

Mentor Guide

How to use this document

This document is not meant to be read straight through. Before the first call, mentors should read “General Notes” and “Call 1.” Before subsequent calls, mentors should read the section for that call. Each section stands alone. Additional resources are available in the appropriate section to support the development of the mentors.

Table of contents

General Notes

Structure of 5 calls

- Talking points of Call 1
- Talking points of Call 2
- Talking points of Call 3
- Talking points of Call 4
- Talking points of Call 5

Resources of talking points (Call Wise)

Additional resources

- About FEA: <https://feaindia.org/>
- Mentorship FAQ: <https://feaindia.org/wp-content/uploads/2024/09/FAQ-Mentorship-Program-Version-09.24.pdf>
- Career Guidance FAQ: <https://feaindia.org/Frequently-Asked-Questions.html>
- Govt Job- Back up plan: [Click here](#)
- Time Management Video: [Click Here](#)

Structure of Mentorship Calls

| Call # | Theme | Objectives | Outcomes |
|--------|--|---|--|
| 1 | Introduction | <ul style="list-style-type: none"> ● Build rapport and trust ● Share mutual expectations ● Discuss student’s dreams and aspirations | Students feel comfortable, valued, and motivated to engage |
| 2 | Discovering Career | <ul style="list-style-type: none"> ● Introduce 7 Habits of Highly Effective People- share real life success stories ● Introduce Ikigai (What I love, what I’m good at, what I can be paid for, what the world needs) ● Begin identifying potential careers aligned with Ikigai | Students feel inspired and start aligning values and strengths with purposeful careers |
| 3 | Planning & Skill Building | <ul style="list-style-type: none"> ● Reflect on learnings from Call #2 ● Introduction to 21st century skills (AI, Financial Literacy and Time Management) ● Create a “To-Do List” based on career goals | Students gain clarity on their path and start preparing practical steps to develop needed skills |
| 4 | Career Presentation and Overcoming Challenges | <ul style="list-style-type: none"> ● Students present their career plan ● Identify challenges they might face ● Discuss real-life adversities and coping strategies | Students feel proud of their plans and mentally prepared to face real-world obstacles |
| 5 | Reflection, Gratitude and Closure | <ul style="list-style-type: none"> ● Reflect on their mentorship journey ● Encourage next steps toward career goals. ● Celebrate progress-Write a letter to their “Future Self” | Students feel empowered, emotionally connected to their growth, and ready to move forward |

Call 1: Introduction

Objective: Help mentees relate to the mentor, feel comfortable, and reflect on their aspirations.

Talking Points:

- Share your personal journey: background, struggles, turning points, and key lessons.
- Explain why mentorship matters and how mentors have helped you.
- Invite mentees to introduce themselves: name, what they are studying/doing, and one aspiration
- Mentors can ask students to share what they expect to learn from the mentorship program and share his/her own expectation.

Activity-1:

Dream Wall- Mentor asks students to write and share one aspiration and one fear. (Mentor gives one example of his/her own).

Note for Mentor- Mentor to ask students to reflect on the dream wall during call-4 and 5.

Homework: Mentors to ask students to watch a video on **“The 7 Habits of Highly Effective People”** before the next session and reflect on this question: “Think of a person you admire for being successful—what habits do you think helped them get there, and which of those habits can you start practicing today to move closer to your own goals?”

These habits will be discussed in **Call 2** ([12 minute video watch from 45 sec mark. 7 Habits](#))

Note for the teacher: *Teacher to ensure students come prepared with the home work.*

Outcome: Mentees feel seen, hopeful, and connected to the mentor and each other, building trust for the upcoming sessions.

Call 2: Discovering Career

Objective: Help mentees discover their strengths, reflect on their Ikigai, and identify potential career directions aligned with their purpose and interests.

Talking Points:

- Ask students if they have watched the video of **7 habits of highly effective people**. The mentor asks the following questions based on the video.
 1. Which of the 7 habits do you think you already follow to some extent?
 2. If you could master just one habit in the next 30 days to move closer to your goals, which one would it be and why?
 3. Think of a person you admire for being successful—what habits do you think helped them get there?

To introduce the concept of IKIGAI to the students, mentor to share 1–2 inspiring success stories from various fields and ask students- What did that person love? What were they good at? Etc. Mentors can share **their own success stories** to inspire them and show how setting goals and learning from failures helped you reach that success. (Note for mentors: For success story refer to resources)

Introduction to Ikigai: For Explanation: [click here](#)

Introduce the concept with the help of the diagram. Share that they would need to find the intersection of what they LIKE to do, what they're GOOD at, and what society VALUES (and is willing to pay you for).



