



# PARIKRMA MULAM

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**FIRSTLY**

**THANK YOU**

**FOR EVERYTHING!**

We would like to take this opportunity to express our immense appreciation to the dedicated staff here at Parikrma. Parikrma is such a unique organization and the work that happens here is absolutely remarkable. We are so fortunate to have been given the opportunity to work here. The learning we have been able to do in the past seven weeks, because of all of you, has changed not only how we approached our project, but how we view and interact with the world around us. Your willingness to share your knowledge has made it possible for us to do our work, and we never could have done it without you.

**Sophie, Cameron, Cat and Kevin**

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# SUMMARY

Development of psychosocial skills during childhood, such as leadership, resilience, empathy, and ambition, are necessary for personal and professional success. This skillset is especially important for children from disadvantaged backgrounds, however, it is these students who most typically face challenging structural barriers within the Indian education system. For students at Parikrma, this obstacle systematically limits their access to the time and resources needed to develop life skills. As a result, students are lacking these crucial psychosocial skills.

To combat this problem, we introduce Parikrma Mulam: a cross-age peer mentorship program focusing on the development of psychosocial skills, with respect to the particular needs of children, by empowering students to develop these pivotal traits. Through engaging mentorship activities that foster student's connections both to each other and the world around them, Parikrma Mulam will allow students to engage with each other, develop their skill sets, and prepare for a future beyond school, with the help of college student mentors and facilitators.



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# IMPACT | 2

## PSYCHOSOCIAL Skill Development

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The behavioral tools individuals used to cope with difficulties in everyday life. Encompasses a wide range of traits such as empathy and grit. Development of these skills leads to improved student well being.

## Future SUCCESS

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Improving these skills, to improve themselves, early allow for students to distinguish themselves in personal and professional setting allowing them to achieve the unimaginable in their futures

## Improved Intra- and Inter-personal SKILLS

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This improved well being improves student relationships with self, peers, and teachers, improving efficacy of classroom learning.

## Community IMPACT

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Overtime as Mulam spreads beyond the classroom, it will help the next generation to break the poverty cycle and more broadly help reform the

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# ESTABLISHING GAPS

Education in India is defined as a fundamental human right in the Indian constitution. In 2011, the literacy rate in Karnataka was recorded as 87.67%.<sup>1</sup> This accomplishment reflects the fact that every child has access to an academic education; however, as with any system, statistics do not tell the full story. India has the world's largest population of young people, over 600 million under the age of 25, so the need for quality, comprehensive education has never been greater.<sup>2</sup> This means that although students have access to education, they do not have the support to develop and maintain essential psychosocial skills including problem solving, leadership, and self respect, ultimately inhibiting their success in the future.

This gap in education access is due to the fact that the system wide, national education standards mandate students sit for six standardized exams per year, and exam performance dictates access to future opportunities.<sup>3</sup> This in turn creates a culture in education that defines success based on test scores, forcing schools and teachers to be beholden to a system that focuses on memorization rather than holistic learning in which children are able to develop personally and professionally. To exemplify this further, in 2019 a survey in India found that 96% of engineers are not directly employable after graduating from university due to their lack of applicable workplace skills.<sup>4</sup> The manifestations of this problem are complex, extensive, and systemically ingrained in the education system at large.

Parikrma Humanity Foundation, a nonprofit education institution that serves children from some of the most adverse backgrounds in Bangalore, has worked tirelessly to reform this system. Through implementing a 360 degree model of education, which prioritizes the health and happiness of students above rigorous exams, they acknowledge that students cannot learn effectively without additional social and personal support. However, interviews with Parikrma faculty, such as academic quality heads, school psychologists, social workers and teachers, demonstrate that even within this incredible and supportive environment, these children face a gap in developing skills necessary to combat challenges present in the classroom and world at large.<sup>5</sup> This is observable through incidences of elevated aggression, lack of focus, and low confidence in students, and is further exacerbated by challenges outside the classroom as well as a lack of critical role models and consistent authority figures.



Further investigation revealed ubiquitous agreement among these key faculty members that an absence of deliberate psychosocial skill development structures in the classroom, perpetuate obstructions to learning as behavioral challenges persist. Furthermore, in a survey administered to Parikrma alumni, a majority of participants listed that they wished they were more skilled in problem solving, time management, decision making, and mentorship. Alumni also felt that they could have been better prepared for life outside of Parikrma through greater connection to the outside world.<sup>6</sup>

Supporting the challenges articulated by the dedicated team at Parikrma, there is a wide breadth of literature that emphasises the developmental importance of having access to a consistent role model. Studies have shown that having a consistent mentor for children coming from disadvantaged backgrounds decreased participation in “dangerous activities,” and improved psychological health, highschool graduation rates, and college attendance. It has also be related to increased work security, more authority and autonomy in the workplace, and greater assets later in life such as a home or bank account.<sup>7,8,9</sup> Further, India pre-colonial era valued more greatly a focus on soft skill education, which had been lost in modern education models. However, as India has become increasingly developed, there is an external desire to reintegrate psychosocial skills into the Indian education system to equip the youth with the skills to face the realities of the professional world.<sup>10</sup>

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# SOLUTION

Over the past ten weeks, we have designed a solution to combat the lack of structurally integrated psychosocial skill development. Our solution is Parikrma Mulam, a multi-year cross-age peer mentorship program which is designed to help children foster the growth of these foundational life skills which include leadership, resilience, empathy, and ambition. Mulam means roots in sanskrit, and we are here to invest in the roots of students' foundational growth and future success. As stated in our Theory of Change model (Appendix I) and research into successful mentorships outlined below, Parikrma students will benefit from the skills they learn as both mentees and mentors, which fosters psychosocial well-being and improves attainability of future opportunities as a result of the development of key skills. Implementation will begin in Parikrma, a highly flexible environment where analysis of the success of this program is more easily measured due to a 96% attendance rate and less than 1% dropout rate--the Parikrma staff are also eager to implement Parikrma Mulam and observe what happens. <sup>3, 5, 11</sup>

Parikrma Mulam will begin with students mentors in sixth standard pairing with kindergarten mentees, in which pairs will remain together until the sixth standard mentor graduates tenth standard. Pairs will meet bimonthly for various lessons and activities created and facilitated by Saint Joseph's College (SJC) students in the School of Social work who are fulfilling experiential learning requirements. Once the kindergartener reaches fifth standard and their mentor has graduated, they will receive a year long course in how to be an effective mentor for when they are paired with their own mentee in sixth standard. During ninth and tenth standard, students will receive a one-on-one relationship with the SJC students while having access to Business Professionals and Parikrma Alumni. This serves to connect students to the larger world, help them learn about future career opportunities, and gain insight into how to succeed in a professional setting.

In parallel, we are working to partner with Mentor Together, an organization focused on mentorship implementation in major cities across India, to help train SJC students in group facilitation, lesson planning, and conflict intervention and resolution. Mentor Together also has available a wide breadth of tested mentorship activities which include everything from homework help to building leadership skills that can be used to help guide the mentorship program. SJC students will also work with the Parikrma school psychologist to learn further about these children's backgrounds, establish trusting relationships with the students, and gain empathy for their future social work careers. In addition, there will be an opportunity for those interested to enroll in a certificate course called Certificate of Social Services and Childhood Education (CSSCE) which will provide advanced training on child psychology, leadership, self examination and personal psychosocial skill development. We are looking to partn

The impact of Parikrma Mulam will be measured via our randomized control trial (see Appendix IV) using the nSmiles test which measures change in children's psychosocial skills overtime whose use will not subject children to further testing. This is an exam that Parikrma will begin implementing in the upcoming school year to assess student well-being that we will use to examine if there is a statistically significant improvement of psychosocial skill in exposed versus unexposed groups over time. This is a validated survey created by trained, reputable professionals, assuring that the results accurately reflect change over time.<sup>12</sup> The nSmiles test is simply the beginning for evaluating the success of Parikrma Mulam due to its current availability, but once the first year is complete and we are able to track the success of the program, we will be able to roll Parikrma Mulam into other corporate funding strategies presented by Parikrma Humanity Foundation and access more specialized tests and systems that can be applied to the future large scale plans of this mentorship program.

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# CUSTOMER

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Our customers are composed of a diverse group of learners of all ages. SJC social work interns have fourteen hours per week of required experiential learning, and their current experiential learning options lack education-related opportunities for this work. Parikrma Mulam fits their three tiers of requirement, which include case work, group work, and community work, while providing an opportunity for these students to learn and build skills from a renowned and respected organization. 95% of 21 SJC Social Work Students surveyed about our program indicated they would be interested in interning for Parikrma Mulam. We will also market a Certificate of Social Service and Childhood Education (CSSCE) to students and other young professionals looking to build their resume with more advanced training in the field of child psychology and education; thus offering a type training not widely available. 27 out of 30 SJC students interviewed indicated that they would be willing to pay for this certificate course.

