



Impact Assessment Report on Nurturing Brilliance  
Scholarship Programme 2018 - 2021



26 MAY 2022

## Contents

1. Introduction .....	5
2. About the programme .....	6
3. Key findings.....	6
4. Unique Proposition .....	9
5. Approach and Methodology .....	10
5.1 Research objectives.....	10
5.2 Methodology.....	10
5.3 Sampling .....	11
5.4 Research tools.....	12
6. Profile of the respondents.....	12
6.1 Age .....	12
6.2 Gender .....	13
6.3 Education .....	13
6.4 Family and Housing .....	14
6.5 Income .....	14
7. Efficiency Indicators .....	15
3.1 Concept and design of the programme .....	15
3.2 Identification of institutions and students .....	16
3.3 Selection of students.....	17
3.4 Selection of mentors .....	19
3.5 Support provided.....	20
7.1.1 Provision of scholarship amount .....	20
7.1.2 Provision of laptop and on-site field.....	20
7.1.3 Mentorship support.....	21
3.6 Reimbursement of fee claims.....	22
4. Effectiveness indicators.....	23
4.1 Improved access to education .....	23
Case study: Pursuing Dreams .....	24
4.2 Improved employability skills and life skills .....	25

5.	Sustainability of the impact.....	30
5.1	Access to employment and well-being of the participants.....	30
5.2	Sustainable competencies.....	31
6.	Recommendations.....	31
6.1	Ease of application process and widening reach.....	32
6.2	Strengthening the mentorship component of the Nurturing Brilliance programme.....	32
6.3	Fostering a network of Cummins scholars.....	33
6.4	Requirements shared by the scholarship recipients.....	33
6.4.1	Provision of laptop for Diploma scholarship recipients.....	33
6.4.2	Access to internship and placement opportunities.....	34
8.	Annexure.....	35
8.1	Assessment indicators and metrics.....	35
8.2	Benchmarking of the Nurturing Brilliance Scholarship Programme.....	38

## List of Tables

Table 1:	Sample per location.....	11
Table 2:	Year of applying.....	12
Table 3:	Rating of soft skill parameters before and after the support.....	30

## List of Graphs

Graph 1:	Gender representation.....	13
Graph 2:	Status of respondents at the time of survey.....	13
Graph 3:	Availability of civil supplies card.....	14
Graph 4:	Monthly Household Income.....	14
Graph 5:	Awareness about the scholarship.....	16
Graph 6:	Year of availing scholarship for the first time.....	17
Graph 7:	Supporting documents.....	18
Graph 8:	Time taken to assign a mentor.....	20
Graph 9:	Whether easy to connect mentor.....	21
Graph 10:	Laptop Utility.....	23
Graph 11:	Support provided by mentor.....	26
Graph 12:	Challenges faced in communicating before the support.....	27
Graph 13:	Support provided by mentor for interview preparation.....	27
Graph 14:	How goal setting has helped.....	28

Graph 15: Corporate Etiquettes taught by Mentor ..... 29  
Graph 16: Academic support by Mentor..... 29  
Graph 17: How mentorship support become helpful ..... 30

**List of figures**

Figure 1: Scoring of key indicators ..... 25  
Figure 2: Ratings and recommendations ..... 31

## 1. Introduction

Scholarships are generally financial aids awarded to students for their education. Scholarships are awarded considering various criteria, which differ from merit to inclusion to financial needs. Some of the categories include need-based scholarships, talent-based scholarships, merit-based scholarships, sports-based scholarships, government scholarships, women-focused scholarships, location-focused scholarships, to name a few. Scholarships are critical to the growth and improvement of the educational system in order for it to be fair and just to students from all walks of life. It has a huge role in a nation's development. Scholarships operate as a catalyst in assisting students in making significant changes in their life, providing them with a sense of direction, and ultimately enabling them to become change-makers in society. There are around 25 scholarship schemes that are targeted for college-going students in India.<sup>1</sup> Scholarships are considered to reinforce confidence and motivation in students to perform better and be consistent. Scholarship impacts can go from reducing their financial burden to helping them lay a stronger educational foundation and lead a successful life.

Cummins Group in India is one of the leading manufacturers, who specialises in diesel and alternative fuel engines and generators, and related components and technology. The Cummins India Foundation (CIF) channelises Cummins' commitment towards Corporate Responsibility (CR). Under CR, Cummins focuses on Higher Education, Energy and Environment, and Equality of Opportunity as three key areas. As a mandate, under Every Employee Every Community initiative (EEEC), every employee is encouraged to dedicate a minimum of four working hours towards any of the projects under the above-mentioned areas.<sup>2</sup>

In 2006, Cummins India Foundation (CIF) initiated the 'Cummins Scholarship Program' for meritorious students from financially and socially disadvantaged backgrounds to pursue professional degree and diploma courses. At present the programme is known as "Cummins-Nurturing Brilliance scholarship".

The programme was undertaken jointly by the following entities of Cummins Group in India through the Cummins India Foundation.

- Cummins India Limited
- Cummins Technologies India Pvt. Limited
- Cummins Generator Technologies India Pvt. Limited
- Tata Cummins Pvt. Limited

The four entities hereinafter collectively would be referred to as "Cummins" throughout the report.

---

<sup>1</sup> [Scholarships for graduation in India](#)

<sup>2</sup> [About Cummins India Foundation](#)

## 2. About the programme

The Nurturing Brilliance programme was begun with around 13 students in 2006 by providing financial support to the economically weaker students. Over the time, the programme witnessed a rise in applications and thus intake of students. The programme generally identifies educational institutions that provide Engineering and Diploma courses in the city where Cummins has presence. Today, the programme is available in 6 cities, in the states of Maharashtra, Jharkhand and Madhya Pradesh. Every year, 200 new students are awarded the scholarship apart from the existing students from the previous years.

The scholarship mainly provides 3 types of support - monetary support to the students by reimbursing their fees, provision of laptop to the students, and mentorship support. Mentorship support is aimed at building soft skills of the participants. Every student is linked with a mentor, who is basically a senior staff from the Cummins. A student is given support on various skills for the rest of the years.

The aim of the programme is to create a skilled workforce for the technical industry and prepare today's students for tomorrow. Cummins has always believed in removing barriers for those who have been denied access to opportunities and hence the Nurturing Brilliance programme was conceptualised to provide high quality educational support to students.

## 3. Key findings

The Nurturing Brilliance programme was measured on aspects of its execution process that made up efficiency indicators such as programme concept and design, selection of institutions, students and mentors, and support provided. To gauge the effectiveness of the programme, we looked at various outcome and impact indicators. The following tables summarises the findings under both these categories which have been expounded upon in later sections:

Efficiency	Rating
<b>Concept and Design of the programme</b>	<ul style="list-style-type: none"><li>• Cummins recognised the shortage of talented engineers and decided to create a skill base for the engineering industry for the country.</li><li>• Cummins brought support from in-house senior employees, educational professionals, CSR leaders, and a few external parties to design the programme.</li></ul> 
<b>Identification and selection process – Institutions</b>	<ul style="list-style-type: none"><li>• Identified cities where Cummins has presence.</li><li>• Laid out a criterion of 70 KM radius from Cummins' location to identify institutions.</li><li>• 26 government colleges and 174 private colleges have been identified for the programme.</li></ul> 

<p><b>Identification and selection process – Students</b></p>	<ul style="list-style-type: none"> <li>• Set criteria on age (less than 25), financial background (annual income less than 3 lakh) and educational qualification (not less than 60% in SSC, HSC or Diploma) to apply for scholarship.</li> <li>• Eligible students are further filtered through aptitude test and personal interviews.</li> <li>• 200 students are selected every year for support.</li> </ul>	
<p><b>Identification and selection process – Mentors</b></p>	<ul style="list-style-type: none"> <li>• Set criteria of about 5+ years of experience in the industry.</li> <li>• 200 mentors were identified each year for providing the support.</li> </ul>	
<p><b>Support provided</b></p>	<ul style="list-style-type: none"> <li>• The programme offered access to education and mentorship support throughout the academic tenure of the selected students.</li> <li>• 52.3% of female students have received support compared to 42.3% male students.</li> <li>• Cummins had provided 406 laptops to engineering students over 3 years of time.</li> <li>• Minimum of 1.5 hours per month was allocated by a mentor for their student, where a minimum of 6 sessions were conducted by a mentor every year.</li> <li>• 64% and 48% of students endorsed that mentor was available every time for their personal and career guidance, respectively.</li> </ul>	
<p><b>Reimbursement of claims</b></p>	<ul style="list-style-type: none"> <li>• Switched to a complete online process after the outbreak of COVID-19.</li> <li>• As per Cummins scholarship team, it takes around 20 days to reimburse the amount.</li> <li>• 38%, 31% and 23% of the respondents mentioned that it took 0-2weeks, 2-4 weeks and 4-6 weeks respectively, to receive the claim.</li> </ul>	
<p><b>Effectiveness</b></p>		
<p><b>Improved access to education</b></p>	<ul style="list-style-type: none"> <li>• The study found that 40% of the participant’s yearly household income was below INR 2,40,000. This implies that the programme has targeted students who truly require financial support for their higher education.</li> </ul>	

- The programme had provided direct monetary support to 600 new students and 1300 students from previous years during 2018 to 2021.
- Around 95% of the students rated 5 and above (on a scale 1-10; 10 being highest score for agreement) stating that it would have been difficult for them to continue with their education without the scholarship support. The average score was 8.
- Around 40% of the students were first-generation learners who have been to a college or enrolled for graduation from their family.
- From primary research, the laptop support has helped engineering students largely in project preparation (79%), presentation (75%), learning software (74%), assignments and seminar (70%), note-taking (66%), learning through interactive sessions (51%) etc.
- students reported that the laptops were beneficial to continue their education (75%), develop new skills (60%), practice known skills (64%), complete project work (55%), connect with their friends (29%), and also to claim reimbursements (29%), during COVID-19.



