansira Beegum—to finalize their manuscripts and prepare them for submission to publishers or competitions.

- Asif Sahir completed his crime fiction novel, focusing on pacing and plot refinement.

Manoj completed her manuscript centered on feminist literature, ensuring that her characters and themes were multi-layered and impactful. With Dr. Baburajan's guidance, she refined her narrative techniques to strengthen her voice in the broader feminist discourse.

- Anju finalized her collection of poetry and personal essays. She focused on honing the emotional depth of her work, ensuring that each piece communicated a powerful personal and universal message.
- Ansira Beegum worked on her social justice narratives, polishing her stories to ensure that her messages were clear and compelling, while maintaining strong character development and narrative flow.

By the end of the second semester, the focus for all mentees was on refining their work to a professional standard, with an eye toward publication. The mentors guided them through the intricacies of the revision process, offering feedback on structure, character development, pacing, and thematic depth. Workshops also emphasized query letter writing, manuscript formatting, and submitting work to literary journals and competitions.

Conclusion

The mentorship program at the School of Creative Writing for the 2023-25 batch offered an enriching and transformative experience for all mentees. The combined guidance of Dr. Anvar Abdullah, Dr. Ashok A. D'Cruz, Dr. C. Ganesh, and Dr. Baburajan K. allowed students to explore different styles, push creative boundaries, and refine their craft.

The mentees—Vishnu, Amjad Khan, Mubashir K., Krishnapriya, Sneha T.S., Drishya V., Anagha P., Abhyamol C.K., Nithyalekshmi, Sreelekshmi, Anuradha P., Vaishnavi, Reshma V., Shilja V. D., Lakshmi Mohan, Asif Sahir, Manjusha Manoj, Anju, and Ansira Beegum—were able to not only develop their creative abilities but also gain valuable insight into the process of revising and preparing their work for publication. By the end of the program, these writers were equipped with the skills necessary to pursue their literary ambitions confidently.

This mentorship program exemplified the power of personalized, focused guidance, helping these aspiring writers find their voices and prepare for success in the literary world.

MENTORING REPORT: 2022-24 BATCH

THUNCHATHE EZHUTHACHAN MALAYALAM UNIVERSITY, SCHOOL OF DEVELOPMENT STUDIES

Overview:

The 2022-24 batch consists of 13 students, all from socially and economically backward households. Among them, one girl is differentially abled, having a disorder of dwarfism. The mentoring process was designed to address both academic and personal challenges faced by these students, ensuring they receive the necessary support to excel in their studies and personal development.

Major Issues Observed (Common and Personal):

- ❖ *Technical Skill Deficiency*: The students were observed to lack essential technical skills, particularly in qualitative and quantitative data analysis.
- ❖ *Emotional and Academic Challenges*: Several students faced emotional issues that impacted their academic performance. Some students struggled to keep up with the regular curriculum and required additional support.
- ❖ *Differentially Abled Student's Needs*: The girl with dwarfism required specific accommodations to ensure her comfort and participation in academic and extracurricular activities.
- ❖ *Limited Practical Exposure*: The students needed more opportunities for practical learning and engagement with realworld social issues.
- ❖ *Lack of Cultural and Social Engagement*: There was a need to encourage students to engage more in cultural activities and social extension programs to enhance their overall development.

Actions Taken and Solutions Suggested:

Technical Skill Development:

- ❖ *Workshops on Data Analysis*: Special workshops were conducted to enhance the students' skills in qualitative and quantitative data analysis.
- ❖ *GIS Training*: With financial support from the university, GIS training was provided to all students at IRTC, Mundoor, Palakkad.

Emotional and Academic Support:

- ❖ *Counseling Services:* Counseling was provided to students facing emotional issues to help them manage their challenges and focus on their studies.
- ❖ *Remedial Classes:* Remedial classes were organized for students who struggled with the regular curriculum to help them catch up and improve their academic performance.

Support for the Differentially Abled Student:

- ❖ *Custom Chair:* A comfortable chair was custom-made for the student with dwarfism to ensure her comfort during classes.
- ❖ *Sports Participation:* Support was provided for her to participate in state and national-level sports activities.
- ❖ *Special Examinations:* The school intervened to conduct special examinations tailored to her needs.