Another customer is Alumni who are interested in giving their time as mentors; in a survey we conducted, 8 of 9 responses indicated they would be interested in volunteering with Parikrma Mulam. We intend to hire an Alumni to take on the role of Program Coordinator by using existing Parikrma networks.

Additionally, Mentor Together is interested in working with us to help build Mulam at Parikrma. This relationship will provide them the opportunity to gain experience and expand their wish to help improve the lives and opportunities of marginalized youth in India, while also providing us with necessary resources and an initial time investment.<sup>13</sup>

Our final major customer is Parikrma: whose staff consider the lack of psychosocial skill development in students to be a concern and from whom we have received overwhelming support that an integrated mentorship program, based on prior attempts, will improve childrens' success in school and in the future. Time and resources are required from Parikrma in order to structurally integrate and implement this program and further allow it to grow over time.



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# BENEFICIARIES

With initial implementation, the main beneficiary of our cross-age peer mentorship is the Parikrma students who directly benefit from being both mentees and mentors. Students will be able to foster their psychosocial well-being and develop skills necessary for future opportunities and success through being a mentee and mentor. Teachers will also benefit as there will be observable improved behavior leading toward improved classroom efficacy, better exam scores, and improved teacher happiness.<sup>14, 15</sup> Peers will also benefit from a decrease in aggression and other negative behaviors and will improve classroom learning.<sup>16</sup>

This skill development will also improve future success both for Parikrma children, and as it expands, the Indian education system at large. In turn, companies will benefit from hiring employees who are more psychosocially adept.<sup>17, 18</sup> Finally, society will experience improved economic

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# IMPLEMENT

## SHORT-TERM:

initial implementation of Parikrma Mulam will begin at the commencement of the 2020-2021 academic year, and will be piloted with Kindergarten and 6th standard students across the four Parikrma campuses. Commencement of the program will first require raising enough funds to hire a Program Coordinator. This person will be hired through a job description sent out to existing Parikrma alumni network databases and outreach via the Parikrma alumni coordinator. This person will then continue the relationships that have been created with partner organizations and networks of people within Bangalore. In order to implement the program, confirmation from Mentor Together and a plan moving forward will help to assist the training of student mentors and help in guiding the mentorship lesson plans these students create. Furthermore, student interns will be recruited by listing this volunteer opportunity on the master list of accepted organizations disseminated to students within the School of Social Work at Saint Joseph's College (SJC) and further through outreach from the Program Coordinator. We also require the confirmation of participation from Sukrut who will lead our CSSCE program, an opportunity for SJC students to further their education. This opportunity will be announced via fliers and information sessions conducted at SJC.

Personnel will be trained by Parikrma and partner organizations during the months of March through May to prepare to begin the program in June, the start of the academic calendar year. Working with Parikrma faculty and the Program Coordinator, SJC students will be tasked with creating a schedule of their time spent with Parikrma Mulam that satisfies both School of Social Work course requirements and the requirements of Mulam.

At the end of the first semester, teachers will have the opportunity to provide feedback regarding the program. The program coordinator will also assess the effectiveness of student interns and execute meetings to discuss performance. Suggestions for improvement should be implemented in the following term, at the end of the one year pilot period the combination of teacher, program coordinator, and student feedback will be used to assess and adjust the execution of the program for the following school year in which the next year's K and 6th standard students are paired, and the now 1st and 7th standard students continue their relationship.

Part of the initial implementation of this program is that there will be trial and error. It is possible that for example, a partnership will fall through or schedules will be delayed, however, Mulam is highly adaptable and with a Program Coordinator taking over the toolbook we have provided, there is the foreseeable opportunity for many alternative possibilities. There are other partnerships left unexplored, and an untapped intern workforce that can help expand the potential of this program and allow it to be implemented successfully.

## SHORT-TERM CONT:

Feedback and reviews will also be key to the continued success of this program. The Program Coordinator will assess the effectiveness of implementation through asking for feedback from students, staff, interns and partners. They will also meet with interns to complete performance reviews and gain insight into insufficiencies and successes of the program. Feedback will be more readily sought in the beginning pilot period with performance meetings once a month. Over time this will be reduced to once every six months with more consistent smaller group meetings. Suggestions for improvement can be implemented as quickly as the coordinator sees fit, however, major structural adjustments should be executed the following school term, to limit the tumultuousness of the program for the children and staff.

Over time, the program will grow to expand all the grade levels within the Parikrma schools including the 9th and 10th standard mentor relationship which will then allow for the long-term implementation plan to begin. With most details ironed out and time that has allowed for the program to expand, implementation in future schools will be able to proceed relatively smoothly.

## LONG-TERM:

Parikrma Mulam is committed to expanding the reach of the mentorship program outside of Parikrma, and through a highly flexible framework we are able to make the benefits of peer mentorship replicable in government school settings. In order to expand our scope, we intend to utilize the network of “adopted” government schools constructed by “Parikrma Inside,” an existing partnership of institutions run through Parikrma. It has been emphasized that previously established connections are key to the success of Parikrma Inside. So, through these previously established connections, the program coordinator will be tasked with collaborating with government schools to similarly implement the structure of our mentorship program to engage students across a broader range of educational settings. Especially as success is able to be measured, and trust is gained, Parikrma Mulam can be more broadly adopted into the government school structure. Furthermore, through partnership with The Green School Bangalore, implementation of Parikrma Mulam will be able to be tested in other private schools of India, providing additional networking and funding benefits. The growth of this program’s scale overtime will also require growing employment opportunities, delegating work to new people, and expanding internship networks beyond students in the School of Social Work at SJC, allowing for Mulam to help build an expansive network of people working to improve education across India.

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# BUSINESS PLAN |

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## MARCH 2020 - AUGUST 2020

### Goals:

Fundraise minimum ₹ 20,000 per month.

Hire Parikrma Mulam Program Coordinator at ₹ 15,000 per month.

Recruit 2 student interns from St. Joseph's College School of Social Work.

Sell 3 CSSCEs per month (beginning in June) at ₹ 1000 each.

Net 200+ hours of volunteer hours from Interns, Alumni, and Business Professionals.

Initial funding, beginning in March 2020, will rely on launching a crowdfunding campaign in which, for the first three months, ₹20,000 raised per month has been conservatively calculated as sufficient to kickstarting the program at the beginning of the next academic year. The campaign will launch on two platforms, Ketto, and Donate kindly, and will be circulated through existing networks both in India and the USA. This money will be used to fund the position of Program Coordinator, marketing outreach, and essential supplies. The Parikrma Mulam Coordinator will invest the same amount of time a typical teacher would during this period, working 8 am – 4pm Monday through Friday and every other Saturday. Some costs will also be incorporated into the funding structures that already exist within Parikrma such as basic supplies, snacks, etc..

Over these first three months, we will also begin marketing the CSSCE which will cost training participants ₹1000 each. Of revenue generated with each CSSCE sold, 70% will go toward Parikrma Mulam overhead, 25% will be an expense to Sukrut for helping to run the mentorship course training, and the remaining 5% will be an outreach commission expense. An in-depth breakdown of our cost structure is further outlined in Appendix VIV. In the month after a Program Coordinator is hired, students in the School of Social Work at St. Josephs College (SJC) will be recruited to invest their time into Mulam in order to fulfill their experiential learning requirement. Each semester (slightly different during summer term), SJC students have 24 - 7 hours days which totals an investment of 168 hours per student every six months. Two students have already expressed serious interest in working with Mulam, and we expect this number to grow over time. Additionally, volunteer hours from alumni and business professionals are expected to total about two hours per week although there are expected inconsistencies with this time and as a result Mulam will integrate these invested hours as is seen fit.

# CONTINUED..

## SEPTEMBER 2020 - FEBRUARY 2021

### Goals:

Fundraise ₹ 15,000 per month.

Continued recruitment of student volunteers from SJC School of Social Work (two per semester minimum).

Sell 6 CSSCEs per month at ₹ 1500 each.

Expanded Alumni Volunteer and Business Professional hours.

Prepare for doubling of student numbers in the following year.

Positive (+) Net Income

Successful implementation of the CSSCE program will facilitate the transition from a reliance on crowdfunding toward more consistent sources of revenue. In parallel with doubling our investment in Marketing outreach expenses, we will double our CSSCE sales to 6 per month. As access to volunteers and SJC Social Work students also expands, Parikrma will receive a greater investment of hours - with an ideal four interns this would be 672 student volunteering hours over the course of 6 months. In addition, expanding the Alumni and Business Professional mentor base will help us reach our goal of 200 professional volunteering hours per term.