Video for mentor's reference"

<https://www.youtube.com/shorts/kmmQVZrymrQ>

The mentor explains this more by sharing his/her career and the things they like doing and what they are good at.

Activity: Ask mentees to prepare their own Ikigai diagram, filling one item in each circle. After filling the diagram, students can think about possible careers that match their Ikigai. Mentors can ask 3-4 students to share what career they have selected after preparing their IKIGAI and why.

After they have identified their career, tell students- "Your Ikigai may change as you grow — and that's okay. But today, you have taken the first step to find what gives your life meaning."

Note for Teacher: Please ensure that students should bring their IKIGAI diagram in the next class. _

Outcome: Mentees begin to recognise their strengths, discover their purpose using Ikigai, and identify career paths aligned with their interests and abilities.

Call 3: Planning & Skill

Objective: Help mentees understand practical skills, the role of AI, and financial literacy to support the career paths identified in their Ikigai reflections.

Talking Points:

As the students know the career options available, let's help them understand what 21st century skills would help them achieving their career goal

- Recap IKIGAI: Mentors can ask students to show their IKIGAI diagram.
- Mentor to introduce how practical skills, technology, and money management can help prepare for these careers: **(21st century skills)** For explanation: [click here](#)
- 1. Discuss and explore how to benefit from AI. Learn, find information and employment opportunities, Build a resume, practice for interviews, etc. (Use your imagination to ask questions.)
- 2. Talk about the importance of personal finance budgeting once you start earning. Methodical savings can help meet targets.

Ask mentees to: Pick the career they identified on Day 2 and share:

1. One 21st-century skill that will help in that career.
2. One way they can use AI to prepare for that career.

Examples:

- “If you want to be a teacher, what skill will help? How can AI help you prepare? How can you save books or resources?”
- “If you want to start a beauty salon, what skill will help? Can AI help you learn new styles? How can you save money for tools?”

Now that we know what career we want to work towards, what skills would be required, and how AI and financial literacy can help us learn and find ways, mentors ask students to prepare a **To-Do list** for next one year based on their career goals and skills required along with a timeline. **(Also, make sure to include one personal goal where you actively work on overcoming a fear you identified on Day 1 during the Dream Wall activity—so that you can gradually turn that fear into your strength.)**

Homework: In the last 10 minutes of the call, the mentor informs students that students are expected to present their career plan in the next call. The mentor explains the structure of the presentation using the template. Teacher to share the template with each student by writing it on board.

Outcome: Mentees will be able to connect their Ikigai and chosen career paths to clear, practical next steps. They will understand how essential skills, technology, and financial habits can support their journey and feel empowered to take meaningful action toward their aspirations.

Call 4: Career Presentation and Overcoming Challenges

Objective: Give students the opportunity to present their career plans and receive meaningful feedback. Build on this by helping them reflect on real-life challenges and how to overcome them.

Talking points:

- Start the session by reminding students of the career presentation format.
- Each student presents their plan (2-3 minutes per student).
- After each presentation, mentor gives:
 1. One **positive reinforcement** (“You’ve clearly thought about your goals – well done!”)
 2. One **reflective question** (“What support do you need to reach this goal?”)

Now that we’ve heard your inspiring plans, let’s talk about what can stand in your way—and how you’ll overcome it. A mentor can share a **real story** of a challenge he/she faced (in school, college, job, or family situation) or somebody else's example.

Mentors can ask students to write some of the **challenges they expect** in their chosen careers. Mentors can encourage open discussion on difficulties such as:

1. Financial struggles
2. Lack of support
3. Decision-making and judgement
4. Skill gaps
5. Social or gender bias

Explain that failures and obstacles are normal and can be stepping stones to growth. Share this mindset: “Success includes setbacks—and we grow from them”

To further assist students to overcome their challenges, mentors can ask students these questions:

- What adversities have you faced in life so far? How did you overcome them?
- What habits helped you stay focused and motivated? I.e. reading (biographies of successful people), meditating, exercising, keeping a journal, etc.
- How do you stay positive when things get tough?
- Do you follow any routine that helps you become mentally stronger

Note for mentor: Please encourage all students to share their challenges

Outcome: Students leave this session feeling both **proud of their plans** and **mentally prepared for real-world challenges**.