Practical Exposure and Social Engagement:

- ❖ *Field Visits and Social Interventions:* Organized field visits and social interventions to provide practical exposure and enhance the students' understanding of social issues.
- ❖ *Interactive Sessions with Authorities:* Conducted interactive sessions with local authorities to engage students with policymakers and provide insights into governance.
- ❖ *Internship Assistance:* Assisted students in finding suitable internship placements to gain practical work experience.

Cultural and Social Activities:

- ❖ *Cultural Participation:* Encouraged students to actively participate in cultural activities to foster a sense of community and creativity.
- ❖ *Social Extension Activities:* Created programs for students to participate in social extension activities, promoting community involvement.
- ❖ *Welcome and Send-off Parties:* Motivated students to organize a welcome party for first-year students and a send-off party for the outgoing batch, enhancing their leadership and organizational skills.

Outcome:

1. **Enhanced Technical Skills:** Students improved their technical capabilities, particularly in data analysis and GIS, making them more competent in their academic work.
2. **Improved Emotional Wellbeing:** Counseling and remedial classes led to better emotional management and academic performance among the students.
3. **Inclusive Environment:** The differentially abled student was successfully integrated into the academic and extracurricular environment, receiving the support needed to thrive.
4. **Increased Practical Knowledge:** Field visits, social interventions, and internships provided students with valuable practical experience, enhancing their understanding of real-world social issues.
5. **Greater Cultural and Social Engagement:** Students became more active in cultural and social activities, which contributed to their holistic development.

The mentoring program has been comprehensive, addressing both the academic and personal needs of the students. Through targeted interventions, workshops, supportive measures, and social and cultural engagement, the students have been empowered to overcome challenges and succeed in their academic journey. The outcomes reflect the effectiveness of the support provided, particularly in fostering an inclusive and nurturing environment for all students.

MENTOR –MENTEE REPORT

DEPARTMENT: LINGUISTICS

YEAR: 2021-2023

MENTORS

Dr.SMITHA. K . NAIR	Dr.SAIDALAVI.C
SHARAFIYA P K	VISMAYA. K
VIDYA VIJAYA KUMAR	SUSMITHA .S
AASHANA BEEGUM A	
ANAGHA T. S	

YEAR: 2022-2023

MENTORS

Dr.SMITHA .K .NAIR	Dr.SAIDALAVI. C	Dr.M SANTHOSH
PRINCY .K	LINCY .P	AMRITHA. T
SHARONA V.V	ASWATHY K.P	SREEDHNAYA.C
SUVARNA. P	SYAMJITH.V	MAYOORLA.P
DHANYASREE .V.S	MANJIMA. P.T	ASWIN.K.P
JYOTISHA. K		

YEAR :2023-2024

MENTORS

Dr.SMITHA .K.NAIR	Dr.M SANTHOSH
JYOTISHA .K	AMRITHA. T
DHANYASREE.V.S	SREEDHANYA.C
SUVARNA .P	ASWATHY.K.P
SHARONA. V.V	MANJIMA.P.T
PRINCY.K	LINCY.K.P
MAYOORLA.P	SYAMJITH.V
ASWIN.K.P	

