

## CONTEXT

### Issue

There is a large quality difference between private schools and public schools in the Indian education system, with the largest disparity between urban private schools and public schools in cities or rural areas. There is also a large negative stigma surrounding public schools. This means children from low-income families often do not have access to quality education and it impacts their college entrances and ability to be hired.

### Bhumi's Work

Bhumi is a non-profit based in Chennai, India. Bhumi runs an integrated suite of programs to address this issue from all sides. Just one of these programs, called Bring Smiles, provides private school tuition scholarships to students from low-income families.

### Gap Addressed

My supervisors had identified a small gap in this program: while scholarship students now had access to higher quality academics, they often lagged behind their more affluent peers in career and social-emotional (SEL) skills because these topics are not addressed at all in the school setting. More privileged students learn these skills at home from familial and network exposure.

## PROJECT

### Pilots

18 scholarship students participated across 2 pilot programs online and in-person. They all believed they improved in their career and interpersonal skills by the end of the programs.

### Materials

Handbook of 14 session worksheets written and designed by me to help students improve on 14 different personal skills, presentations for program introduction, and written content for the webpage.

### Automation

A Google Apps Script that integrates Google Forms, Sheets, and emailing to automate mentor and mentee registration, matching, attendance tracking, and session reminders.

Feedback focus groups with Online Pilot participants, set up Tiny Test (in-person pilot)  
 Collaborate with SEL team to finalize session content

Create 14 session worksheets  
 Create on-boarding presentations  
 Run weekly Tiny Test sessions  
 Present mid-way progress to Bhumi team

Use feedback to improve to materials  
 Run weekly Tiny Test sessions  
 Write scripts to automate program logistical tasks

Document automation  
 Feedback interviews with Tiny Test participants  
 Present to Bhumi

*Monica, one of my Tiny Test mentees, and I*



*Aruthra, my supervisor, and I at the office*

**Week 1**

**Weeks 2-5**

**Weeks 6-7**

**Week 8**

# LOGIC MODEL

## Inputs

- Interviews with faculty, Bhumi Scholars, Ingram alumni
- Academic research on successful mentorship
- Client focus group interviews

## Activities

- Wrote and designed the handbook of worksheets
- Served as a mentor to gather real-time feedback
- Gathered feedback from other pilot participants
- Developed the automation system
- Created registration presentation
- Created webpage content and design sketch

## Outputs

- Handbook of worksheets
- Program structure
- Introductory presentations
- Webpage content
- Google Form, Sheet, and Apps Script system for registration, matching algorithm, attendance tracking, impact analysis, and feedback logging

## Short-term Outcomes

Pilot students saw skill improvement from the program

## Mid-term Outcomes

Scaled implementation of the Bring Smiles Mentorship in the fourth quarter of 2024

## Long-term Outcomes

Bhumi Bring Smiles scholarship students earn better college admissions and job placements

## Assumptions

### Scholarship students want and have the time for a once-weekly mentorship meeting

This assumption was mostly supported:

- While attendance was a large issue in the first (online) pilot, I used feedback from those participants to completely re-do the program content and structure
- The new content and structure resulted in much better attendance in the second (in-person) pilot
- Weekly check-ins showed the new content and structure landed much better with mentees and they saw drastic improvement in their confidence and skills

### Mentorship is significantly beneficial to personal and career development

This assumption was definitely supported:

- It was an unbelievable experience to see first hand as a mentor how much impact this program had on my Tiny Test mentees

## Selected Session Summaries

### Mindset+Confidence.....

Learn about the growth mindset and how important it can be. Practice applying it to your life and using it to have fewer self-limiting beliefs.

Skills: Self-esteem, Communication, Managing Emotions, Motivation

### Power+Negotiation.....

Practice discussing and negotiating as well as resolving conflict, especially when there are power imbalances.

Skills: Communication, Negotiation, Critical Thinking, Empathy

### Academic Tips+Tools.....

Reflect on your emotions surrounding academics and learn tips and tools to manage those emotions and your academics better.

Skills: Self-awareness, Managing Emotions, Problem Solving, Motivation

### : Career Exploration.....

Explore different careers and use your understanding of yourself to identify careers of interest.

Skills: Critical Thinking, Decision Making, Goal Setting

### Career Goals.....

Identify your career-related goals using the SMART Goals format, conduct a SWOT analysis, and create an action plan.

Skills: Goal Setting, Time Management, Critical Thinking, Networking

## IMPACT

As a mentor, I saw my mentees go from being so shy they wouldn't say more than five words in response to a question, to fully engaging in discussions and negotiation practices and clearly defining and working towards their life and career goals. It was unbelievable: I am so proud of them and I can't wait for future Bring Smiles students to be impacted similarly. Impact was assessed through post-session reflections.

### Samsuddhin's (Tiny Test Mentee) Worksheet



“ Learning to negotiate and practicing on pretend office situations made me feel more comfortable disagreeing with others confidently. I liked being able to practice here with you, so if it happens when I have a job I can know how to talk. ”

-Roshini, 12th Grade  
Tiny Test mentee