### Improved life skills

- The students mentioned that they had received support from mentors to understand the importance of soft skills (73%), building self-confidence (78%), interview preparation (79%), to set goals (62%), interpersonal skills (65%), roles in a corporate company (41%), work etiquettes (26%), etc.
- 88% of the students surveyed mentioned that the mentorship support has increased confidence among them.
- Mentorship support has boosted the ability of 76% of the students surveyed to make their own decisions.
- About 50% of respondents said that receiving mentorship support had helped in developing self-respect and self-esteem.
- 49% said it had helped them in formulating their objectives and vision.



	<ul style="list-style-type: none"> <li>• On an average 4.30 hours were spent monthly by students (who received support from a mentor) on developing reading skills.</li> <li>• On an average 5.30 hours were spent monthly by students (who received support from a mentor) on developing writing skills.</li> <li>• On an average 4.01 and 4.02 hours were spent by students (who received support from a mentor) on developing speaking and listening skills.</li> <li>• 80% of students (who received support from a mentor) mentioned that at least one support was given to prepare for interviews where preparation of CV (75%) and mock interviews (68%) were found to be the 2 major areas of support provided.</li> <li>• 72% of the 17% placed wishes to continue education later point in time in their lives.</li> </ul>	
<p><b>Improved employability skills</b></p>	<ul style="list-style-type: none"> <li>• Around 88% of respondents rated 5 and above (on a scale of 1-10; 10 being highest) on their ability to communicate effectively, networking skills and increase in confidence after the mentorship support. Prior to this support, it was 59%, 66%, and 54% respectively.</li> <li>• Of 17% who were placed, 79% had reported that it would be difficult to have a job without the support of a mentor.</li> </ul>	

#### 4. Unique Proposition

A few aspects of the model that stand out as good practices that may be beneficial to other such programmes have been highlighted below:

**Befitting criteria for selection of students:** There are different types of scholarships targeted for college-going students in India. However, the criteria set by many parent organisations have sometimes not been able to consider and include the participants comprehensively. For example, scholarship that considered lower age group have eased financial criteria. Likewise, some scholarships limit the amount to be disbursed along with tight financial criteria that needs to be met. Some focus primarily on the institutions or are location-specific. Therefore, when comparing, Nurturing Brilliance has set apt criteria in terms of financial background as well as age that would not only include economically weaker and lower-middle class sections of the society, but would

also provide an opportunity for students from their 2<sup>nd</sup> or 3<sup>rd</sup> year of their degree programme to apply for the scholarship.

**Provision of holistic support:** Nurturing brilliance scholarship is one of its kind that manages to cover 100% of the tuition fees of its participants along with provision of laptops, on-site visits and mentorship support to its participants. The support provided under the mentorship component not only attempts to build soft skills, but also helps the student to keep themselves updated on the new and best practices of the industry. The mentor-mentee relationship has developed beyond the program's stated goals, allowing them to talk about and resolve academic issues and doubts as well.

## 5. Approach and Methodology

The present impact assessment of the Nurturing Brilliance programme was undertaken to assess the intervention's outcomes and impact on the student cohort engaged through scholarships in the year 2018-21.

### 5.1 Research objectives

The overall aim of Samhita's approach to the impact assessment is to 'prove and improve',



#### Prove

1. The **efficiency of processes** used to deliver interventions and create impact.
2. The **effectiveness of programmes** in terms of programme impact, social outcomes and improvements in lives of end beneficiaries.



#### Improve

1. By providing actionable suggestions and recommendations for improving programme design and implementation, thereby strengthening the social impact.

### 5.2 Methodology

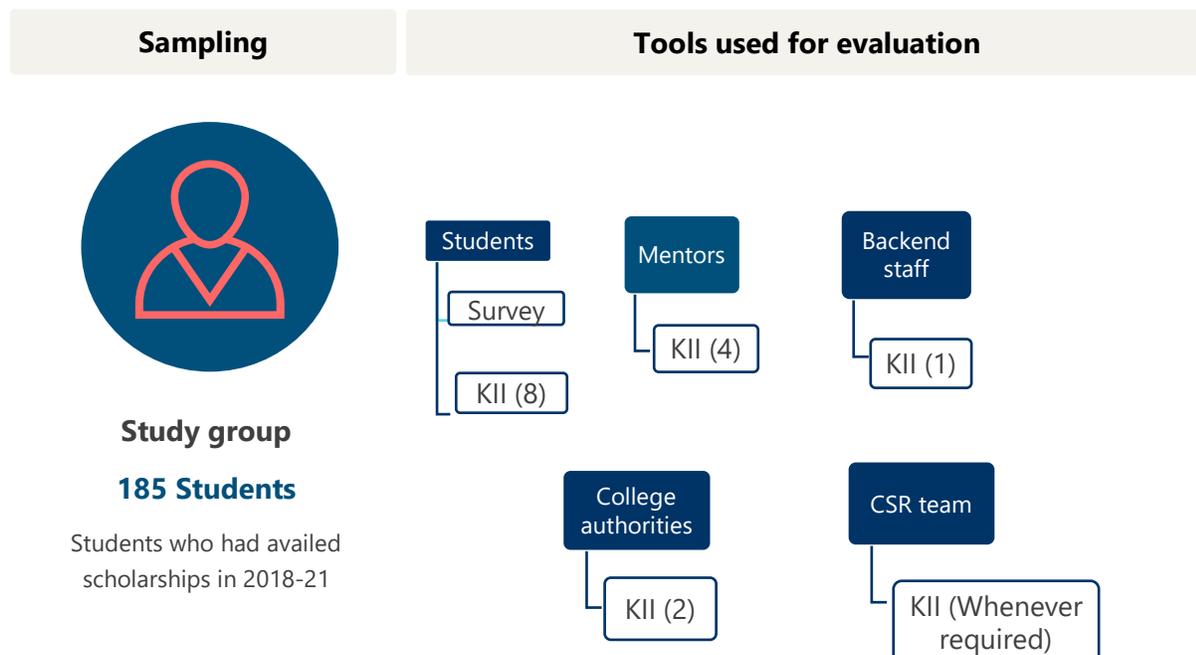
The study adopted a mixed methodology approach to collect primary and secondary data using qualitative and quantitative methods.

### 5.3 Sampling

A random sampling method was adopted to select the primary stakeholders (Students). A final sample of 185 students were identified from the total list of beneficiaries for the impact assessment survey. The study had ensured adequate representations in the cohort such as year of course while availing the scholarships, type of college, type of degree, passed out and pursuing students and gender while identifying them. A mix of purposive and random sampling methodologies were used to identify and select secondary stakeholders of the project. The number of students identified per city is mentioned in the table 1.

Location	Sample size
Pune	30
Phaltan	30
Nagpur	30
Ahmed Nagar	25
Jamshedpur	30
Indore	30
Dewas	10
Total	185

Table 1: Sample per location



## 5.4 Research tools

The study used the following research tools to reach a sample of key stakeholders of the programme. Due to limitation in time, the data collection for quantitative and qualitative inputs were conducted in a remote manner following all the best practices of this approach, after mutual consultation.

- **Key Informant Interviews (KII):** In-depth interviews were conducted with several individuals who held key positions of responsibility in the programme from Cummins as well as mentors, college authorities and primary stakeholders (students). Most of these interactions happened telephonically. In addition, 5 in-person interviews with primary stakeholder (the students) were conducted later through field visit to Pune city, as per the request put forth by Cummins. All the COVID-19 protocols were adhered to while taking up in-person visits.
- **Surveys with students:** Quantitative surveys were administered telephonically with students, who were the primary stakeholders of the Nurturing Brilliance programme. The purpose was to gather demographic particulars, socio-economic information and chart changes in programme-specific indicators. The indicators tracked for impact had been divided into categories corresponding to the broad objectives of the programme, such as improved access to continued education and improved employability. Within these, data on several sub-indicators relating to identification, enrollment, support received, claims and the post-programme situation was recorded.
- **Case Studies:** Case studies were developed through qualitative interviews with the recipients of the scholarship and mentorship support to generate an in-depth and multifaceted understating about their backgrounds, benefits received, immediate outcomes of it, challenges faced and currently facing (if any) and the impact achieved through this programme.

## 6. Profile of the respondents

The below section explains about the socio-economic and demographic details of the respondents (primary stakeholders) of the programme.

### 6.1 Age

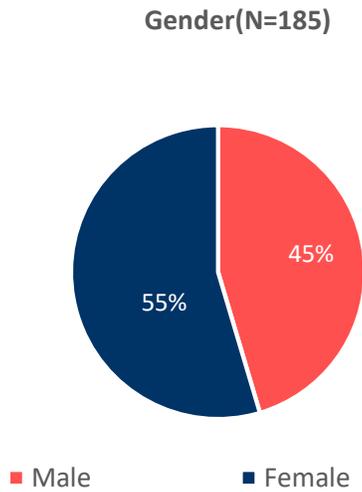
The average age during the time of application for the scholarship has been outlined in the table2.

The range of the recipient's age at the time of study was found to be 17 to 24 years with an average age of 20.7. This implies that all the students selected for the scholarship support had cleared the age criteria, which was to be less than 25 years of age.