As results from the RCT data collection overtime are processed (Appendix IV), and effect can be calculated, this information can be disseminated and used to secure a grant through an existing CSR network within Parikrma Humanity Foundation. Over time, the accreditation of Parikrma Mulam will also grow as SJC students share positive experiences and the program grows which will allow for the CSSCE to be marketed at a higher price and an increase in sale. It is expected that Mulam will be able to generate, in total, an approximate ₹38,000 in the first year. Maintaining a positive net income will allow Parikrma Mulam to create an economic safety net in the response to inconsistent revenue stream inflow and eventually indicate when expansion of the management team and ultimately Mulam is financially viable. As this expansion is key to Mulam being capable of impacting the education system at large, as additional revenue will be used to expand outreach, and hire additional necessary personnel who will help facilitate the growth of the program. Expansion will occur first within the Parikrma schools and then eventually expand to other government schools within Bangalore and eventually beyond to some day reach all students in the Indian education system.

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# EVIDENCE FOR SUCCESS

Many solutions already exist to improve psychosocial skills in the education system with examples of peer mentorship helping to address this skill development in students of all age groups. This evidence supports the potential that our program has for success and is outlined in more detail below.

Mentor Together, a Bangalore-based mentorship program which pairs students from eighth through tenth standard, junior college and university students coming from high risk backgrounds, with mentors from business professions in order to develop personal and professional skills. Mentor Together is now located in five cities across India and has helped to connect four thousand mentees with over seven hundred mentors.<sup>19</sup> According to survey Mentor Together has conducted, “95% of [their] mentees say they have learned a lot from their mentor,” “80% of [their] mentees say they are doing better at school because of their mentor,” and “79% of [their] mentees say that their mentor has helped them with problems in their life.” It is also stated that mentees have shown a statistically significant increase in overall psychosocial skills as a result of the program.<sup>19</sup>

Since their beginnings in 2009, Mentor Together has focused on developing 18 key psychosocial skills adapted from UNICEF classifications. UNICEF themselves in their goal to improve access to quality education recognize the importance of life skills-based education and improving critical thinking and problem solving skills, while building “personal worth and agency,” which in turn has the potential to transform society.<sup>20</sup>

According to the United States National Mentoring Resource Center’s 2017 report, an extensive literature review of the benefits of mentorship, cross-age peer mentoring has numerous benefits for the students involved. Looking at studies from the Big Brothers Big Sisters of America’s High School Bigs Program (BBBS), the Institute for Educational Science’s (IES) study of Student Mentoring Program, and two randomized control trials from the Cross-Age Peer Mentoring Program (CAMP), as well as three control and compare mentor programs. The largest outcomes for mentees in these programs included increased positive relationships to school, improved relationships with adults (teachers and parents) and their peers, and improvements in their mental resilience and wellbeing. Nearly 50% of the studies involved in the review demonstrated a significant decline in rates of misconduct after program participation.<sup>21</sup> Those reductions lasted at least six months post-program.

# CONTINUED..

Psychosocial improvements were found across all studies ranging from greater peer acceptance and self-esteem to lower risk of participating in gang violence and activity. While BBBS showed less scholastic improvement than mentees who had adult mentors, IES reported significant improvements in scholastic efficacy.<sup>21</sup> Interestingly, 40% of studies compensated mentors either through course credits or requirement completion and the above benefits those mentorships provided were less impactful than mentorships without mentor compensation.<sup>21</sup> Parent involvement also led to greater satisfaction with the programs as a whole.<sup>21</sup>

CAMP in the United States evaluated two models of peer mentorship. Both models sought to address improving psychosocial skills in students coming from disadvantaged urban-area backgrounds by pairing high school student mentors with elementary school students mentees. In the first model, mentors and mentees met once a month for one year with a two week intensive summer program. Results showed significant gains in mentee spelling achievement and connectedness to their parents.<sup>22</sup> In the second model, mentors and mentees met for two hours twice a week for nine months and were encouraged to partake in the two week summer program. Self-reported survey results showed improved relationships with school and parents, though it is noted a supplemental report on grade changes and behavior observation would have been beneficial.<sup>23</sup> While based in the United States, this study is analogous to Parikrma Mulam's target population and was recommended to us by Mentor Together as a reliable and applicable example as there is limited data on peer mentorship based in India. These studies as a whole provide useful insight into students from challenging backgrounds similar to Parikrma's students who benefitted from peer mentorship.



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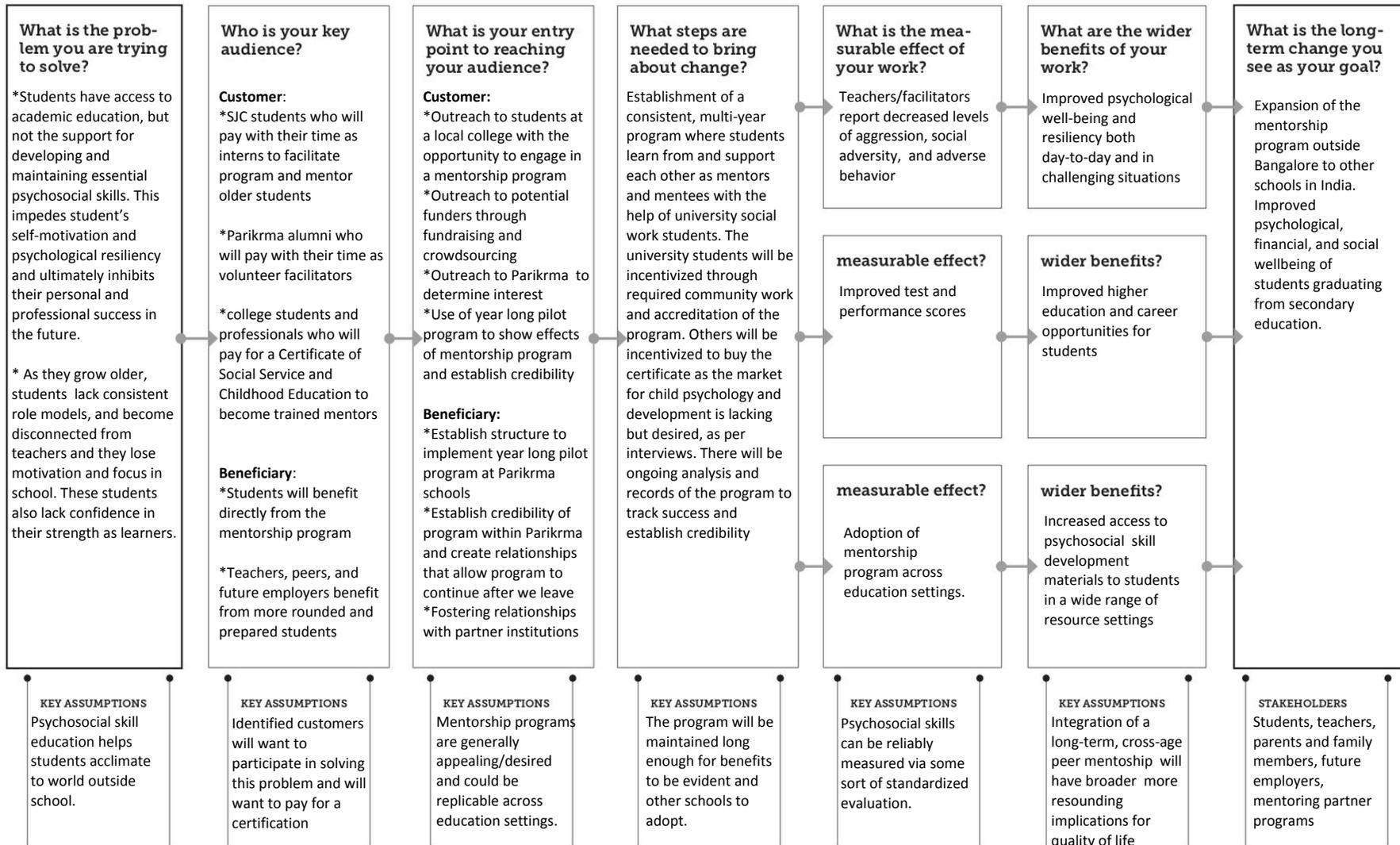
# APPENDICES



## I. THEORY OF CHANGE

I want to clarify my priorities  
by defining my goals and the path to reach them