YEAR: 2023-2024

MENOTRS

Dr.SMITHA .K.NAIR	Dr.M. SANTHOSH
ANASWARA. T	SANIKA RAJ
ASWATHY.P.V	SHAHANA .E.P
AAJISHA.K	SAFA.A.K

ADHITYA DAS	MUHASINA THESNI.P.K
PRAMADHA LAKSHMI	KHAMARIYA SANA.K
BINSHIYA SAMNA.M.P	SONA .U.V
VAISHNA.K	

MENTORING /ISSUES DISCUSSED

MENTOR: Dr. SMITHA .K.NAIR

Sl.No	NAME OF THE MENTEE	ISSUES DISCUSSED	YEAR
1.	ANASWARA. T	Academic &professional	2023-2024
2.	ASWATHY.P.V	Academic &professional	2023-2024
3.	AAJISHA.K	Academic	2023-2024
4.	ADHITYA DAS	Personal	2023-2024
5.	PRAMADHA LAKSHMI	Professional	2023-2024
6.	BINSHIYA SAMNA.M.P	Academic	2023-2024
7.	V AISHNA.K	Issues related to projects	2023-2024
8.	JYOTISHA .K	Difficulties in exams	2022-2024
9.	DHANYASREE.V.S	Issues in learning	2022-2024
10.	SUVARNA .P	Academic	2022-2024
11.	SHARONA. V.V	Personal	2022-2024
12.	PRINCY.K	Professional	2022-2024
13.	MAYOORLA.P	Issues in career development	2022-2024
14.	ASWIN.K.P	Lack of confidence	2022-2024
15.	SHARAFIYA P K	Issues in seminar presentation	2021-2023
16.	VIDYA VIJAYA KUMAR	Issues in writing exams	2021-2023
17	AASHANA BEEGUM. A	Personal	2021-2023
18.	ANAGHA .T. S	Issues related to projects	2021-2023

MENTOR: Dr. SAIDALAVI.C

Sl.No	NAME OF THE MENTEE	ISSUES DISCUSSED	YEAR
1.	LINCY .P	Personal	2022-2024
2.	ASWATHY K.P	Issues in writing exams	2022-2024
3.	SYAMJITH.V	Issues related to projects	2022-2024
4.	MANJIMA. P. T	Lack of confidence	2022-2024
5.	VISMAYA. K	Difficulties in exams	2021-2023
6.	SUSMITHA .S	Academic	2021-2023

MENTOR: Dr. M. SANTHOSH

Sl.No	NAME OF THE MENTEE	ISSUES DISCUSSED	YEAR
1.	SANIKA RAJ	Professional	2023-2024
2.	SHAHANA .E.P	Personal	2023-2024
3.	SAFA.A.K	Issues in seminar presentation	2023-2024
4.	MUHASINA THESNI.P.K	Academic & professional	2023-2024
5.	KHAMARIYA SANA.K	Issues in career development	2023-2024
6.	SONA .U.V	Lack of confidence	2023-2024
7.	AMRITHA. T	Issues in writing exams	2022-2024
8.	SREEDHANYA.C	Issues in seminar presentation	2022-2024
9.	ASWATHY.K.P	Difficulties in writing assignments	2022-2024
10.	MANJIMA.P.T	Lack of confidence	2022-2024
11.	LINCY.K.P	Personal	2022-2024
12	SYAMJITH. V	Professional	2022-2024

THUNCHATHEZHUTHACHAN MALAYALAM UNIVERSITY
VAKKAD ,TIRUR ,MALAPPURAM
SCHOOL OF LITERARY STUDIES

Mentor -Menti report

2021-2024 batch

M.A.LITERARY STUDIES

Mentoring system is introduced in the Institution with the sole purpose of catering to the needs of the students in the academic and personal level. In Malayalam university ,school of literary studies , many students are from economically weaker section of society mostly from rural areas lacking proper academic background and facing financial constrain. Mentoring system is thus an essential feature to render equitable service to the students coming from different background. Mentoring system in the Institutes provides support to the students through advice and counselling, through friendship building, through re-enforcement and constructive role modelling. Thus, mentoring expands beyond teaching to advancement in the educational and personal growth of the mentee.

Aims and Objectives: -

1. To build relationship of natural trust and respect with the mentee.
2. To provide support to the mentee in devising action plan considering his/her goal and capabilities.
3. To identify slow learners and provide support and help to motivate them.
4. To encourage advanced learners to reach their full potential. To guide and help individual to develop their own vision and goal for the future.
5. To provide access and availability to the mentees.
6. To enhance mentees feelings of safety and belonging in the institute.
7. To enhance students' academic performance and regularity in attendance and motivation to learn.
8. To monitor drop out rates and to motivate the mentees to continue studies to minimise drop out rates.