Call 5: Reflection, Gratitude and

Objective: Create a meaningful closure to the mentorship journey through reflection, gratitude, and celebration of progress.

Talking points

- Reflection circle-Ask each students
1. What is one thing you learned during the mentorship that changed the way you think?
 2. What is one step you're excited to take next? (**Mentors to speak for less than 20 % of the session and encourage students to do the bulk of speaking**)

Note: The bulk of the remaining call should be composed of students asking questions related to their challenges or any guidance they seek from the mentor.

Future Self Activity: Mentors can ask students to write a short **letter to their "Future Self"** with new goals, dreams and a message of belief that they would achieve success (Mentors can refer to the template: [Click here](#))

The mentor can suggest students to talk to someone who is in the profession you wish to pursue- a family friend, neighbor, or someone else, and see if you can shadow them just to see what their days are like. This will help you to get an overview of the preparation required, qualification, time period, etc. (Note for a mentor- Connect students with somebody if you know or tell them to talk to the career counselors)

- Reach out to the mentors in the future. Mentors can share his/her email ID.
- Mentor's final message- Encourage and appreciate the students for trusting the mentor. A small farewell message or quotes can be shared by mentor to the students

Outcome: Students feel **seen, supported, and celebrated**. They leave with confidence, clarity, and a strong emotional connection to their growth journey.

Resources

Home work to be given (after call 1):

Video 1: The 7 habits of highly effective people

[12 minute video watch from 45 sec mark. 7 Habits](#)

Note: This activity to be given after call 1 as homework and students should share their responses beforehand so that the mentor can refer to them in the next call.

Two more related videos: Seven Habits of Highly Effective Individuals by Stephen Covey as each of them is very relevant for life. How to focus on what is important through the **story of a jar full of golf balls**. <https://www.facebook.com/pantiyari/videos/a-teachers-life-lessons-using-a-jar-and-some-golf-balls/646465275742722/>

To understand the concept of Synergy (6th Habit), the advantage of working as a team, I discuss the Hare and Tortoise story. I send the story to the students in advance and ask different students to share each story. <https://www.youtube.com/watch?v=3s8rLxoDwoY>

Suggested video for time management:

1. Time Management Video- How making **To do list** can help managing time (English): https://youtu.be/ph16Q-ICxTo?si=Pv_pMI3Sq8eV5Jnr
2. Time Management Video (5 Time management techniques) (Hindi): <https://youtu.be/UggNJWTUIN4?si=tJdHT0yYYEXskj8H>
3. Time Management Video- Find where my time goes (Hindi): <https://www.youtube.com/watch?v=7ax4Tb5G1P4>

Suggestion: for a longer and slow paced video, the viewers can fasten the speed by playback speed as per their level of understanding if needed.

Story of baby camel talking to her mother camel: This is to understand the importance of recognizing your talents and choosing a career where you are able to use your talents.

https://www.google.com/search?q=camel+story+on+talents&rlz=1C1CHBF_enIN871IN871&og=camel+story+on+talents&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRiPAiBCTEzNjQyajiBqN6gCCLACAFefoljed_ipa6w&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:afa45e3b,vid:QkcG3jdQNgA,st:0

Success Stories Sample (Activity of Call 2)

Real-life success stories teach students that resilience, focus, and adaptability outweigh initial talent or intelligence. Examples like Hima Das rising from a farming village to international champion, or Ramesh Babu turning a small inheritance into a luxury car business, demonstrate that passion and relentless hard work create opportunities.

Relatable Success Stories for Students:

- **Hima Das (From Village to Gold):** Born in a small village in Assam to farmer parents, Hima had no special training. Her sheer love for running and immense hard work led her to become India's first athlete to win a gold medal in an international race.
 - *Lesson:* No dream is too big if you are willing to work for it, regardless of your background.
- **Ramesh Babu (Barber to Billionaire):** Born into a poor family in Karnataka, Ramesh had to take over his father's small barbershop. However, his ambition to do something big led him to start a car rental business, which eventually grew into a massive luxury car enterprise.
 - *Lesson:* No job is too small, and with the right mindset, anyone can achieve success.
- **The Power of Persistence (Colonel Sanders):** After facing over 1,000 rejections of his fried chicken recipe, Colonel Sanders persevered and founded Kentucky Fried Chicken (KFC), demonstrating that failure is just a step before success.
 - *Lesson:* Never give up on your ideas, even if people say no many times.