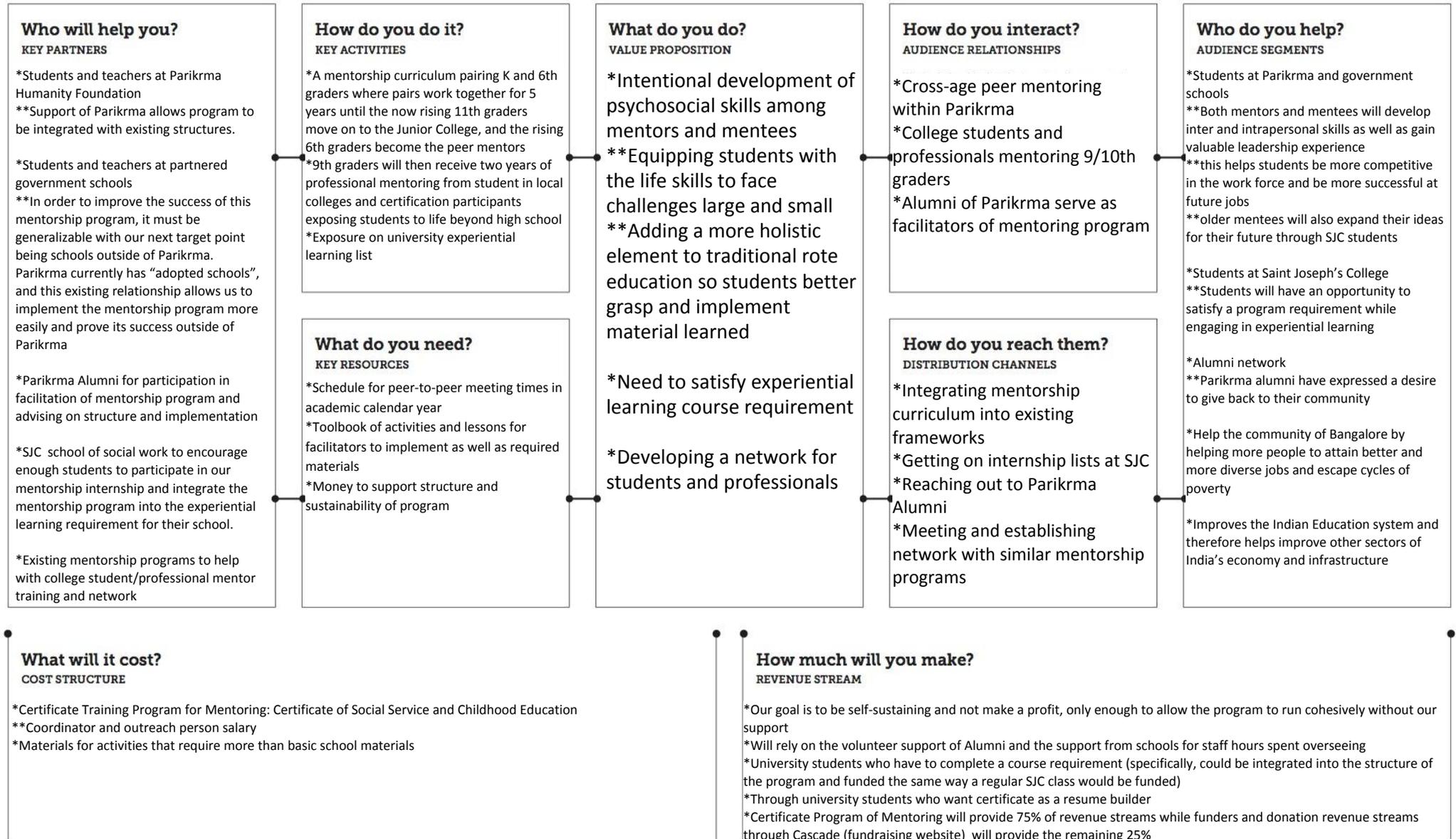
### THEORY OF CHANGE



## II. BUSINESS MODEL CANVASS

I want to develop a clear plan  
on how to grow my idea into something bigger

## BUSINESS MODEL CANVAS



# III. EMPATHY MAPS

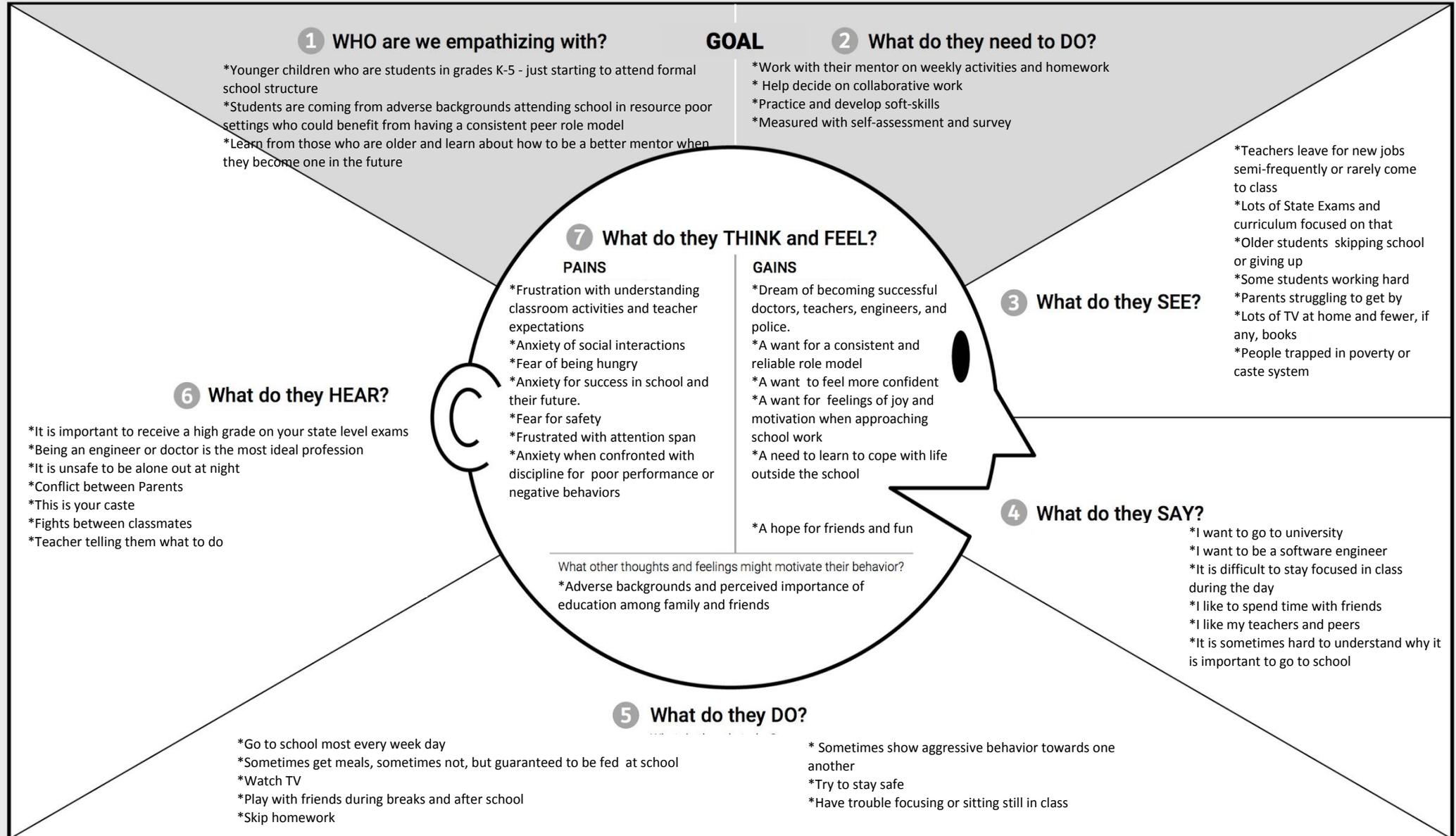
## Empathy Map Canvas

Designed for: **K-5**

Designed by:

Date:

Version:



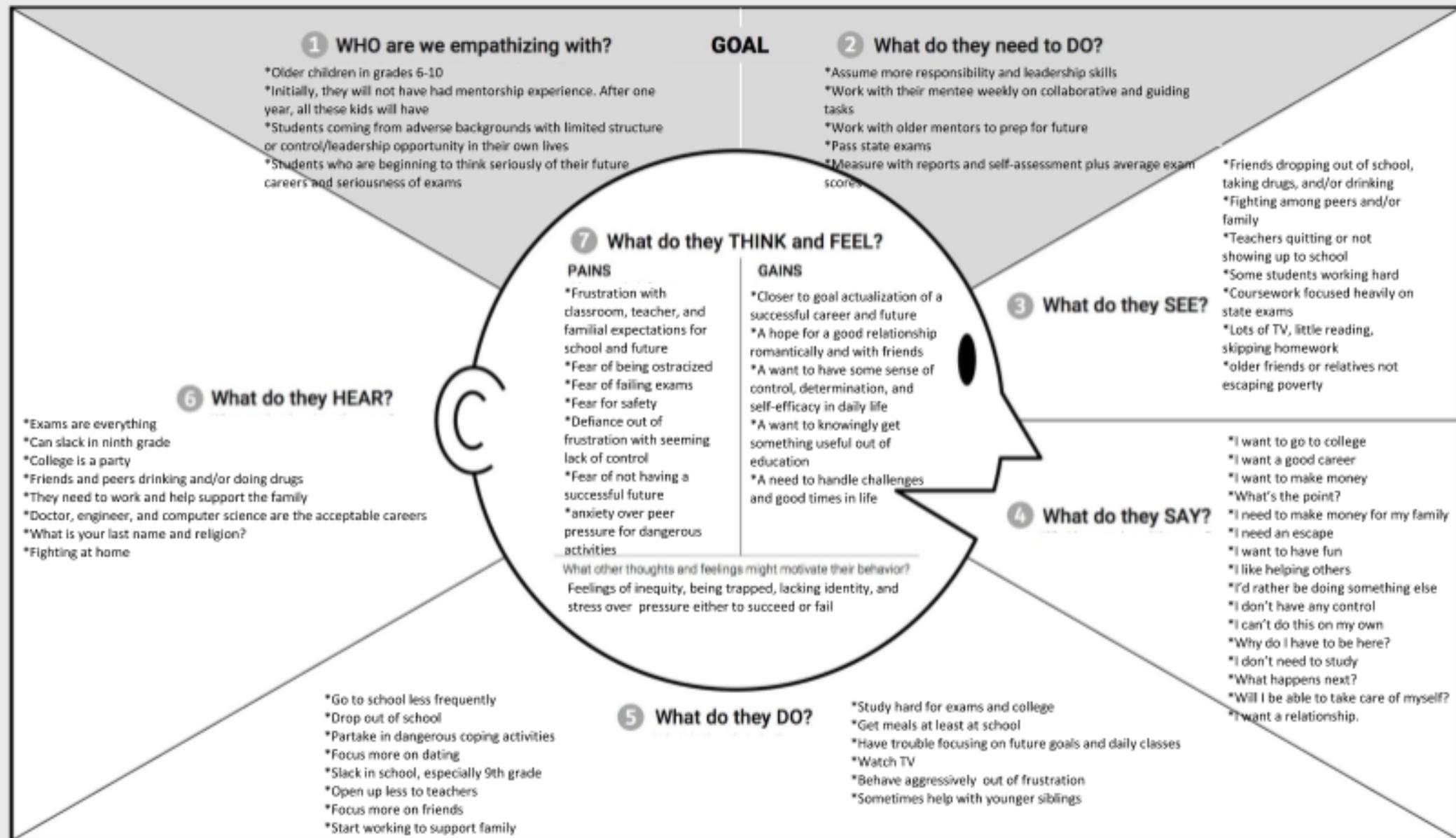
# Empathy Map Canvas

Designed for: 6-10

Designed by:

Date:

Version:



# Empathy Map Canvas

Designed for:

College Students

Designed by:

Date:

Version:

## 1 WHO are we empathizing with?

- \*Undergrad and graduate students in School of Social Work
- \*Successfully navigated lower education and have prospective futures
- \*Facilitate mentorship program and mentor older students to prep them for higher education
- \*Likely more financially secure

## GOAL

## 2 What do they need to DO?

- \*Help facilitate student mentors/mentees to keep them on track and growing
- \*Mentor older students about education, future opportunity, college choices, and importance of focus and discipline
- \*Show up to bimonthly mentorship activities
- \*Fulfill their own experiential EDU requirements

## 7 What do they THINK and FEEL?

### PAINS

- \*Fear of challenge of finding an internship that will satisfy course requirement
- \*Anxiety of not performing well in their courses
- \*Fear of entering the workforce after graduation
- \*Have fear of leaving home
- \*Frustrating working with younger kids
- \*Anxiety that SJC student can't delegate enough time to their mentee
- \*Frustration on transportation costs

### GAINS

- \*Want to pursue a career in social work
- \*Need to satisfy a service learning requirement
- \*Hope to find a way to improve lives of other people
- \*A want for better career opportunities
- \*A need to develop professional skills and boost resume points

## 3 What do they SEE?

- \*Students studying hard
- \*Parents pushing for success
- \*Teachers showing up to class
- \*Schoolwork more focused on their program
- \*People going out, spending money, and having fun
- \*People trapped in poverty
- \*Statistics about education in India
- \*People trapped in the cycle of poverty
- \*Elitism based on finances, caste, religion

## 6 What do they HEAR?

- \*You have a experiential class requirement in the School of Social Work
- \*Mentoring kids from low income backgrounds is a good way to give back to the community
- \*Mentorship is a bond that can last forever
- \*You can strengthen your leadership skills helping guide younger students through social skills
- \*Mentoring younger kids will look good on my resume for an education position.

## 4 What do they SAY?

- \*I am interested in a career rooted in social service
- \*I want my service learning requirement to be rooted in something meaningful
- \*I'm interested in education
- \*I want a successful career
- \*I want to make a difference
- \*I want to make my family proud
- \*What are all my career options?
- \*I want to enjoy my work and life
- \*What will I do when I graduate?

What other thoughts and feelings might motivate their behavior?

- \*\*Think about their future and making money
- \*Think about their families and what will be best for them/ their community, also friends, and relationships
- \*Feel empowered because they are in school

## 5 What do they DO?

- \*\*They go to school until lunch time each day
- \*They work hard in school, study for exams and take exams
- \*They live with family members
- \*They spend time after classes hanging out and chatting with friends (They are studying a diverse range of topics)
- \*They are working towards a job/future career
- \*They are motivated, but stressed and busy
- \*They take care of their family, younger siblings, parents

# Empathy Map Canvas

Designed for: **Teachers**

Designed by:

Date:

Version:

## 1 WHO are we empathizing with?

- \*Empathizing with teachers in India
- \*Either working for a lower salary with an emotional value or working for a higher salary with job security
- \*Their role in the mentorship program is to oversee the session and help kids with questions about the activity

## GOAL

## 2 What do they need to DO?

- \*They need to put a focus on the education of social skills alongside the academics for exams
- \*They need to make sure kids pass their exams
- \*They need to make the decision as to whether they put an importance on social skills or solely exams
- \*They will know they are successful by observation of kids gaining leadership skills and from measured assessments and student recorded responses to the activity

## 7 What do they THINK and FEEL?

### PAINS

- \*Frustration dealing with kids not participating in class
- \*Frustration dealing with kids talking while the teacher is talking
- \*Fear of kids getting aggressive with other kids
- \*Anxiety of kids not passing their exams
- \*Anxiety of kids going home to unsafe conditions
- \*Anxiety when kids don't come to class
- \*Fear of not making enough money for family
- \*Frustration with their own stress

### GAINS

- \*Want the kids to succeed on exams
- \*Dream of kids escaping the poverty trap
- \*Hope the kids learn social skills that can make them employable and leaders of tomorrow
- \*Want kids to pay attention
- \*Hopes kids will learn in the class
- \*Dream of a more fulfilling career

What other thoughts and feelings might motivate their behavior?

- \*Seeing a measured result to social skill education
- \*Kids with bad work habits
- \*A desire to have a secure job and make more money on the side

## 3 What do they SEE?

- \*Students unable to focus in class
- \*Students acting aggressively towards each other and teachers
- \*Students coming from struggling homes
- \*The frustration other teachers feel when addressing behavior issues
- \*The stress students feel during exam periods
- \*Lesson plans and core material that emphasizes rote learning
- \*Teachers often not showing up

## 6 What do they HEAR?

- \*Class is boring
- \*School is a safe place and learning is fun
- \*Making sure students pass exams is the most important part of the job
- \*Our school does not have the resources to implement fancy programs
- \*Developing inter and intra personal skills is not important
- \*There are benefits to mentorship programs
- \*I don't know what to do for my future

## 4 What do they SAY?

- \*Some say they are interested in integrating a mentorship program into the existing curriculum
- \*I want to improve student attitudes towards school and learning
- \*I want my job to feel worth it and see students successful
- \*I like teaching but it is exhausting and I often feel burnt out
- \*I don't feel like there is room to include my ideas for lesson plans
- \*I want to make sure my other business is successful
- \*I need to make enough money to support myself and my family

## 5 What do they DO?

- \*Teach classes to grades K-10, specialize in topics for older kids
- \*Go to teacher and school admin meetings
- \*Sometimes stay after school
- \*Many only show up to take attendance then leave
- \*Provide emotional and educational support to children

- \*Many own a second business they spend their days at
- \*Take care of their own families
- \*Give state exam focused curriculum
- \*Grade and prepare classes in their spare time
- \*Look for other jobs
- \*Maintain a personal life in addition to their work and extra jobs