Year of applying	Average age (in years)
2018	18.02
2019	17.92
2020	18.24
2021	18.76
Others (2022)	18

Table 2: Year of applying

## 6.2 Gender

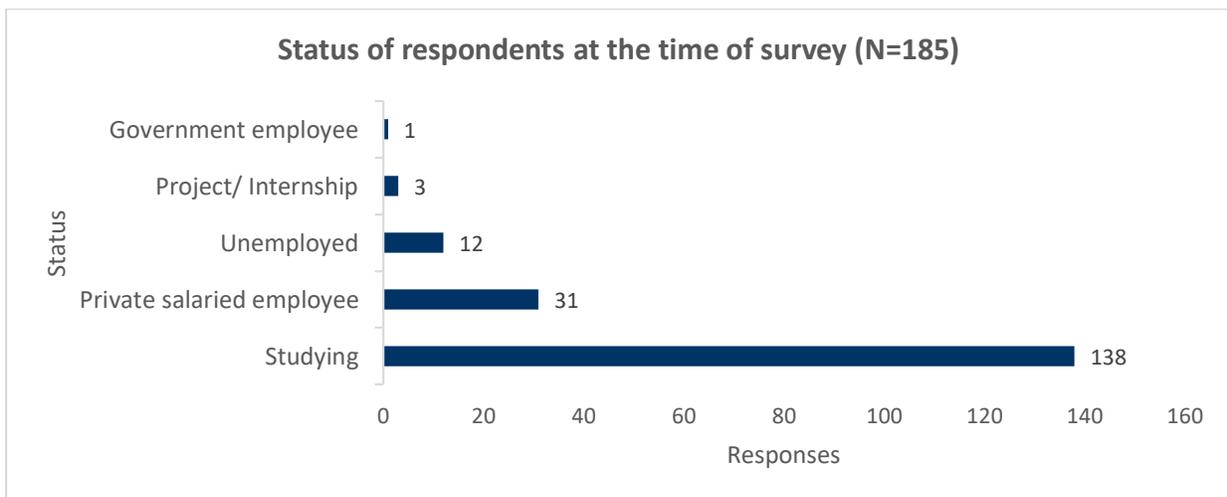


Graph 1: Gender representation

55% of the respondents from the primary research who had received the support were found to be women. Although, there was no specific criteria or target set on women representation, the programme has been able to provide more support to female students. During qualitative interactions with Cummins employees at the Pune office, it was indicated that Cummins as an organisation is constantly striving for equal women representation in all its programmes as well as in its various offices.

## 6.3 Education

Of the identified sample, around 75% of the respondents mentioned that they are continuing their education, in which around 66% were yet to complete their graduation. The below graph shows the present status of the respondents.



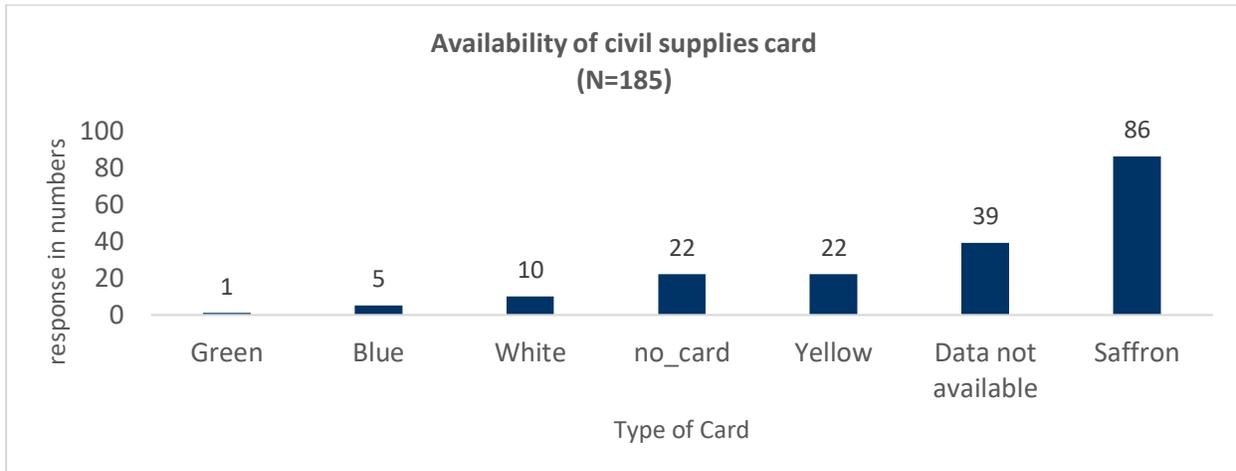
Graph 2: Status of respondents at the time of survey

From the survey, 70% of the respondents were engineering students, and 30% pursued diploma.

## 6.4 Family and Housing

The average family size of the respondents was 4.70. The number of family members varied from 2 to 16 members. 80% of the respondents mentioned that they owned a house while only 8% and 5% live in a *kutchra* or *semi-pucca* house, respectively.

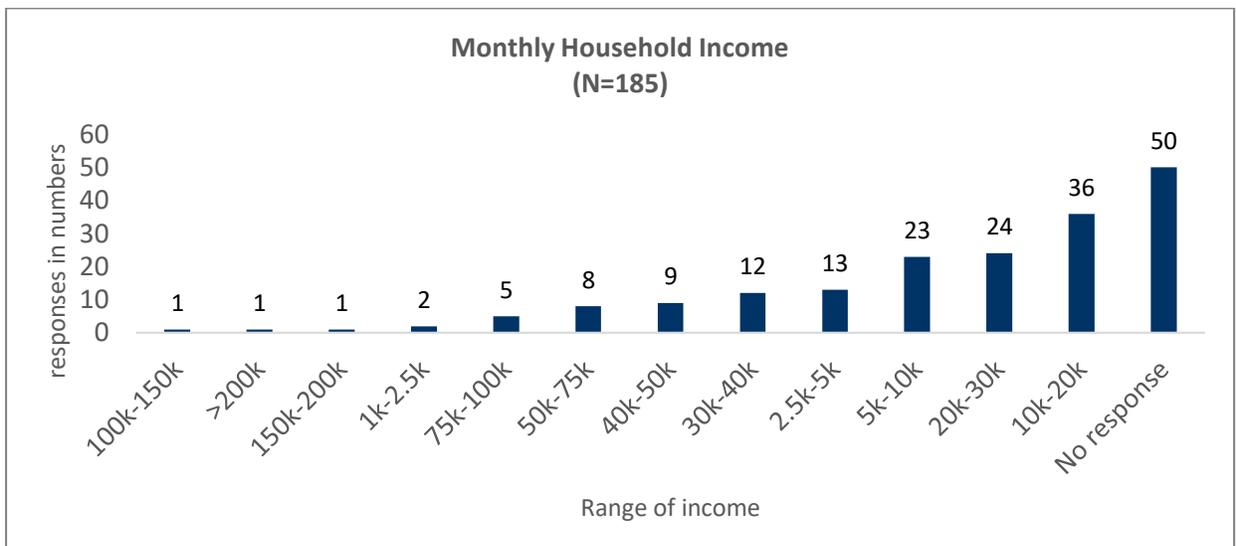
The below graph4 represents the access to civil supplies in respective families.



Graph 3: Availability of civil supplies card

## 6.5 Income

The below graph 5 shows the monthly household income of respondents at the time of primary survey. The study found that 40% of the participant's yearly household income was below INR 2,40,000. This implies that the programme has targeted students who truly require financial support for their higher education.



Graph 4: Monthly Household Income

17% of the total participants, who had started to earn after the completion of their degree; a majority (69%) of them earn between a sum of INR 1,20,00 to 2,40,00 per annum. Another 21% earn a minimum of INR 3,60,000 per annum.

## 7. Efficiency Indicators

To evaluate the efficiency of the process that was followed to implement the programme, the following indicators were identified based on a literature review of programme documents, the outcome mapping, and interviews with stakeholders.



Highly efficient process



Satisfactory process



Process that needs improvement

### 3.1 Concept and design of the programme



Over the years of presence in Indian sub-continent, Cummins has been implementing various projects largely in the sectors of education and environment. In education, Cummins engages to ensure that equitable education systems along with high-quality teaching and learning environments prepare today's students for tomorrow's workforce. According to the National Sample Survey Office, during 2006, the dropout rate of students was 6.94%. The rate was 4.34% in urban areas whereas 7.8% in rural sides. According to the data, the largest dropout (8.56%) was recorded between the ages of 11-13 years. The data represented the implications of gender in dropout rates i.e., female students were more in proportion (7.92%) compared to the male students (6.18%) in total percentage of out-of-school children across grades.<sup>3</sup> The dropout rate was also leading to greater unemployment rates due to lack of quality workforce.

With this context Cummins recognised that quality engineers were scanty, and decided to build an inventory of good talent for the engineering industry in the nation. Thus, Cummins came up with the Nurturing Brilliance scholarship programme to support the students belonging to the economically weaker sections (EWS) to continue their professional education. In line with the needs and their business policy, the programme aimed to provide support for engineering and technical diploma graduates. To design this programme, Cummins brought support from in-house senior employees, educational professionals, Deans of institution, CSR leaders, and an external party who was involved in behaviour sciences. The input from the external party was incorporated to the syllabus with the help of Cummins' Human Resource, and Learning and Development teams.