Key Takeaways for Students:

- **Never Give Up:** Even if you face challenges like the runner Hima Das, persistence pays off.
- **Focus Your Attention:** Similar to the story of the young man in the candle, train your mind to focus and avoid distractions to reach your goals.
- **Turn Obstacles into Opportunities:** Like the peasant who found gold under a boulder, treat obstacles as opportunities to learn and grow.
- **Face Your Problems:** Problems are part of life; facing them directly is the only way to move forward.

IKIGAI Concept:



What you LOVE to do—means you not only enjoy it; you’re **motivated** to do it.

On the opposite side of the diagram of what you LOVE to do:

- If you don’t LOVE what you’re doing, you’re more likely to get burnt out.
- Burned-out employees tend to have poor work performance, so they have a hard time getting promoted.

What you are GOOD at doing—means you’re ENGAGING your **top skills and strengths**.

On the opposite side of the diagram from what you are GOOD at doing:

- If you aren’t GOOD at what you’re doing, you’re likely to fail.
- Failure is a common reason to be passed up for promotions.

- You’re likely to be fired as well.
- It is also difficult to maintain motivation when you’re frustrated due to failure.

What society VALUES—means that if the career is valued, it’s **more likely to pay well**, and it will be **in-demand**, this ALSO means you are **less likely to quit or to be downsized**.

Introduction: Connecting 21st century Skills to Careers
(Activity of call 3)

Today, marks alone are not enough. To build a strong career, you need three important things:
Practical Skills, Technology Knowledge, and Money Management.”

1. Practical Skills – “Learning by Doing”

Practical skills mean things you can actually do, not just study.

Examples:

- Speaking confidently
- Solving real-life problems
- Basic computer work
- Teamwork and responsibility

Connect to careers:

- A student who can **communicate well** can crack interviews
- A student who can **handle tasks** can perform better at work

2. Technology – Your Career Tool

Technology is not just for entertainment—it is a powerful tool to learn and earn.

Examples:

- Learning skills using AI
- Attending online classes
- Using apps for jobs or freelancing

Connect to careers:

- Almost every job today needs **basic digital knowledge**
- You can even **earn from home** using online platforms

3. Money Management – Building a Secure Future

Explain simply:

It means **using money wisely—saving, spending, and planning.**

Examples:

- Saving a small part of your pocket money
- Avoiding unnecessary expenses
- Understanding bank accounts and digital payments

Connect to careers:

- Helps you become **independent**
- Helps you plan for education, family, and future goals
- Prevents financial stress

“If you develop these three—skills, technology, and money management—you don’t have to wait for opportunities... you can create your own.”

“Your village or background does not limit you. Your skills can take you anywhere.”

Career Plan Template for Students (Activity of Call 4)

| Section | Student Prompt / Question |
|------------------------------------|---|
| 1. Current Stage | What stage of education are you in? (High School / College / University / Gap year / Working) |
| 2. Personality Type | Do you see yourself as an Introvert / Extrovert / Ambivert? How does this affect your career choices? |
| 3. Career Preference | Which careers are you most interested in? (List 2–3 options with a short reason for each) |
| 4. Backup Career Plan | If your first choice doesn't work out, what's another fulfilling career path you could pursue? Why? |
| 5. What You're Good At | What strengths or skills do you have that will help you succeed in this career? |
| 6. Personal Expectations | What do you want from your career? (e.g., Good income, Recognition, Learning, Making a difference) |
| 7. Immediate Next Steps | What actions will you take in the next 3–6 months to move toward this career? (e.g., course, internship, mentor meeting) |
| 8. 3 Challenges You Expect | What difficulties might you face on this path? What can you do to prepare or overcome them? |
| 9. Long-Term Goals / Impact | What kind of life do you want to build? (e.g., Happy family, Peer network, Helping community, Creating something lasting) |

Letter to future self- Template (Activity of call 5)

Dear Future Me,

I am writing this letter to remind myself of my dreams and the person I want to become.

My big dream is to/I aspire to be _____.

To achieve this, I will take these steps:

1. _____
2. _____
3. _____

I know I may face challenges like _____,
but I will overcome them by _____.

I want my future self to remember that I am _____
(strong/brave/hardworking/etc.),
and I believe that one day I will _____.