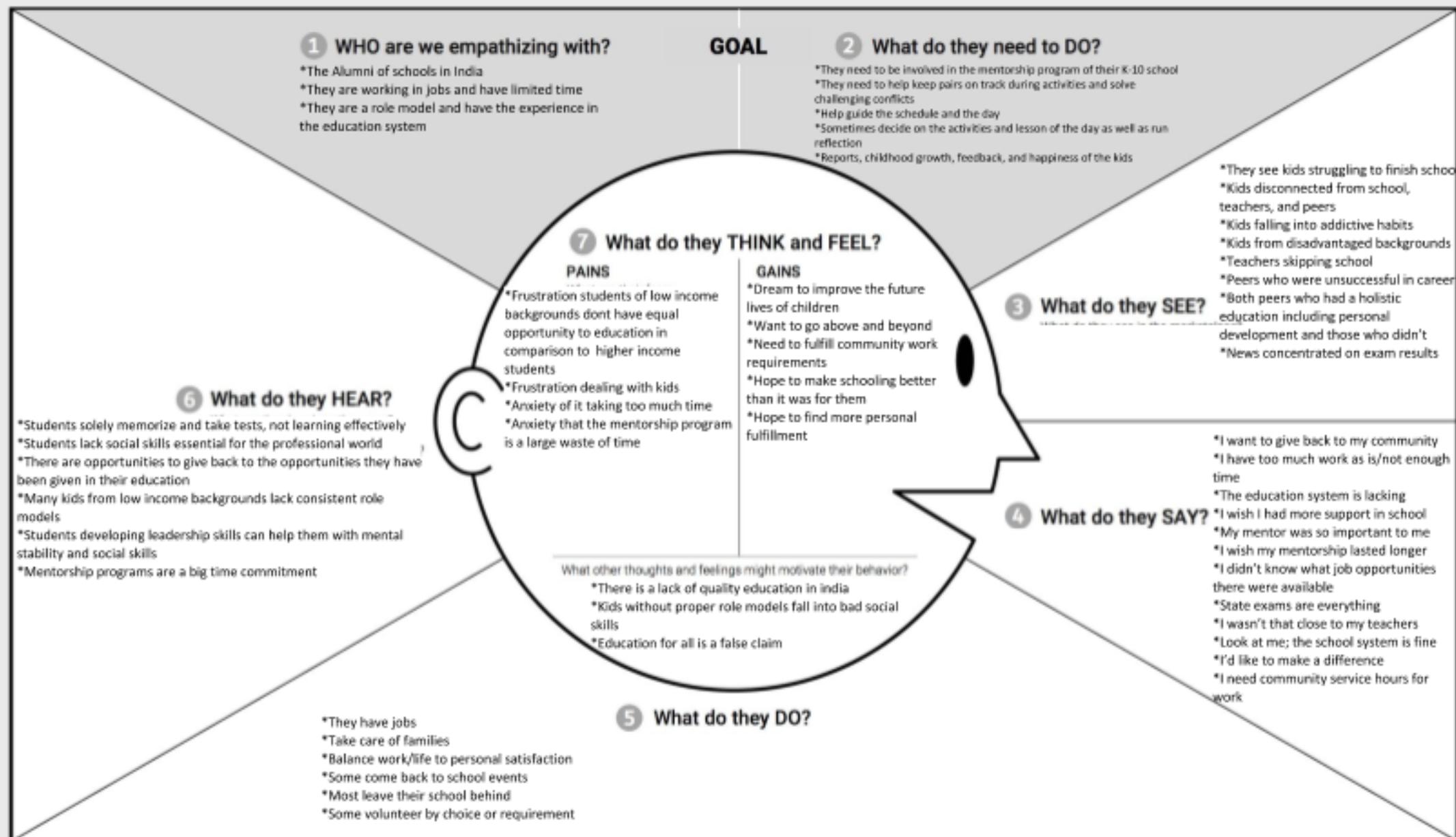
# Empathy Map Canvas

Designed for: **Facilitators - Alumni**

Designed by:

Date:

Version:



## IV. RANDOMIZED CONTROL TRIAL (RCT)

The Theory of Change Model (TOC, see Appendix I) behind Parikrma Mulam addresses concerns voiced from teachers should the status quo of education be continued; children are often unmotivated and uninterested in their learning, students become more distant from teachers as they grow older, children from adverse backgrounds lack consistent role models, and the lack of targeted education material to promote psychosocial skills contributes to troublesome behavior. Through the implementation of a mentorship program that links students to peer mentors and professionals, as demonstrated by the TOC, Parikrma Mulam will hold students accountable to each other and themselves while linking individuals to college students and professionals who will further serve as role models who exemplify the result of dedicated commitment to learning.

While the inspiration for a mentorship program is grounded in reputable education research, it is key that implementation of the Parikrma Mulam program is done alongside thoughtful consideration of the assumptions underlying the theorized success of the model. In order to do so, a randomized control trial (RCT) can be used as an effective tool to assess the efficacy of the program and the potential implications of our assumptions.

There is a clear and well-established benefit to mentorship programs, well-founded in existing literature surrounding education research. As such, our control group is the selected group of students before the implementation of Parikrma Mulam. This will provide us with a baseline measure for students in all age groups. The intervention group will be the groups of students following program implementation.

The success of the program will be measured by examining students' scores on the nSmiles exam. nSmiles is an exam administered to Parikrma students that measure children's psychosocial skills. This exam will be administered to students to collect quantitative data about emotional well being including metrics such as assessment of stress level. Initial exam score results will be recorded and analyzed to serve as data for the control group. After our trial run of the program, students will again sit for the nSmiles exam, and their results will represent data for the test group. Successful implementation of the program would be indicated by more positive nSmiles scores, suggesting overall improved psychological well-being of students. If the comparison of nSmiles scores in students reveals similar or a statistically insignificant difference in scores in the control and intervention groups, it can be concluded that the Parikrma Mulam program has not benefited or improved student well being. In this instance, the methodology behind implementation will be adjusted, and further research will be conducted to assess why initial trials of the program did not yield successful results despite supporting research.

## V. PROTOTYPING ANALYSIS

### Phase One:

#### Primary Data:

Our first mentorship prototype activity lasted for a total of 90 minutes. From the beginning of our facilitator Adithi's instructions all of the 8th standard students were very engaged, raising hands, and answering the questions posed to them. It was easy for them to identify what it meant to be a good leader who was supportive but it was harder to establish why without extra pushing. There was some commotion as the 2nd standard students paired up with 8th standard, and there were some younger students left without a partner but older kids took the initiative to claim these students as partners.

For the remaining activities, instructions took a bit more explanation than we expected but it also provided an opportunity for the mentors to help assist their mentees in their understanding of the class subject. The class teachers also participated, ensuring everyone working was on the right track. Engagement in the activities remained high and if students were stuck they would ask for help. Most were eager to explain what they had drawn and why to the class in their reflection period. Their answers proved to be quite elevated in their creativity. One group drew a dog which represented the sensitivity, love and support the two students felt they received each day when arriving at school. Another group reflected that they drew a tortoise because "slow and steady wins the race," and Parikrma "always wins" the race.

Throughout the drawing activity, there were clear moments when older students implemented leadership and mentor skills. At times students were observed helping each other understand the activity, draw, write, and pronounce words. Older kids also supported their mentees in sharing out and at one point, an older partner during reflection called out to Akka (Adithi) asking her that she let his younger partner share out.

#### Feedback:

We collected written and verbal feedback from both students and teachers. Overwhelmingly, the feedback was positive. Students shared that they found the activity "fun" and liked working with different age groups as they don't often have the opportunity to do so. The older kids found it difficult at times to understand the younger kid but liked being able to support and aid in each other's learning and understanding.

The teachers and older students further reflected that they would enjoy seeing more activities like these and believe it would be beneficial for the students to be interacting among different age groups. For suggested improvements, the 8th standard students suggested improving initial comprehensibility of activities, and found room for self-improvement in listening, communication and working with a partner.

Some other general observations included that the teachers didn't seem to fully understand what was going on and we never took an opportunity to explain our purpose. We were also thankful for the teacher's engagement. It was really helpful to have them there to help manage the class and be additional facilitators. Another opportunity would be to integrate our activities more fully into the Parikrma model such as beginning with a moment of silence or calling the facilitators Akka.

## Phase Two

### Primary Data:

Our second mentorship prototype activity was conducted with the same 8th standard class as participated priorly, and was facilitated by an SJC social work student, and a Parikrma Alumni. The activity urged students to think more goal-oriented about where they would like to see themselves in twenty years, and gave facilitators a little more room to adapt the activity as they saw fit.

Some challenges we faced were that the classroom was more distracted seemingly because they were studying for exams, and also running the activity on the timeline we had hoped for was more difficult. Students once they understood the activity and had clearer instruction were able to think creatively about a path to their futures as a doctor, or a football player. The facilitators also had less instruction and guidance in how to conduct the activity and therefore had less command over the classroom initially but it was very cool to see how they worked to figure it out and it made it beneficial to have two facilitators who could work on each other's strengths. The SJC student did a great job in front of the classroom explaining things and answering broader questions while the Alumni student did a really great job at one-on-ones helping the students to work through their thought processes. Most students by the end all had very detailed maps of their goals and how to get there.

### Feedback:

Almost all of the general feedback we received was positive, both the facilitators and the students found the activity enjoyable. Students generally felt that their futures were not something they often thought about and figuring out who they wanted to be in twenty years was a challenge. They also found it hard to think creatively about their futures and how to get there. It would be cool in the future to incorporate more opportunities for inspiration. Students also would have liked the opportunity for more drawing and art creativity within the activity.