Over the initial years, Cummins identified a need for support in building soft skills among the students for better employability. Cummins initiated the employee engagement programme called 'Every Employee Every Community' and converged it with the scholarship programme. Under the employee engagement programme; the employees have been providing technical and

---

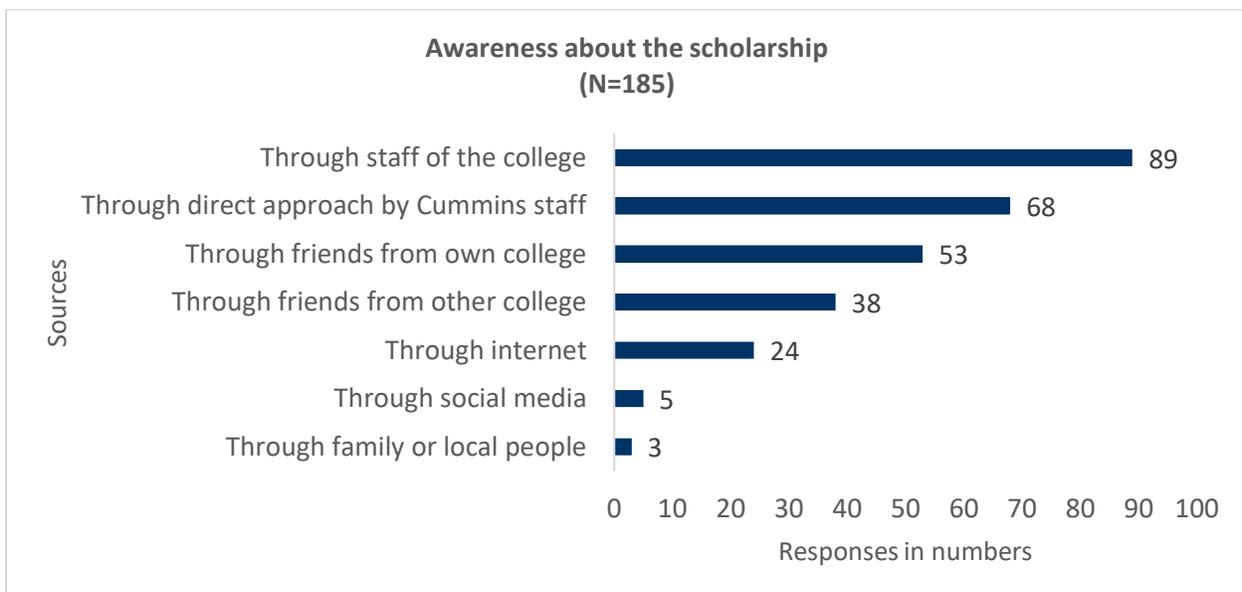
<sup>3</sup> [NSSO report](#)

professional support to young students as mentors. The core components of the design include identification of colleges, students, and mentors; conducting awareness campaigns at colleges, registration and screening, disbursement of scholarship, provision of laptops, mentorship support and feedback mechanisms. The criteria laid out for the components are discussed under the below respective topics. Although the programme started by supporting only 13 students in the year 2006, Cummins has provided support to 200 new students every year since 2017, in addition to the existing students.

The overall design has aimed to provide financial and non-financial benefits to meritorious and promising students coming from socio-economically challenged backgrounds. It has strategically brought convergence from other programmes to mitigate other challenges that might hinder the employment opportunities of the students.

### 3.2 Identification of institutions and students

The Nurturing Brilliance programme has been implemented in 6 cities namely - Pune, Phaltan, Nagpur, Ahmednagar, Indore, and Jamshedpur. These locations were chosen primarily because of the active presence of the company in these locations. Cummins has also narrowed down criteria to identify institutions across the cities. A proximity of 70 KM radius of the offices has been set to identify the colleges and universities Cummins would reach out to, for awareness and student outreach. Cummins has identified a regional head for each of the city, where the regional team consists of 2 people who are well aware about the entire process of this programme. After identification, the college authorities, typically the head of the institutions are requested to mobilise students for considering and pursuing applications. The below graph shows how the respondents received information about the scholarship programme.

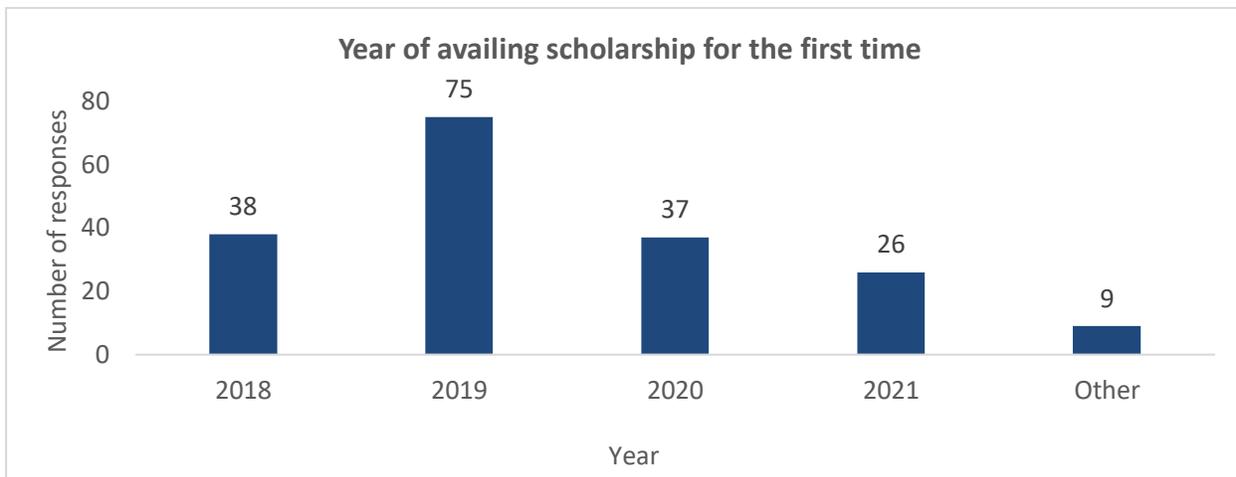


Graph 5: Awareness about the scholarship

From primary research, 38% and 48% of the students affirmed that college staff and Cummins staff respectively introduced the scholarship opportunity and brought awareness. From qualitative interaction with stakeholders, it was noted that, most of the awareness sessions happened through presentations undertaken by Cummins staff, and peers/seniors who received the scholarship. Approximately, a session disseminates information for around 100 students. The sessions largely cover the programme benefits, duration, process of application and other general queries. From the secondary data received, students from around 26 government colleges and 174 private colleges have been benefitted by the programme, during the financial year 2018-22.

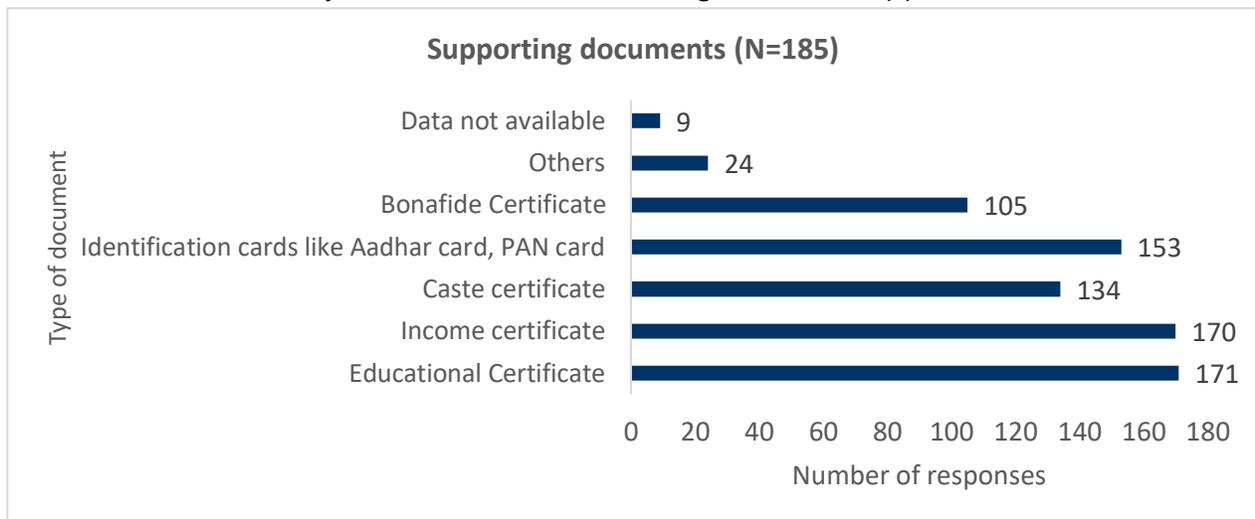
### 3.3 Selection of students

There are three criteria identified for selecting students post application submission. The applicant's age should be below 25 years, annual family income of the applicant should be less than INR 3,00,000 and the applicant should have scored a minimum of 60% in their previous academic year or grade. A total of 17038 applications were received from 6 cities during 2018-21. The female to male ratio and diploma to engineering ratios were 1:1.54 and 1:4.3 respectively. The graph7 shows the year at which the respondents had applied for the scholarship.



Graph 6: Year of availing scholarship for the first time

A unique number in the portal was automatically generated for students at the time of application. Post applying, students were screened first by an aptitude test. Since most of the students identified after scrutinizing their application were from weaker sections, Cummins provided sessions (using ZOOM) on how to appear for the aptitude test online. Cummins had provided access to sample mock test to get familiarised with the aptitude test to the identified students. Apart from that, two dedicated contacts (telephonic) were also provided in order to support the students, if they were unable to understand the test structure or faced technical issues. The students who had cleared the aptitude test were then called for a personal interview. From the qualitative interaction with interviewers and students, personal interview largely aims to understand the characteristics of an applicant. The documents submitted at the time of application are physically verified at the time of the interview. The graph8 show the type of documents submitted by the selected students during the time of application.