School of literary studies has assigned 5 teaching faculty members for mentoring literature post graduate students of odd and even semesters with 3 batches . Faculty maintains mentoring register to record mentor-mentee program. During mentoring students academic performance in internal and external were discussed. Students' regularity and irregularity in attendance were discussed. Mentee's problem relating to personal issues were also taken up and suggestions were made accordingly, students were encouraged to take part in the co-curricular activities. Slow learners were identified and given special help, encouragement and motivation. Advance learners were encouraged to reach their full potential.

Issues Raised:

1. Requested for notes
2. Requested for revision on the topics theatre studies and translation
3. Requested for revision literary studies
4. Difference between types and pattern of linguistics studies and Grammar to be elaborate with examples.
5. For Enlargement and literary era and various ideologies maps procedures to be taught thoroughly.
6. Requested for demonstration and explanation of placing of isms in the history of language and literature
7. Requested for demonstration and explanation of using multy media and projections
8. Requested for discussion on old and previous year question papers.

Issues Resolved:

1. Notes/materials are being supplied.
2. Revision is done on all the topics
3. Revision is done on the contribution of each philosophers in the field of litearary theories ,literary historiography and translation
4. Clarification is done with suitable examples.
5. Theory and practical methods of indeed papers are explained.
6. Explanation as well as demonstration are done for the class for film studies, script writing and cultural studies

7. Explanation as well as demonstration are done for all subjects.
8. Old and previous year question papers are discussed and supplied to them
- 9 . Re-explain certain topics important from the exam point
- 10 . Queries regarding online exams during pandemic period
- 11.Due to network/internet problem students unable to attend online classes (irregularities)
- 12.Students unable to listen to the lectures given in the classroom
- 13.During Covid situation students complained regarding difficulty in maintaining social distancing.
- 14.Students requested to discuss previous years question papers
- 15.Seek career guidance after post- graduation.
- 16 .Punctuality problems of some students residing in far of places
- 17 . Explained topic in a simpler language and provided extra reading materials
- 18.Online exam guidelines were given out to the students and virtually met online to give instructions on Do's and Dont's
- 19.Flexibility to enter-exit and re-enter permission was granted in online class
- 20.Microphones and speakers were given to general classrooms. (went missing soon)
- 21.Classes were taken alternatively to maintain social distancing
- 22.Solved Previous years question papers
- 26,Various job opportunities were discussed
- 27.Mentoring students attendance time to time

Dr.Roshniswapna

Dr.Muhammad Rafi .N.V.(school director)

Dr.E.Radhakrishnan

Dr.Subha.K.

Dr.shivaprasad ,P

Mentoring Report (2021-2023 batch)

10 students were assigned to the undersigned as Mentees for the year 2021 Academic session

Issues Raised

- Cope with Covid-19 and issues and difficulties of Online classes
- Some students raised concern regarding the hostel food.
- One student had some health issues.
 - Some students need assistance in preparing NET/ JRF Exams.

Action Taken Report

- Students were advised to maintain Covid-19 protocols issued by the government from time to time and also despite connectivity issues they were asked to be sincere in their online classes and that they need to go through the study materials and video lectures posted by faculty members in their respective Google classrooms.
- The students were advised to meet the concerned hostel warden and discuss the issue with warden.
- The student was taken to the nearest health centre. The physician prescribed medicine. Lately it was found that her health has improved.
- As some of the students were interested in appearing for NET/JRF exams, they were encouraged to be sincere in their courses and they were also suggested to keep a notebook and prepare from the beginning of the programme started. They were also asked to purchase some of the basic books to enhance their teaching and research aptitude.

Mentoring Report (2022-2024 Batch)

10 students were assigned to the undersigned as Mentees for the year 2022 Academic session

Issues Raised

- Some students had raised concern regarding the hostel food.
- One student had some health issues and decided to discontinue the course.
- A few students had issues regarding time management and needed guidance in completing assignments given to them as part of evaluation process.
- One student had issues of anxiety and stress due to family problems.