Our facilitators enjoyed running the activity and being able to share their story. It was valuable feedback that once the facilitators understood the intention of the activity, sharing instructions and answering questions was easier as it made more sense. One facilitator recommended including some sort of initiation to the program which is important as it informs the importance of having facilitator and mentor instructional periods. The other thought that sharing their story in the beginning would have been beneficial to helping students to understand the activity and think more creatively about where they are now and where they can go in the future.

Overall this activity gave us a lot of great feedback that both supports and helped us to flush out a really key aspect of Parikrma Mulam and how we want it to look once it is implemented. It also showed us that people are generally really excited about working with kids and giving back to the community which is really positive for our potential to grow overtime and be accessible to more people over time.

### Future tests:

Both prototypes provided great opportunities to test the potential for a mentorship program and be able to observe how, even with a limited amount of time, students of different ages are able to work together towards common goals. These prototypes showed us the value of giving students an opportunity to show their leadership skills and think about their futures. In further testing our prototype in the classroom, we hope to explore further the developing relationship between the partners by pairing them up again. Another potential opportunity lies in exploring how different extremes of age groups will interact and learning how to adjust our program based on this. It will also be beneficial in the future to test Parikrma Mulam outside of the Parikrma environment where students may be more likely to misbehave or teachers will be more skeptical of our presence in their classrooms.

## Peer Mentorship Program Coordinator

**Employer:** Parikrma Mulam Program

**Hours of Work:** Full-Time, 35-40 Hours/Week

### **Job Description:**

Parikrma Humanity Foundation is a non-profit institution committed to promoting students happiness and success through a 360 degree model that focuses on the development of skills that encourage holistic learning. Parikrma is looking for an enthusiastic and well-qualified individual to coordinate our new peer mentorship program, Parikrma Mulam. As a facilitator, you will have the opportunity to:

- Work alongside dedicated staff and students at a renowned institution while coaching children in developing leadership skills
- Network with professionals working in a variety of settings in Bangalore
- Build relationships with the dedicated staff and students at Parikrma, as well as with donors and other stakeholders invested in the institution

### **Responsibilities:**

The program facilitator will be responsible for:

- Coordinating the program by formulating and overseeing activities and developing lesson plans
- Maintaining communication with key stakeholders, including Parikrma staff and alumni, administrators and professors at local Universities, and partners such as Mentor Together
- Overseeing and scheduling time of student interns
- Assessing student growth and demonstrate ability to integrate results and student feedback into the program
- Help to adapt materials and lesson plans across education contexts as program begins to expand

### **Desired Qualifications :**

- Bachelor's Degree: Background in fields such as Social Work or Education preferred but not required
- Is a compassionate, hard-working individual interested in working with children. Must demonstrate empathy, cultural competency, patience, creativity, and excellent problem-solving skills
- Prior experience working as a mentor or leader recommended
- Prior experience working with students or children in low-resource settings preferred

**Salary:** RS 20,000 / Month

*Please email your resume and application to [sjm36@uw.edu](mailto:sjm36@uw.edu)*

## Student Intern

**Employer:** Parikrma Mulam Program

**Hours of Work:** Part-Time, 14 Hours/Week

### **Job Description:**

Parikrma Humanity Foundation is a non-profit institution committed to promoting students happiness and success through a 360 degree model that focuses on the development of skills that encourage holistic learning. Parikrma is searching for well qualified, passionate interns to participate in a new peer mentorship program, Parikrma Mulam. As an intern at Parikrma, you will have the opportunity to:

- Engage with enthusiastic students and actively participate in and better their learning experience
- Satisfy field work requirements within the School of Social Work
- Take on a wide range of responsibilities
- Work alongside and learn from professionals including child psychologists and social workers

### **Responsibilities:**

Peer mentors will be responsible for:

- Completing a mentorship training course prior to the program
- Fostering a meaningful relationship with a matched mentee
- Coordinating with the program facilitator to develop lesson materials
- Investing time necessary to learn about the backgrounds of Parikrma students
- Work alongside school social workers to conduct home visits
- Assist school psychologist in conducting group meetings with students

### **Desired Qualifications :**

- Genuine passion for education and working with children
- Remarkably compassionate, patient, enthusiastic, and culturally competent
- Background in social work, education, or psychology preferred
- Prior experience working with children or in low resource settings preferred

*If interested, please contact Sophie Moynihan at [sjm36@uw.edu](mailto:sjm36@uw.edu)*

## Seven Sentence Story

In the slums of Koramangala, a young girl named Rakshitha plays next to the polluted trench waters beside her 10x10 foot home while her mother tirelessly sweeps the street for little pay and her father breaks bottles with friends at night, foul-stenched laughter echoing down the alley; Rakshitha wonders if other children are also scared of the dark.

And every day, although she is fortunate enough to play in the narrow blue and green halls of Parikrma, Rakshitha struggles to participate in class as her mind wanders to her world outside the schoolhouse.

Until one day, Rakshitha is told she will be joining all the kindergarteners and sixth standard students in a mentorship program called Parikrma Mulam where she will be paired with an older student to engage in life skills activities together bimonthly for the next five years.

By teaching her skills ranging from time management when studying for exams to nurturing her own potted plant outside her home, Rakshitha's mentor ingrains the value of resilience and consistency in her so she can be woken up by dreams instead of nightmares.

Over the years, her heart soars every time she sees her mentor, her akka, her friend; someone who can understand when she is disappointed, distracted, and even angry, and be with her when the sun goes down.

Finally when Rakshitha enters sixth standard and becomes a mentor, she is introduced to Divya, who struggles with aggression, dependency, and much like she used to be, is scared of the dark, so Rakshitha tells her that the most important lesson she learned from her own akka is that "a tree can be only as strong as the forest that surrounds it."\*

Ever since that day, Rakshitha, through the support of and her experience as an akka, uses the hardships and darkness that once scared her as a source of strength and determination to pursue future opportunities that will give her and her family a chance to escape from the cycle of poverty.

\* The Secret Life of Trees by Peter Wohlleben



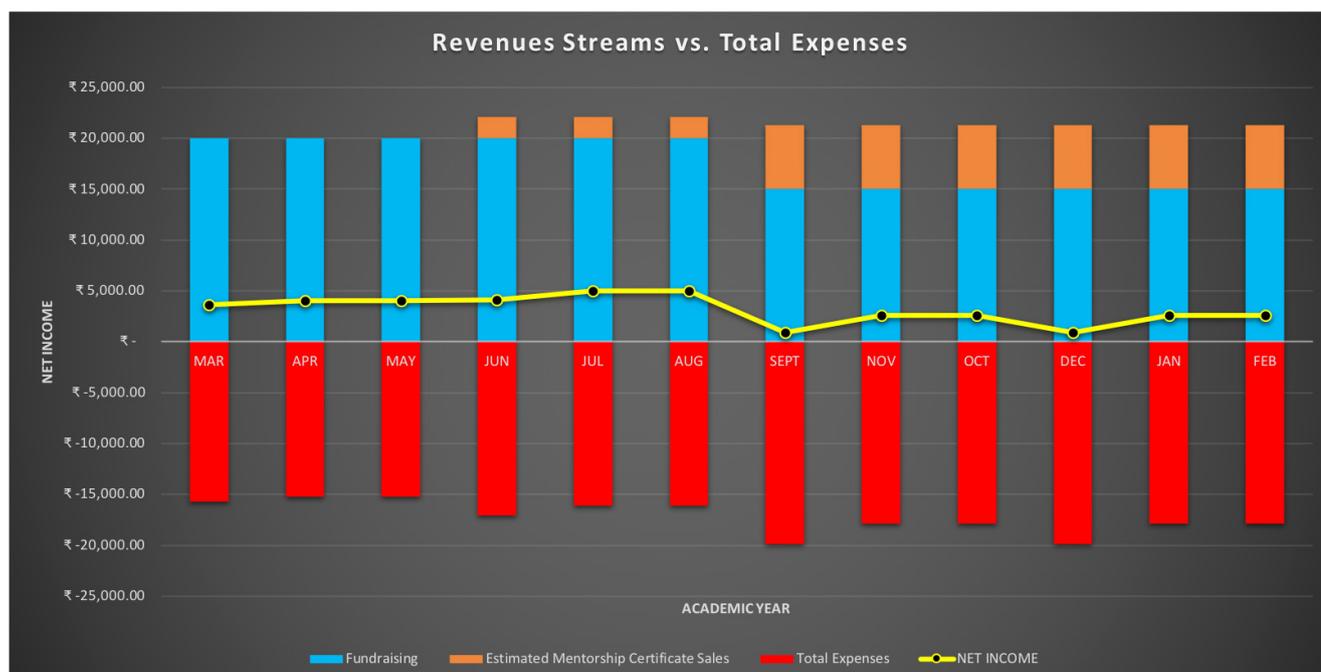
# VIV. FINANCIAL PLAN

## START UP COST IN RUPEES (₹)

START-UP COSTS				
Parikrma Mulam				March 21, 2020
COST ITEMS	MONTHS	COST/ MONTH	ONE-TIME COST	TOTAL COST
Advertising/Marketing/Outreach	1	₹ 100.00	₹ 400.00	₹ 500.00
Employee Salaries	3	₹ 20,000.00	₹ -	₹ 60,000.00
Employee Payroll Taxes and Benefits	3	₹ 6,000.00	₹ -	₹ 18,000.00
Mentor Together/Sukrut Training	3	₹ 2,250.00	₹ 500.00	₹ 7,250.00
Supplies	2	₹ 200.00	₹ 200.00	₹ 600.00
<b>ESTIMATED START-UP BUDGET</b>	<b>3</b>	<b>₹ 28,550.00</b>	<b>₹ 1,100.00</b>	<b>₹ 86,350.00</b>