Graph 7: Supporting documents

Apart from the documents mentioned, a copy of civil supplies (ration) card was also attached by students while applying. A socio-economic score was calculated for each applicant, to rank them using six-sigma technology to filter out the applications for aptitude and interview rounds. Cummins provided priority to applicants who had challenges such as - if they were differently abled or had a single parent. According to the Lancet Child and Adolescent Health journal, more than 1.9 million children in India lost a parent or caregiver due to the COVID-19 pandemic. Therefore, for students to continue their education, Cummins could prioritise the applicants from this category in the coming years. Students would become ineligible to avail the scholarship, if they had been selected for other scholarship schemes at same time. Hence, a bonafide certificate was mandatory to be produced by student. The application of the students was assessed by a third party agency following the steps, to keep it unbiased. According to Cummins employees, the process took up to 45 days after closing the portal. The students who were interviewed qualitatively suggested that the process would take up to a month approximately after the closing of the portal.

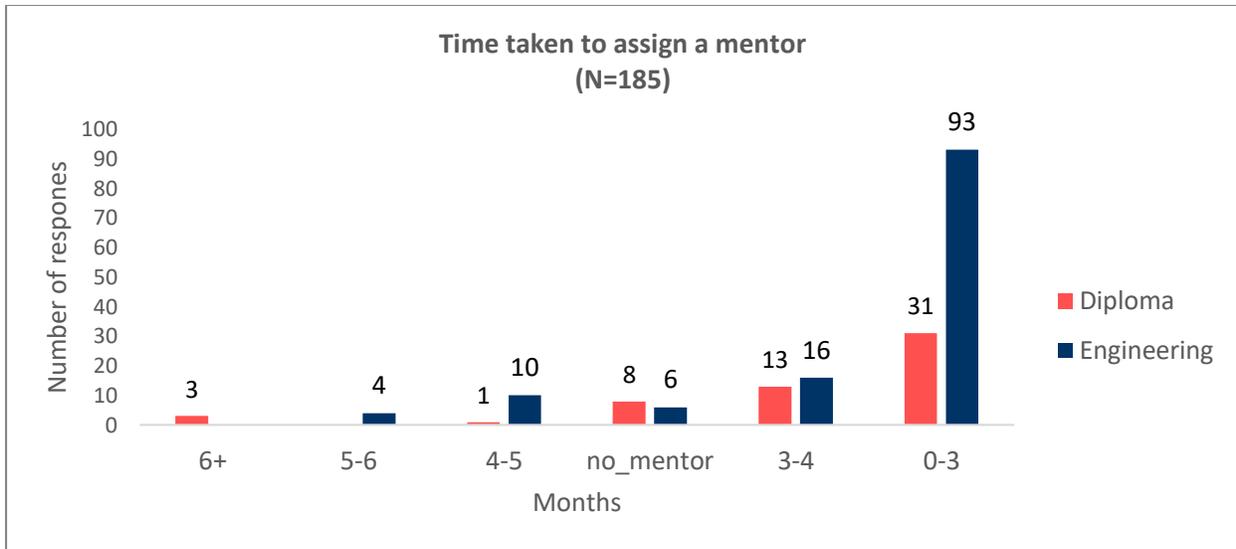
The orientation sessions were generally conducted a few months prior to opening of the registration portal. According to Cummins, the portal opened up by mid-June every year for 3 months, during non-COVID-19 times. During COVID-19 period, it was kept open for some extra time. Once selected, every student has to update their scores on a yearly basis. The time between June to August is largely preferred since the previous year's results are announced during the same period enabling students to apply for the scholarship for the next academic year. If students fail to score a minimum of 60% in any year of their study programme, they would then be ineligible to apply for the scholarship, the same year. Usually, the scholarship support has been provided to the students who are pursuing 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> year of their degree. From the primary research, around 95% of the students are still continuing with the scholarship. Students pursuing their final year of degree are generally not considered as eligible to apply for the scholarship, by Cummins. This was largely due to the fact that students had project submissions, internships, and placement interviews in addition to the typical academic cycle during their final year, which necessitates adequate time. Secondly, because mentorship support does not follow a timetable, it has been deemed impossible to teach them in a short period of time. From primary research, 70% of the selected students were engineering graduates, which was in line with the objective of the scholarship programme.

Through this programme, 200 students are selected every year for support after a thorough review of documents and the rigorous application process. The process ensured that the scholarship support reached students who were meritorious but faced difficulties in affording their education.

### 3.4 Selection of mentors

The mentors were identified depending on their work experience. Officials with a minimum of 5+ years of work experience were identified for this role. Mentors from the same city were considered until the COVID-19 outbreak. However, currently and during the two years of the pandemic, most of the mentor-mentee interactions happened virtually. The mentors were no more required to be from the same city as the student's college. In addition, the mentors were selected from various verticals in the company. It is not mandatory for the mentors to share the same technical and educational background as the students.

From the secondary data received, 200 mentors were identified each year for providing the support, of which 9 continued providing support for more than 1 year.



Graph 8: Time taken to assign a mentor

Around 67% of the students were assigned with a mentor within 3 months after selection for the scholarship programme. From the qualitative interactions, it was found that most of the mentors were passionate and ready to help the students during their mentorship tenure.

### 3.5 Support provided

The support provided could be divided into two categories; Scholarship and Mentorship.

#### 7.1.1 Provision of scholarship amount

The scholarship support was aimed to provide financial assistance to those students who fulfil the above-mentioned criteria. Under the scholarship support, tuition fee, university charges, developmental, and examination fees are covered for every student. Stationery support for up to INR 1,500/- per semester or INR 3,000/- per year was also provided. From the secondary data, 52.3% of female students have received support compared to 42.3% male students. However, around 4% of the total cohort had discontinued from Cummins scholarship and was largely because of the availability of other scholarships, especially from government. Many students from the EWS category received some support from the government. In that case, Cummins provided support for the remaining amount. There is a possibility that the students were not able to maintain a minimum of 60% to maintain the eligibility in the middle. During the qualitative interaction, some of the students asked for financial support boarding fees as well as travel.

#### 7.1.2 Provision of laptop and on-site field

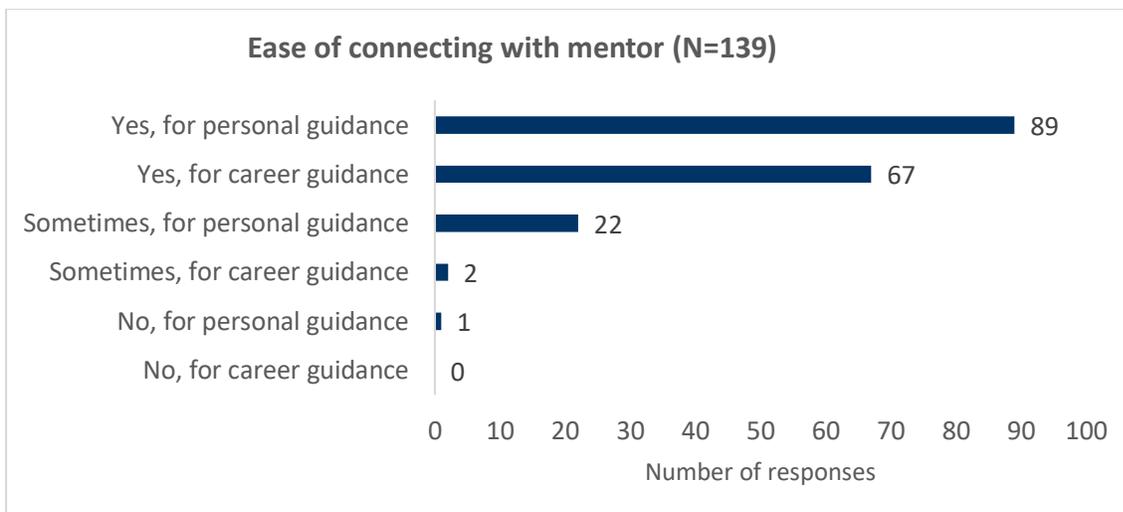
A laptop was provided to all students enrolled for engineering under this programme and not to diploma students. This is mainly because of the wider coverage of topics as well as to prepare for further higher studies. According to the secondary data available, Cummins had provided 406 laptops to engineering students throughout these years. It was directly dispatched to the student's given address, after purchasing in bulk. However, there were no specific criteria to be met in order

to avail the laptop. Almost every engineering student who got selected for the scholarship scheme had received a laptop. Those who were enrolled in 2021 are yet to receive it. During primary research, diploma students were demanding for the same, citing their needs are similar as to that of engineering students like usage of technical software etc. The diploma students with specialisation in computers definitely required laptops for software and app development classes. Most assignments and practical work also required laptops. It was also found during the study that provision of laptop has helped the participants during COVID-19 times, which is explained in detail under the effectiveness section.

Under the programme, Cummins also provide on-site visits to the nearest Cummins plant to the selected students. Here, students are exposed to various components of the industry, roles of a company as well as future trends. According to Cummins, plant visits was temporarily suspended after the outbreak of pandemic. However, from qualitative interaction, there were students who had and not visited the plants even prior to the lockdown.

### 7.1.3 Mentorship support

Students who were selected for the scholarship programme were eligible for receiving mentorship support. The mentorship support was aimed to improve and support students in their needs of developing their soft skills like communications/ interpersonal skills, gain exposure and confidence, overcome any fear, abilities to set goals and network with peers and industry experts through continuous effort. The study also tried to understand the expectation of selected students with respect to the mentorship support. Around 53% were expecting proper training and guidance for interview processes. Other expectation was full-time training for communications (45%) and job opportunities suggestions (37%). Both from quantitative and qualitative data, many (minimum of 30%) were expecting offline face-to-face sessions with their mentors. The graph10 shows the ease of connecting with their mentor for career and personal advices.