With hope and confidence,
[Your Name]

Adversities which mostly rural students face:

- Students in rural areas lack access to quality study materials and academic support (Add resources to some good website from where the course material can be downloaded)
- Lack awareness of how to use AI effectively for learning (Adding in call 3)
- Girls facing societal and family pressure that stop them from continuing their education (Can be mentioned as examples of challenges faced by girls in the rural areas)
- Students overlook private sector opportunities due to a strong focus on government jobs (An example can be shared that : (<https://static.theprint.in/wp-content/uploads/2021/03/WhatsApp-Image-2021-03-06-at-4.55.19-PM.jpeg?compress=true&quality=80&w=1200&dpr=1>))

"These numbers don't mean you should stop preparing. They mean you must prepare wisely—while also preparing for other opportunities. Because if lakhs are competing for a few thousand seats, then having a backup plan is not weakness, it is smartness."

- Many students want to work from home but lack the digital skills and resources to do so
- Financial challenges force students to drop out or limit their career options (Financial challenges can be dealt with the financial literacy (call 3))

Govt Job Back up plan

Students overlook private sector opportunities due to a strong focus on government jobs (An example can be shared with real figures): (<https://static.theprint.in/wp-content/uploads/2021/03/WhatsApp-Image-2021-03-06-at-4.55.19-PM.jpeg?compress=true&quality=80&w=1200&dpr=1>)

"These numbers don't mean you should stop preparing. They mean you must prepare wisely—while also preparing for other opportunities. Because if lakhs are competing for a few thousand seats, then having a backup plan is not weakness, it is smartness."

Motivational Talk for Students: Government Jobs and Beyond

"I know many of you dream of a government job. And that's wonderful—it's a respected career, with stability, benefits, and prestige. But let me share a truth with you: for every single government vacancy today, there are often hundreds, sometimes even thousands, of applicants. The competition is tougher than ever. Does that mean you should give up? Not at all! It means you should prepare smartly."

"Think of your career as a journey on a highway. If you keep driving only on one lane, and that lane is blocked, what happens? You get stuck. But if you know there are side roads, alternative routes, you can still keep moving forward towards your destination. That's what a backup plan is—another route to your dreams."

"A government job can still be your dream lane. But while preparing, you can also: learn new skills, do internships, take part-time work, explore private sector opportunities, or even start small businesses. These give you experience, confidence, and financial independence. If you succeed in the government exam, great! If not, you still have a strong career path and a future."

"Remember, success is not about only one exam or one job. Success is about moving forward, growing, and not stopping because one door is closed. The world is full of opportunities—for those who keep learning and keep trying."

"So, chase your government job dream with full energy, but don't lock your entire future into that one box. Keep another door open. That way, no matter what happens, you will win."

Simple Activity for Students

- Ask them to write down:
 1. *Plan A*: Their government job aspiration.
 2. *Plan B*: An alternative career path (private job, freelancing, entrepreneurship, higher education, skill-based job).
- Tell them: *"If one plan doesn't work immediately, you can walk through another door while still preparing."*

This way, you don't *kill* their government job dream, but you open their eyes to reality and give them practical hope.

Why Government Vacancies Are Decreasing Despite Economic Growth

1. **Shift Towards Technology & Automation**
 - Many roles that needed thousands of clerks, typists, and support staff 20 years ago are now done by computers, online systems, and automation.
 - Example: Filing, data entry, railway ticket booking—all digitized → fewer staff needed.
 2. **Privatization & Outsourcing**
 - Sectors once run mainly by the government (telecom, airlines, banking, etc.) are now largely private.
 - Instead of hiring permanent staff, many departments outsource work to private agencies or contract workers.
 3. **Government's Focus on "Minimum Government, Maximum Governance"**
 - The policy in recent years is to reduce the size of the permanent government workforce, make departments leaner, and use technology + private partnerships for efficiency.
 - Result: fewer permanent jobs, more contract/temporary jobs.
 4. **Budget Constraints & Pension Burden**
 - Every new permanent government employee means not just salary, but lifelong pension and other benefits.
 - To reduce long-term financial pressure, governments limit permanent hiring.
 5. **Vacancies Exist, but Recruitment is Slower**
 - Railways alone has 3+ lakh vacant posts. But recruitment drives are delayed or reduced because the system is shifting to efficiency, cost-cutting, and restructuring.
 - So students see "vacant posts" but not regular recruitment.
 6. **Economic Growth ≠ Government Job Growth**
 - India's economy is growing fast, but growth is happening mainly in **private sector, startups, IT, services, manufacturing, logistics, etc.**
 - That's where *new jobs* are being created—not as much in the government sector.
-

Simple Way to Tell Students

"30–40 years ago, government jobs were the biggest source of employment. Today, the private sector and startups are creating far more jobs than the government. The economy is growing, but the government is not expanding its workforce at the same speed—it is relying more on technology, outsourcing, and private companies. That is why vacancies are fewer. Which means, if you want to succeed in today's India, you must prepare for both—government jobs and private opportunities."