## START UP COST IN US DOLLARS (\$)

START-UP COSTS				
Parikrma Mulam				March 21, 2020
COST ITEMS	MONTHS	COST/ MONTH	ONE-TIME COST	TOTAL COST
Advertising/Marketing	3	\$300	\$2,000	\$2,900
Employee Salaries	4	\$3,500	\$2	\$14,002
Employee Payroll Taxes and Benefits	4	\$500	\$2,000	\$4,000
Rent/Lease Payments/Utilities	4	\$750	\$3,000	\$6,000
Postage/Shipping	1	\$25	\$25	\$50
<b>ESTIMATED START-UP BUDGET</b>				<b>\$24,052</b>



## REVENUE STREAMS IN RUPEES (₹)

START-UP COSTS													
Parikrma Mulam	March 21, 2020												
REVENUE	MAR	APR	MAY	JUN	JUL	AUG	SEPT	NOV	OCT	DEC	FEB	JAN	YTD
Estimated Mentorship Certificate Sales	₹ -	₹ -	₹ -	₹ 2,100.00	₹ 2,100.00	₹ 2,100.00	₹ 6,300.00	₹ 6,300.00	₹ 6,300.00	₹ 6,300.00	₹ 6,300.00	₹ 6,300.00	₹ 44,100.00
Less Sales Returns & Discounts	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -
Fundraising	₹ 20,000.00	₹ 20,000.00	₹ 20,000.00	₹ 20,000.00	₹ 20,000.00	₹ 20,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 210,000.00
Other Revenue	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -	₹ -
<b>Net Sales</b>	₹ 20,000.00	₹ 20,000.00	₹ 20,000.00	₹ 22,100.00	₹ 22,100.00	₹ 22,100.00	₹ 21,300.00	₹ 21,300.00	₹ 21,300.00	₹ 21,300.00	₹ 21,300.00	₹ 21,300.00	₹ 254,100.00
Cost of Goods Sold	₹ -	₹ -	₹ -	₹ 105.00	₹ 105.00	₹ 105.00	₹ 315.00	₹ 315.00	₹ 315.00	₹ 315.00	₹ 315.00	₹ 315.00	₹ 2,205.00
<b>Gross Profit</b>	₹ 20,000.00	₹ 20,000.00	₹ 20,000.00	₹ 21,995.00	₹ 21,995.00	₹ 21,995.00	₹ 20,985.00	₹ 20,985.00	₹ 20,985.00	₹ 20,985.00	₹ 20,985.00	₹ 20,985.00	₹ 251,895.00
EXPENSES	MAR	APR	MAY	JUN	JUL	AUG	SEPT	NOV	OCT	DEC	JAN	FEB	YTD
Salaries & Wages	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 15,000.00	₹ 180,000.00
Marketing/Advertising	₹ 500.00	₹ -	₹ -	₹ 1,000.00	₹ -	₹ -	₹ 2,000.00	₹ -	₹ -	₹ 2,000.00	₹ -	₹ -	₹ 5,500.00
Sales Commissions	₹ -	₹ -	₹ -	₹ 150.00	₹ 150.00	₹ 150.00	₹ 450.00	₹ 450.00	₹ 450.00	₹ 450.00	₹ 450.00	₹ 450.00	₹ 3,150.00
Mentorship Training	₹ -	₹ -	₹ -	₹ 750.00	₹ 750.00	₹ 750.00	₹ 2,250.00	₹ 2,250.00	₹ 2,250.00	₹ 2,250.00	₹ 2,250.00	₹ 2,250.00	₹ 15,750.00
Supplies	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 2,400.00
<b>Total Expenses</b>	₹ 15,700.00	₹ 15,200.00	₹ 15,200.00	₹ 17,100.00	₹ 16,100.00	₹ 16,100.00	₹ 19,900.00	₹ 17,900.00	₹ 17,900.00	₹ 19,900.00	₹ 17,900.00	₹ 17,900.00	₹ 206,800.00
<b>Income Before Taxes</b>	₹ 4,300.00	₹ 4,800.00	₹ 4,800.00	₹ 4,895.00	₹ 5,895.00	₹ 5,895.00	₹ 1,085.00	₹ 3,085.00	₹ 3,085.00	₹ 1,085.00	₹ 3,085.00	₹ 3,085.00	₹ 45,095.00
Income Tax Expense	₹ 645.00	₹ 720.00	₹ 720.00	₹ 734.25	₹ 884.25	₹ 884.25	₹ 162.75	₹ 462.75	₹ 462.75	₹ 162.75	₹ 462.75	₹ 462.75	₹ 6,764.25
<b>NET INCOME</b>	\$3,655	\$4,080	\$4,080	\$4,161	\$5,011	\$5,011	\$922	\$2,622	\$2,622	\$922	\$2,622	\$2,622	\$38,330.75

Certificates Sold	0	0	0	3	3	3	6	6	6	6	12	12	
Total Expenses (Negative)	₹ -15,700.00	₹ -15,200.00	₹ -15,200.00	₹ -17,100.00	₹ -16,100.00	₹ -16,100.00	₹ -19,900.00	₹ -17,900.00	₹ -17,900.00	₹ -19,900.00	₹ -17,900.00	₹ -17,900.00	

## REVENUE STREAMS IN US DOLLARS (\$)

START-UP COSTS													
Parikrma Mulam	March 21, 2020												
REVENUE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YTD
Estimated Product Sales	\$5,000	\$13,000	\$16,000	\$7,000	\$14,500	\$16,400	\$22,500	\$23,125	\$24,549	\$22,000	\$25,000	\$27,349	\$216,423
Less Sales Returns & Discounts	\$0	(\$350)	\$0	(\$206)	(\$234)	\$0	\$0	(\$280)	(\$1,200)	(\$1,600)	\$0	(\$2,400)	(\$6,270)
Service Revenue	\$0	\$0	\$0	\$0	\$0	\$250	\$350	\$100	\$0	\$0	\$1,245	\$1,360	\$3,305
Other Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500	\$0	\$0	\$0	\$0	\$1,500
<b>Net Sales</b>	\$5,000	\$12,650	\$16,000	\$6,794	\$14,266	\$16,650	\$22,850	\$24,445	\$23,349	\$20,400	\$26,245	\$26,309	\$214,958
Cost of Goods Sold	\$2,000	\$5,200	\$6,400	\$2,800	\$5,800	\$6,560	\$9,000	\$9,250	\$9,820	\$8,800	\$10,000	\$10,940	\$86,569
<b>Gross Profit</b>	\$3,000	\$7,450	\$9,600	\$3,994	\$8,466	\$10,090	\$13,850	\$15,195	\$13,529	\$11,600	\$16,245	\$15,369	\$128,389
EXPENSES	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YTD
Salaries & Wages	\$2,500	\$2,500	\$3,500	\$5,000	\$5,000	\$5,000	\$8,000	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$76,500
Marketing/Advertising	\$400	\$450	\$450	\$450	\$900	\$900	\$900	\$900	\$900	\$900	\$1,200	\$1,200	\$9,550
Sales Commissions	\$250	\$650	\$800	\$350	\$725	\$820	\$1,125	\$1,156	\$1,227	\$1,100	\$1,250	\$1,367	\$10,821
Rent	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
<b>Total Expenses</b>	\$4,400	\$4,850	\$6,000	\$7,050	\$7,875	\$7,970	\$11,275	\$12,306	\$12,377	\$12,250	\$12,700	\$12,817	\$111,871
<b>Income Before Taxes</b>	(\$1,400)	\$2,600	\$3,600	(\$3,056)	\$591	\$2,120	\$2,575	\$2,889	\$1,152	(\$650)	\$3,545	\$2,552	\$16,518
Income Tax Expense	(\$210)	\$390	\$540	(\$458)	\$89	\$318	\$386	\$433	\$173	(\$98)	\$532	\$383	\$2,478
<b>NET INCOME</b>	(\$1,190)	\$2,210	\$3,060	(\$2,598)	\$502	\$1,802	\$2,189	\$2,455	\$979	(\$553)	\$3,013	\$2,169	\$14,040