Action Taken Report

- The students were advised to meet the concerned hostel warden and place the issue in view of the warden.
- The student was advised to consult the physician. Some days later she could attend the classes regularly and her academic performance was great.
- Suggestions were given to the students on how to manage time and appropriate guidance was provided to the students on the assignments which helped them to complete it on time.
- Through some interactive sessions discusses the problems relating to anxiety and stress and recommended to read non-academic books and listen music or suggested to do whatever the interested things to keep her happy and calm.

Mentoring Report (2023-2025 batch)

10 students were assigned to the undersigned as Mentees for the year 2023 Academic session

Issues Raised

- One student had some health issues.
- A few students had raised the issue that they need guidance in completing assignments given to them as part of evaluation process.
- One student wanted assistance in paper presentations in various seminar.
- Some students need assistance in project work.

Action Taken Report

- The student was advised to consult a doctor. The physician prescribed medicine and advised to engage in certain physical activities. Lately it was found that her health has improved.
- The students were asked to read books, journal articles about the topic and discuss the same. Materials were also provided and proper guidance had given for each students.
- As the student was interested in presenting papers in various seminars, proper advice and guidance had given in writing a research paper. After one presentation he become more confident and presented many papers in various seminars.
- The students were asked to read research papers in understanding the way of writing and also suggested to visit some relevant websites. The students were also encouraged to acquire more knowledge in sociological theory and research methodology.

Mentoring Report of 10 Students

MA Sociology (2021 Batch) School of Sociology

Mentor: Dr. K. S. Hakim

List of Mentees:

1. Sreekutty K. P.
2. Ahalya T. A.
3. Chandana R.
4. Vyshna K. K.
5. Sisira K.
6. Sinila K.C.
7. Aswathy M.
8. Krishna Priya N.V.
9. Reshma P.

Mode of Mentoring Sessions

The mentoring sessions were mainly held face-to-face to provide personalized guidance and support to sociology students. These sessions created a comfortable environment for open discussions, where mentees could share their challenges, such as academic difficulties, personal issues, and career concerns. Direct engagement helped the mentor understand each student's needs better and offer specific advice, building trust and a sense of community. This approach was especially helpful in explaining complex sociological ideas and creating a more supportive learning experience.

Frequency and Focus of Mentoring Sessions

Mentoring sessions were held once or twice in a month for each mentee. The discussions in these sessions covered a range of topics including career opportunities, learning challenges, and personal issues. The mentor provided guidance tailored to the specific needs of each student, aiming to foster both academic and personal growth.

Major Issues Observed

- Several mentees had trouble concentrating on their studies due to family issues and lack of financial support.
- A few students found certain sociological theories and research methods challenging to understand.
- Guidance for UGC NET was necessary since most mentees were unaware of options for higher studies and career opportunities in sociology.
- Some mentees required psychological support due to some personal concerns.

Actions Taken and Solutions Suggested

- Mentees in need of psychological support were advised to use the university's counseling services.
- Recorded videos of online classes were shared with students who missed direct sessions.
- Extra classes were arranged for students struggling with sociological theories, concepts, and research methods.
- Special attention was given to mentees facing family problems and financial difficulties.
- Career guidance and training were provided to all students through the university's placement cell, focusing on opportunities in sociology.
- Expert lectures, seminars, workshops, field visits, and internships were organized to enhance the students' understanding of sociological concepts and provide practical exposure.

Outcome

The mentoring program successfully addressed the unique needs of sociology students by providing targeted support and resources. Through regular mentoring sessions, the students received guidance on balancing academic and personal responsibilities, navigating family and financial challenges, and understanding complex sociological theories and research methods. The provision of additional classes and access to recorded lectures helped students overcome learning gaps caused by connectivity issues and other disruptions.

Mentees were encouraged to utilize the university's counselling services, which improved their psychological well-being. The efforts to provide special attention to those dealing with personal difficulties created a more supportive and inclusive learning environment. Career guidance and training sessions were tailored to help students explore various academic and professional opportunities in the field of sociology, making them more aware of their future paths.

Furthermore, the organization of expert lectures, seminars, workshops, field visits, and internships enriched the students' academic experience, broadened their sociological perspectives, and enhanced their practical skills. These initiatives collectively empowered the students to build confidence, develop resilience, and achieve their academic and career goals.