This explanation makes students understand that the decline is not their fault, nor because government doesn't care, but because the **job market itself has changed**.

Story of baby camel talking to her mother camel: This is to understand the importance of recognizing your talents and choosing a career where you are able to use your talents.

https://www.google.com/search?q=camel+story+on+talents&rlz=1C1CHBF_enIN871IN871&oq=camel+story+on+talents&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRiPAtIBCTEzNjQyYjBqN6gCCLACAFefoljed_jpa6w&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:afa45e3b,vid:QkcG3jdQNgA,st:0

General Notes

About FEA

Enabling transformation and providing tools for personal development and an expansion of what is possible.

FEA's mission is to move **5 million people from low income to middle income**. We do this through a network of branches located in urban and rural neighbourhoods in Bihar, Delhi, Haryana, Madhya Pradesh, Rajasthan, Uttar Pradesh, Uttarakhand, Punjab, Jharkhand, Chhattisgarh and West Bengal. FEA provides a free year-long program that builds ethical, productive mindsets, and core employability skills including English language and digital literacy. Additionally we provide career guidance and mentorship.

90,000+ students attend FEA classes every day. Most students are in the 17 to 27 year age group and are often first generation learners in their families.

[About Mentorship](#)

The objective of FEA’s Mentorship program is to help students better understand what professional paths are available to them, which of those might be appropriate to them, and what they need to do to get there. Concretely, by the last session of the mentorship program, every student in the class should be able to speak to what they want to do, why they want to do it, how they intend to go about it, and how they plan to overcome specific adversities they foresee.

Mentors do this mostly by providing a directed sounding board and an empathic ear. With one hour-long zoom call twice a month for 2-3 months (a total of 5 calls), mentors can make a significant impact on the lives of students by sharing their personal stories and life experiences. FEA supports mentors by providing suggested talking points and a structure for each call, in addition to facilitating the calls themselves. After every call, students will be expected to add relevant aspects to their personal career plan, which they will present in the last second session. Most students from low income backgrounds do not personally know educated successful adults, who would take the time to speak to them and guide them. This program aims to fill the gap by exposing students to ‘role models’ and discussion of real life experiences. Just two conversations per month through zoom may be generally adequate to motivate, help and move them along on their chosen path. The challenges of each student are unique and just being there for them makes them feel special. You will be making a real difference just by taking an interest in their life. The mentors and mentees learn about each other through questions and answers. Apart from scheduling and providing a brief introduction, no formal preparation is required on the part of the mentor.

Child Protection Policy- <https://tinyurl.com/4pmtayus>

As Per Indian law, we are required to have and notify all adults interacting with our students about the following Child Protection Policy. Please ensure to go through the child protection policy.



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
and core employability skills

Connectivity and Background

We operate our classrooms in low income neighborhoods because that is where the students we wish to serve, live.

These neighborhoods are frequently noisy and sometimes have poor internet connectivity.

We ask mentors to be patient because ambient noise and connectivity issues are out of our control.

The purpose of the mentorship call is to talk about general issues and life experiences. Mentees do not necessarily want to be in the same profession as the mentor.

FEA has dedicated Career counselling and guidance team to address career related questions. Our Career counsellors provide current admission information of all Indian colleges and entrance examinations. A mentor can direct the students to approach the FEA Career Counsellor. The contact numbers are provided at each branch.

E-Mail - careerguidance@FEAIndia.org

You may also refer to the FAQ document for career related queries: <https://feaindia.org/Frequently-Asked-Questions.html>

Mentor Profile

Mentor profiles are added in the [FEA webpage](#). Kindly email us at mentor@FEAIndia.org if you wish to include or exclude your profile from the website. The criteria is to complete one mentoring batch.

Note: If mentors are interested to answer individual queries of students regarding the profession they are in, please let us know your consent to add your profession details and email ID on the FEA portal: <https://feagraduate.org/Professionals.html>



FREEDOM EMPLOYABILITY ACADEMY

Building ethical, productive mindsets
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