Graph 9: Whether easy to connect mentor

As per Cummins, a minimum of 1.5 hours per month was allocated by mentor for their students. From secondary and primary research, a minimum of 6 sessions were conducted by a mentor every year. However, this varied with respect to mentors' availability. 64% and 48% of students endorsed that mentor was available every time for their personal and career guidance, respectively. From qualitative findings, majority of mentors used to connect back the respondents in case, if they were unavailable at the time of call. 55% of the students reported that their mentors used both English and other vernacular languages to disseminate information. As per the Cummins team, a dedicated module for soft skill was launched in 2021, apart from the life-skills support provided by the mentors. During qualitative interactions, it was suggested that students did not complete the soft skills module available online, however, the mentor's support was needs based. Alignment of interest areas and subject areas among the students and mentors can prove to be more effective.

***"We mentor only one student at a time as we have to maintain the quality of mentorship program."***

***-Mentor***

In a nutshell, the scholarship programme was able to provide continued education for meritorious students and the mentorship programme was able to add value to the profile of the selected students.

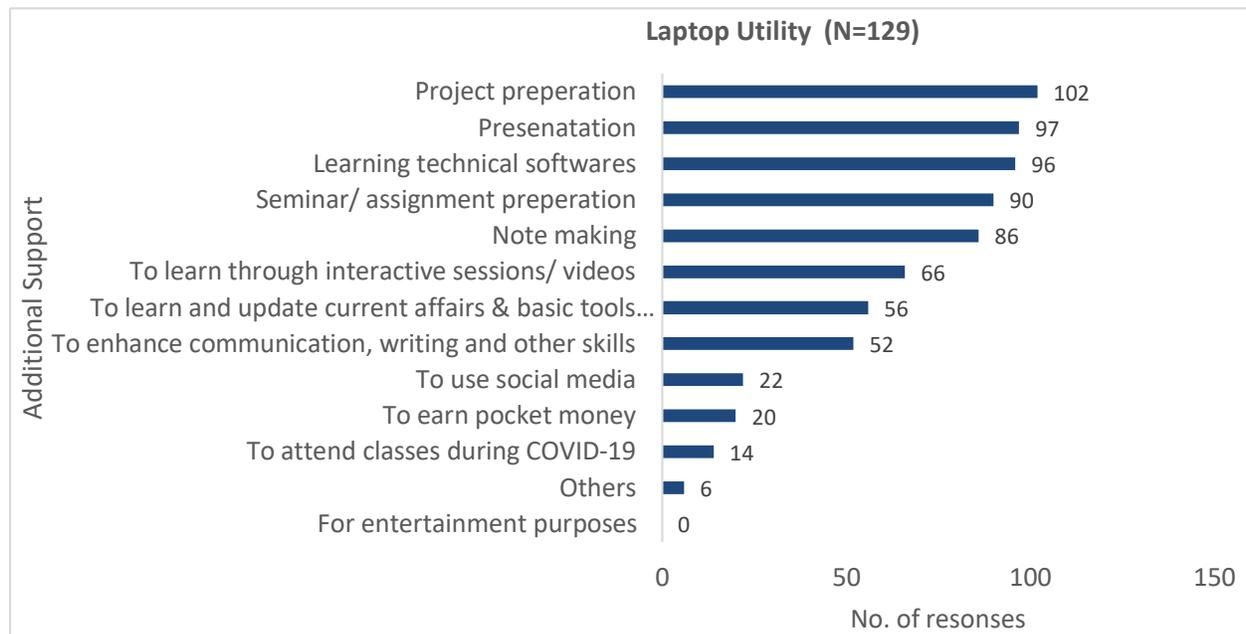
### **3.6 Reimbursement of fee claims**

The structure of this programme requests a student to pay their fee and later claim the amount from Cummins. According to Cummins, the process of applying and reimbursement was completely offline earlier, however, they later took a semi-paper approach. During the COVID-19 pandemic, Cummins had switched all its process to online mode including reimbursement of claims. As per Cummins scholarship team, it takes around 15 days to reimburse the amount if claim is raised by students correctly, at the first instance. From the primary survey, it was found that the student faced challenges in understanding the overall process and terms used in the application. Some of them were not handy with using the internet. The students were required to upload documents such as their results, fee receipts, and stationary bills using the unique ID generated at the time of applying. Some of the respondents mentioned that Cummins had conducted telephonic calls as a part of the verification process. Around 38% of the participants mentioned that it took only 0-2 weeks of time to receive the claimed money. However, 31% and 23% of the respondents mentioned that it took 2-4 weeks and 4-6 weeks respectively, to receive the claim. Generally, during pre COVID-19 times, students were asked to come to the office in their city with the fee receipts, which would then be verified and stamped by the Cummins finance team. This practice was discontinued after the outbreak of the COVID-19 pandemic, however has been resumed recently. From secondary data, 58% of the female students have claimed stationery bills compared to 42% of male students. Around 10% of the respondents haven't had a bank account before getting selecting for this scholarship.

## 4. Effectiveness indicators

### 4.1 Improved access to education

The nurturing brilliance scholarship programme had provided direct monetary support to 600 new students between the years 2018 and 2021. Additionally, during this period, the support had ensured continuous education for around 1,300 students from previous years. Around 40% of the



Graph 10: Laptop Utility

students were first-generation learners who have been to a college or enrolled for graduation from their family. The provision of laptop along with the scholarship support helped the students in many ways. The graph11 shows the responses on how laptop was helpful for the students.

From primary research, the laptop support has helped engineering students largely in project preparation (79%), presentation (75%), learning software (74%), assignments and seminar (70%), note-taking (66%), learning through interactive sessions (51%), to name a few. From the primary research, the biggest challenge reported by 85% of the respondents during COVID-19 was financial constraints followed by difficulty in focusing on studies (50%). Continued financial support through the scholarship had helped the students to not drop out in the middle of pursuing their degrees. Additionally, the availability of laptops supported the students during COVID-19 period. The students reported that the laptops were beneficial to continue their education (75%), develop new skills (60%), practice known skills (64%), complete project work (55%), connect with their friends (29%), and also to claim reimbursements (29%). During qualitative interactions, students mentioned that they could consume various educational videos on YouTube to learn something that otherwise would have been difficult during COVID-19.

## Case study: Pursuing Dreams

**Name:** Meena

**Age:** 22

**Location:** Pune

Meena (name changed) always dreamt of being a computer engineer. Her passion towards computers made her pursue a diploma right after her 10th standard. Hailing from a small village in Osmanabad, she did not have an easy life. Her parents are farmers with just 1 acre of land. She studied at a government school and scored appreciably well to get admitted to a diploma course. The diploma course provided her with in-depth knowledge of computers which motivated her to pursue an engineering degree. She scored 92% in her diploma; and with just 12 seats in College of Engineering, Pune, she secured an admission directly to the second year.

In 2018, she applied for the Cummins Nurturing Brilliance Scholarship. She cleared the application process, the aptitude test and the interview. By August, she was a Cummins scholar receiving the support. She did not have any other funding support and the Cummins scholarship was more than a blessing for her to take forward her dream. The financial aid ensured her continued education even during the difficult times of the pandemic. The laptop provided was very beneficial for her, i.e., she would use it to attend classes, study for her examination, and prepare projects. She is currently using the same laptop. She never faced any technical difficulties while submitting her documents for reimbursement. All her claims were verified and received timely acknowledgement.

Around October or November in 2018, she was allotted a mentor who provided her with professional and career guidance. As an engineering student, she was expected to intern with companies of her field. However, she was not confident about her communication skills. The mentor provided her tips to improve her communication and interpersonal skills. She is grateful to her mentor for providing her with industry exposure, corporate etiquettes, and support to adapt to the corporate culture. The mentor had shared his schedule with her for planning out seamless interactions. With such guidance, she could intern with Citibank and secured a Pre Placement Offer (PPO) during her internship. In her 4th year, she was expected to choose between an industry project or an in-house project. Her friends had opted for the in-house project, however, she was left to decide between the two. With support and encouragement from her mentor, she chose an industry project outside her college and her comfort zone. She was extremely proud of doing it. It was possible because of the mentorship support.

Meena mentioned that the scholarship programme allowed her to learn and grow. She said that this scholarship truly believes in providing financial support to students without any expectation in return and allows students to only focus on their education. Currently, Meena lives with her brother in an apartment and is highly confident of herself and her job. She has been working with Citibank in Pune as a software developer analyst since 2021.

During the study, the respondents were asked to rate whether it would have been difficult to complete their education without scholarship support. On a scale of 1-10 (10 being highest score for agreement), an average score of 8.75 was rated by them. 95% of the respondents rated 5 and above on the level of difficulty. When comparing the scores and qualitative findings, the data showed that many of them might have gone for an educational loan to continue their degree. The minimum interest rate at which a commercial bank provides educational loan is around 7.30%.<sup>4</sup> Since the financial conditions of the selected students was weak at the time of survey, this would eventually become an additional burden to them. Thus, the scholarship programme has also ensured that no student dropped out from pursuing their degrees during the 3 or 4 years of time, due to direct and indirect constraints.

