



Lloyd Business School

Ladder Of Success

MENTORSHIP POLICY

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LLOYD BUSINESS SCHOOL

Plot No.-11, Knowledge Park-II, Greater Noida, Uttar Pradesh-201306

MENTORSHIP POLICY

Responsible Executive Convenors: Student Mentoring Committee

Constitution Date: September 2, 2021

Student life in contemporary higher education institutions is undergoing rapid transformation due to heightened academic demands, competitive career expectations, the need for continuous skill enhancement, and the pervasive influence of social media. In addition, global uncertainties, technological disruptions, and experiences such as pandemic-like situations have significantly increased stress, anxiety, and ambiguity among students regarding their academic and professional futures. These evolving challenges necessitate structured institutional mechanisms to support students holistically.

Extensive research highlights that meaningful mentoring relationships play a decisive role in shaping students' academic performance, emotional well-being, career clarity, and overall personal development. Given that Lloyd Business School admits students from diverse socio-economic, cultural, and educational backgrounds, a robust and continuous mentoring framework is essential to ensure equitable support, inclusion, and sustained student engagement throughout their academic journey.

To address these needs in a systematic manner, the institute has established the Student Mentoring Committee, which functions as a structured support system for students' academic, personal, social, and professional growth.

Purpose and Scope of the Student Mentoring Committee

The Student Mentoring Committee is responsible for ensuring the overall academic and personal development of students through an organized mentor–mentee framework. Each student is formally assigned a faculty mentor who serves as a consistent point of contact for guidance, monitoring, and support. The committee facilitates regular interaction between mentors and mentees, ensuring early identification of academic difficulties, emotional concerns, or career-related challenges.

The committee also oversees the orientation of mentors and mentees, periodically reviews the effectiveness of mentoring practices, and ensures that unresolved student concerns are escalated to appropriate institutional authorities. Confidentiality, accessibility, and continuity of mentoring support are maintained across all departments. Through structured mentoring interventions, the committee aims to enhance student engagement, reduce

attrition, and foster a supportive academic environment that nurtures confident, balanced, and goal-oriented individuals.

Composition of the Student Mentoring Committee

The Student Mentoring Committee is constituted with experienced faculty members to ensure effective planning, coordination, and execution of mentoring activities. The committee is headed by a Coordinator, supported by Co-Coordinators, and includes all faculty members as mentors.

Committee Members:

1. **Dr. Fehmina Khalique**, Professor – *Co-Coordinator*
2. **Dr. Veena Grover**, Professor – *Coordinator*
3. **Dr. Neetu Kamra**, Associate Professor – *Co-Coordinator*
4. **All faculty members** – *Members*

The collective involvement of faculty ensures uniform implementation of mentoring practices and sustained student support across the institution.

Functions and Responsibilities of the Committee

The committee is entrusted with the responsibility of allocating faculty mentors to students and ensuring continuity of the mentor–mentee relationship throughout the academic programme. It monitors the regularity and quality of mentor–mentee interactions and ensures that mentoring remains an integral component of the student experience.

The committee systematically collects, reviews, and evaluates mentoring reports submitted by faculty mentors to assess mentoring effectiveness and faculty engagement. It facilitates personalized academic, career, and personal guidance for students, including exposure to corporate mentoring and professional development opportunities where applicable. Furthermore, the committee ensures that students receive consistent institutional support from admission through graduation and, where feasible, beyond completion of the programme.

Responsibilities of Mentors

Faculty mentors are expected to conduct regular mentor–mentee meetings, either online or offline, with a minimum engagement of eight hours per semester. Mentors are required to understand each mentee's background, academic preparedness, interests, motivation levels, and career aspirations in order to provide personalized guidance.

Mentors play a key role in supporting students' academic progress, enhancing communication skills, and reducing hesitation or lack of confidence. They provide academic, personal, and career-related guidance and refer mentees to appropriate institutional support systems such as counselling services, skill-development programs, or remedial classes when required.

Mentors are also responsible for encouraging student participation in academic, co-curricular, and community-oriented activities, fostering leadership qualities, teamwork, and responsible citizenship. Discussions on socio-cultural and ethical issues are encouraged to promote holistic development.

Where necessary, mentors may communicate with parents or guardians in the best interest of the student. They are expected to share relevant information regarding scholarships, internships, competitions, fellowships, and employment opportunities. Mentors must maintain confidentiality, submit mentoring records to the IQAC, and consult the college psychologist when specialized intervention is required. Collaboration with colleagues to arrange remedial or enrichment sessions is also encouraged. Above all, mentors are expected to demonstrate empathy, respect, flexibility, and genuine commitment to student development.

Responsibilities of Mentees

Students are expected to actively participate in the mentoring process by attending scheduled mentor meetings regularly and maintaining respectful behaviour towards mentors and peers. Mentees should openly share their academic progress, achievements, concerns, and challenges to enable effective guidance.

Students are encouraged to communicate their career aspirations, skill gaps, and specific support needs clearly and to act upon the advice and recommendations provided by their mentors. Active engagement, accountability, and openness to feedback are essential for deriving maximum benefit from the mentoring programme.

Expected Outcomes of the Mentoring Programme

The mentoring programme is designed to enhance students' self-awareness, emotional regulation, interpersonal skills, and social adaptability. Through continuous interaction and monitoring, the programme facilitates early identification of learning gaps, behavioural concerns, and special support requirements.

The mentoring process enables categorization of slow and advanced learners, allowing for targeted academic interventions and enrichment opportunities. Feedback generated through mentoring interactions contributes to curriculum enrichment, identification of emerging career-oriented courses, and improvement in teaching–learning pedagogies.

Overall, the programme aims to improve academic performance, build confidence, enhance career readiness, and promote holistic development, thereby preparing students to become competent, responsible, and future-ready professionals.





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