### Key Performance Indicators-Scoring

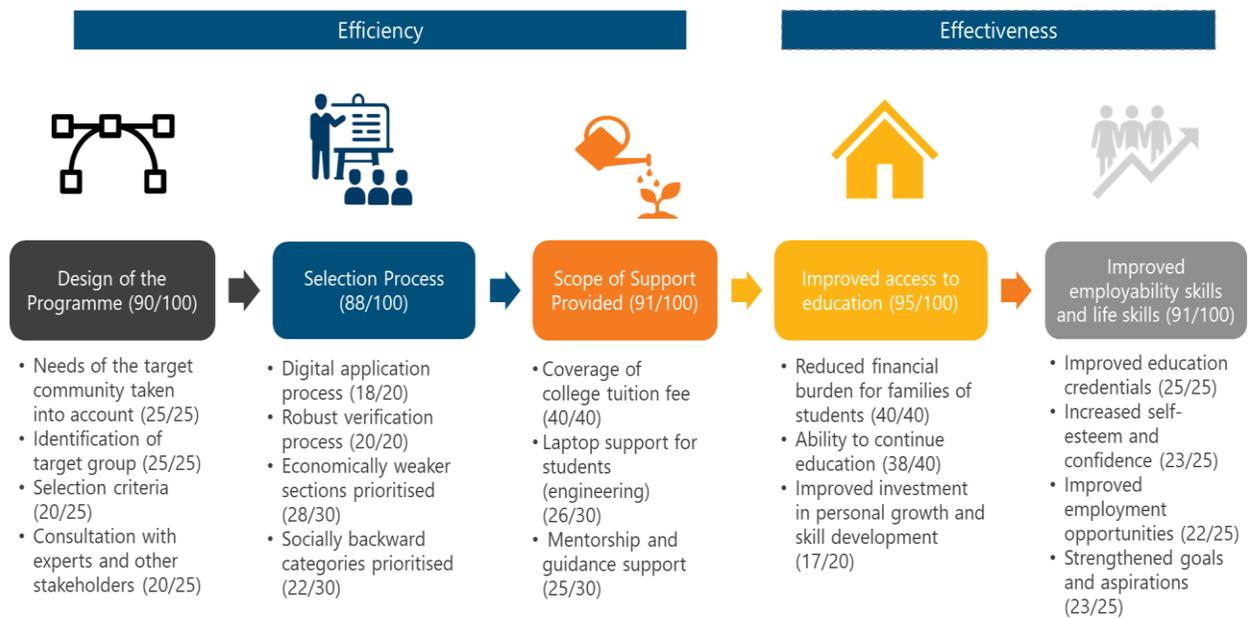
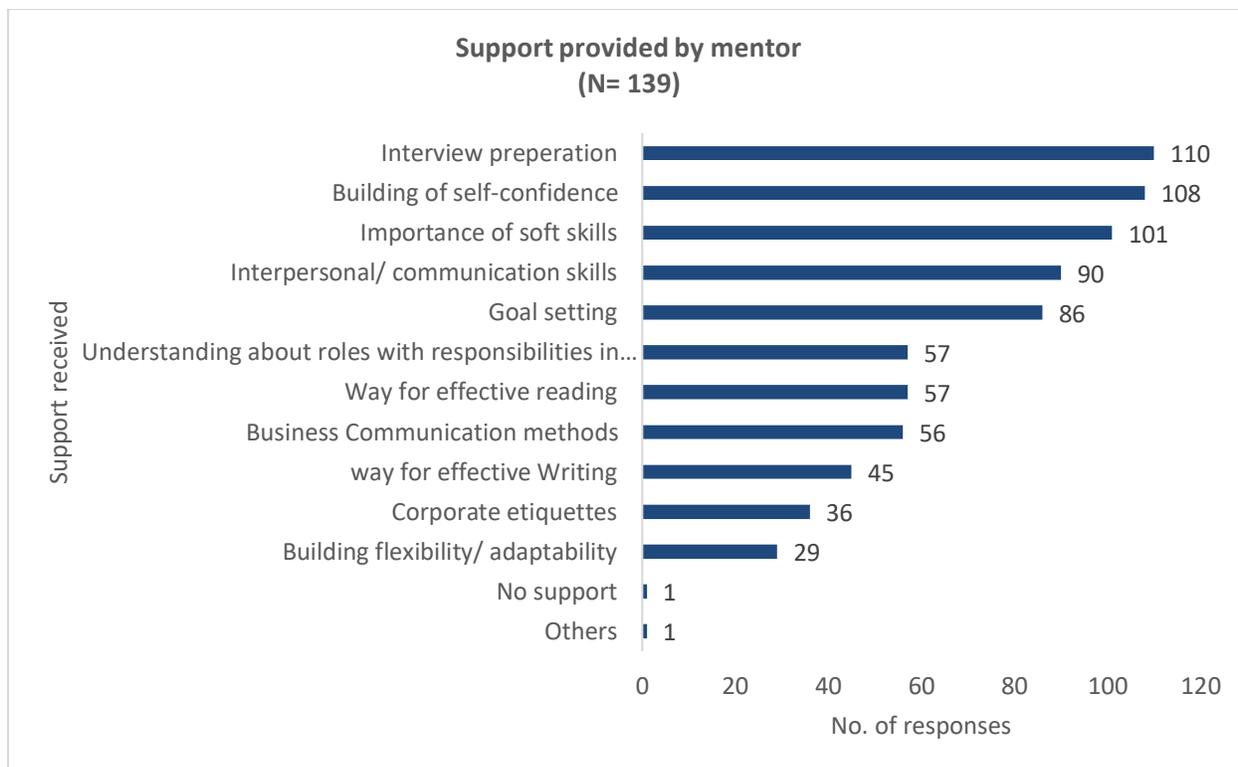


Figure 1: Scoring of key indicators

## 4.2 Improved employability skills and life skills

The mentorship component of the Nurturing Brilliance programme is aimed at improving soft skills of the students by providing one-to-one support. From the primary survey, around 81% of the respondents mentioned that their mentors have helped them in building soft skills. The graph12 shows the responses on the support provided by mentor to the students.

<sup>4</sup> [Education Loan Interest Rates 2022](#)



Graph 11: Support provided by mentor

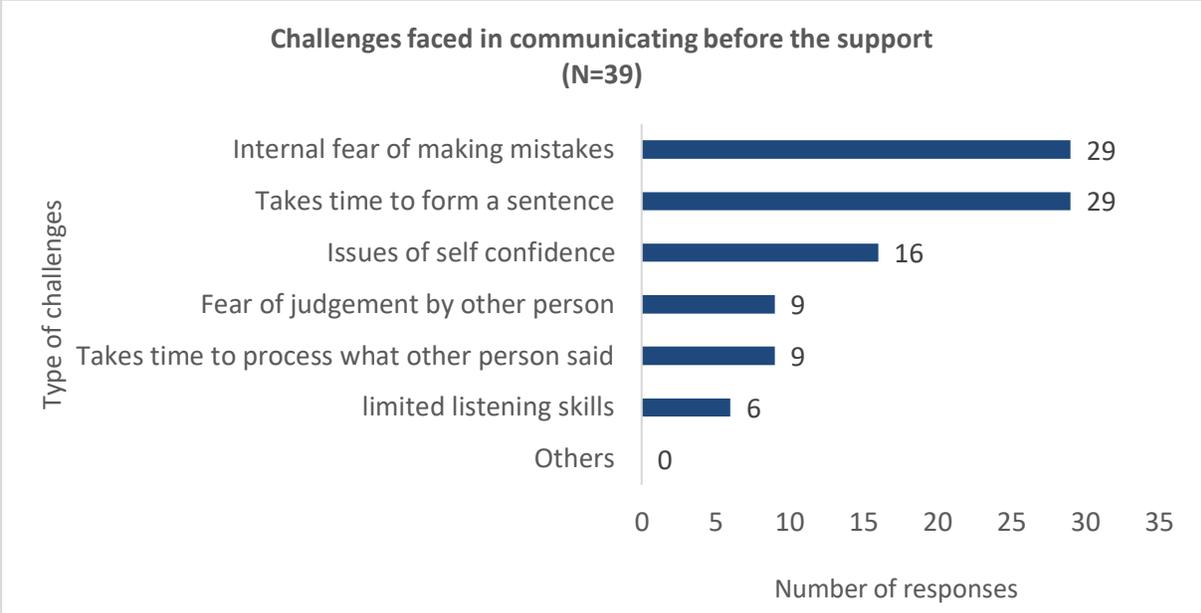
On an average 4.30 hours were spent monthly by the students who received support from a mentor on developing reading skills. 96% of the students mentioned that their mentors had suggested to read books/ newspapers or write daily journals etc., to improve their reading and speaking skills.

***“One of my students converted an old car to an electrical vehicle. Although, his skills aren’t visible academically, we should support such students in their project ideas that would eventually create win-win situations.”***

***- Mentor***

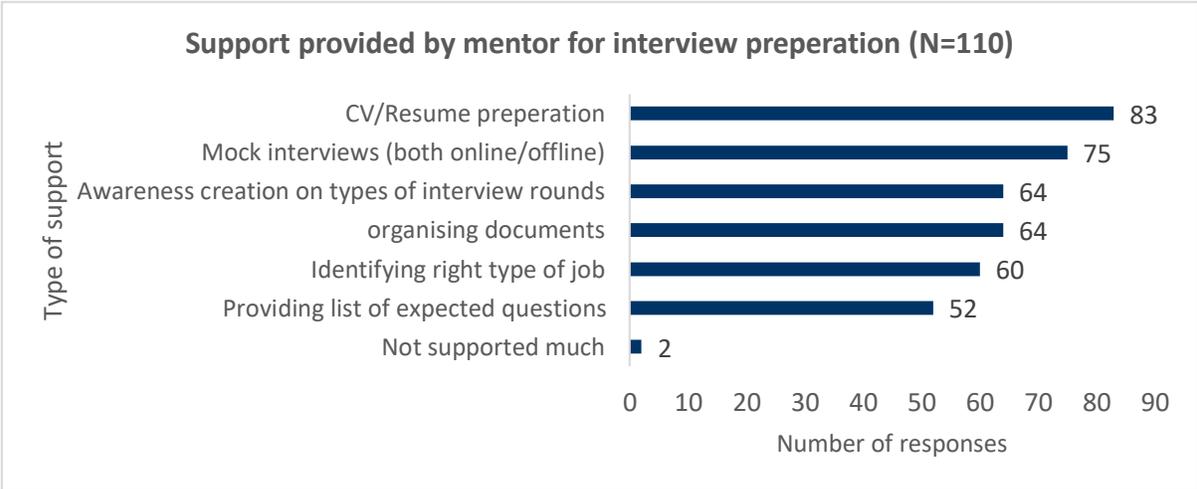
In terms of the support received from the mentors for interpersonal skills, 4.01 and 4.02 hours were spent monthly on developing communication and listening skills by the respondents. 94% of the respondents said that their mentors had suggested them converse in English with their friends, professors and other groups to improve the interpersonal skills. From the primary survey, 44% of the respondents have presented at least one seminar paper or were confident while presenting the same. However, of the presenters, the diploma students were the minority, comprising of only 35%.

An average of 5.40 hours was spent monthly on improving the writing skills by the respondents who received support from a mentor. Around 87% reported that they felt their language proficiency was below average, before the support. The graph13 shows the challenges faced in communicating before the mentorship support.



Graph 12: Challenges faced in communicating before the support

98% of the respondents who received support from a mentor confirmed that there was an increase in their proficiency of the English language. Respondent data was largely from the 2019 batch (60%), followed by 2018 (18%) and 2020 (16%) batches. Increase in self-confidence (93%), building new networks (62%), improved relations (62%), access to more opportunities (62%) and increased self-respect (51%) were some of the benefits reported by the respondents when asked on how the language proficiency had helped them.



Graph 13: Support provided by mentor for interview preparation

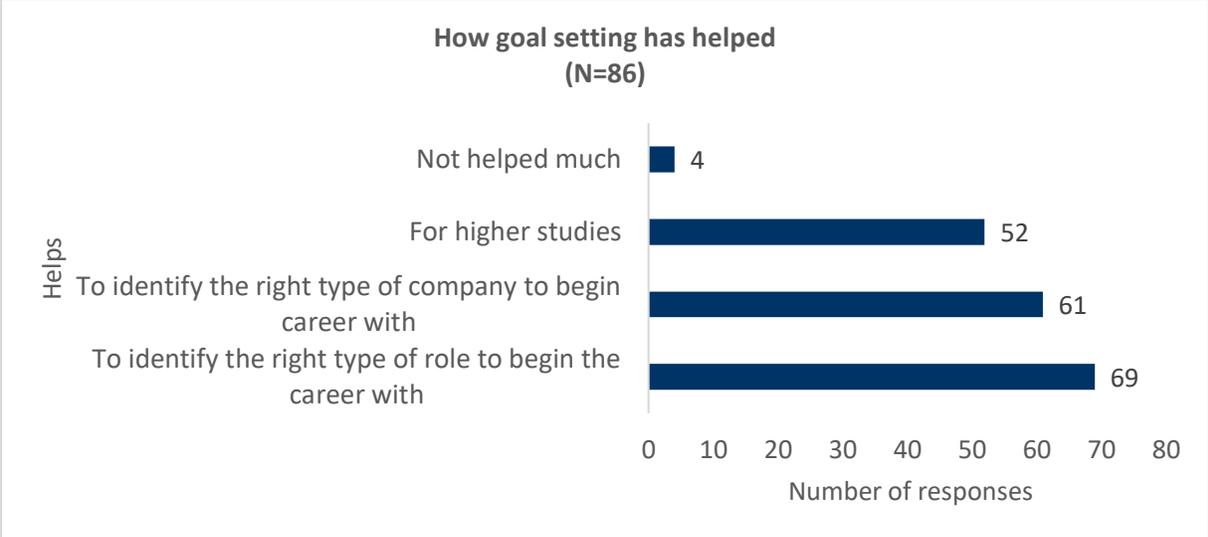
The survey indicated that substantial support was given for preparation of CV/resume (75%) and mock interviews (68%). In qualitative interactions, the participants suggested that they would practice mock interviews with mentors via phone or zoom calls. The above graph shows how mentor have supported the students in interview preparation. The median number of interviews attended by the respondents at the time of survey was 2. 77% of the respondents who had attended at least one interview at the time of survey mentioned that they had felt confident while attending it.

***“Basically, whatever problems we are facing in our lives, mentors will help us to get out of it.”***

***–Scholarship Recipient***

In terms of goal setting, 74% of the respondents who had received support from the mentors mentioned that they were confused about their goals in the beginning. However, the mentors were able to provide them with support in identifying different goals. Students mentioned that the mentors would ask them to prepare a vision for themselves. The students are required to even ask themselves questions like what is their goal? Where do they see themselves? Do they want to study further?

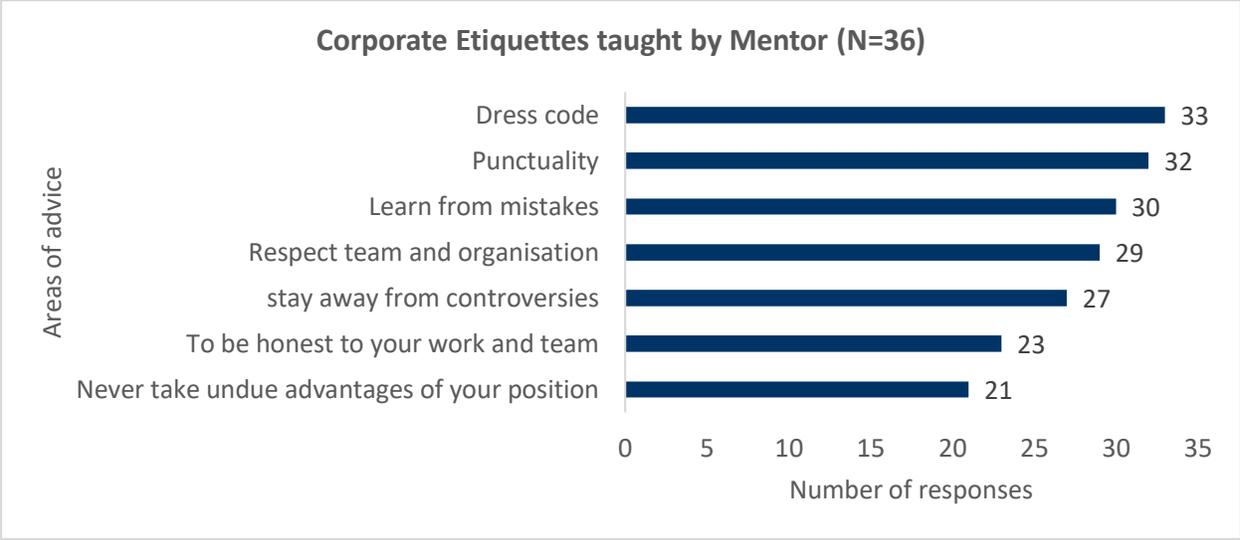
The below graph represent the responses from the primary survey.



Graph 14: How goal setting has helped

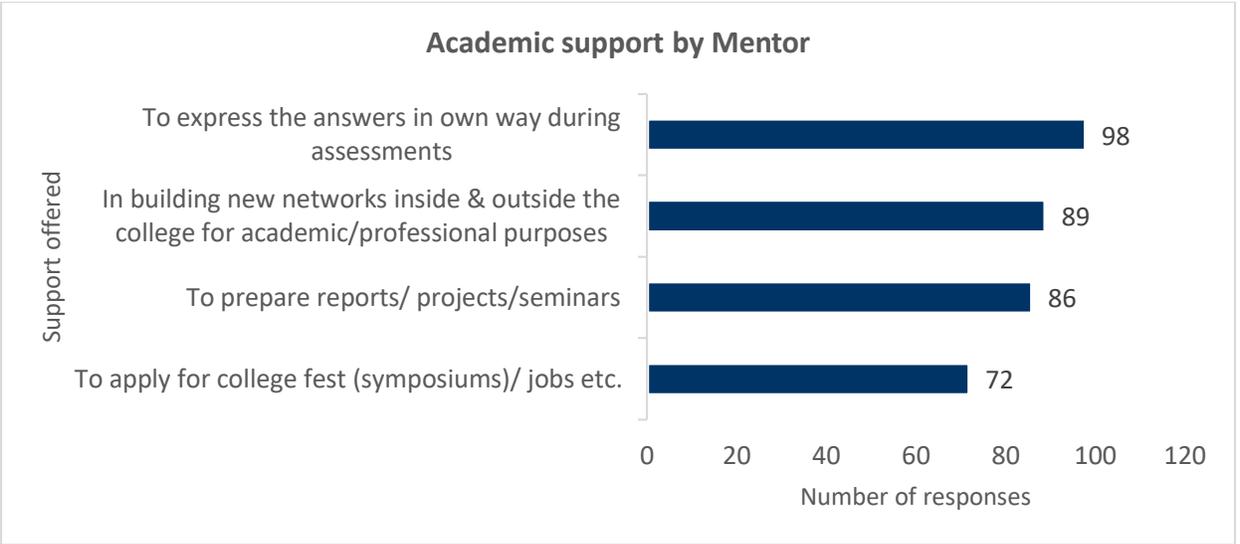
Similarly, 26% mentioned that their mentors have provided them insights on the corporate etiquettes, and the way the industry functions, as part of the programme.

The below graph depicts the areas of advice; mentors had given to the respondents on corporate etiquettes:



Graph 15: Corporate Etiquettes taught by Mentor

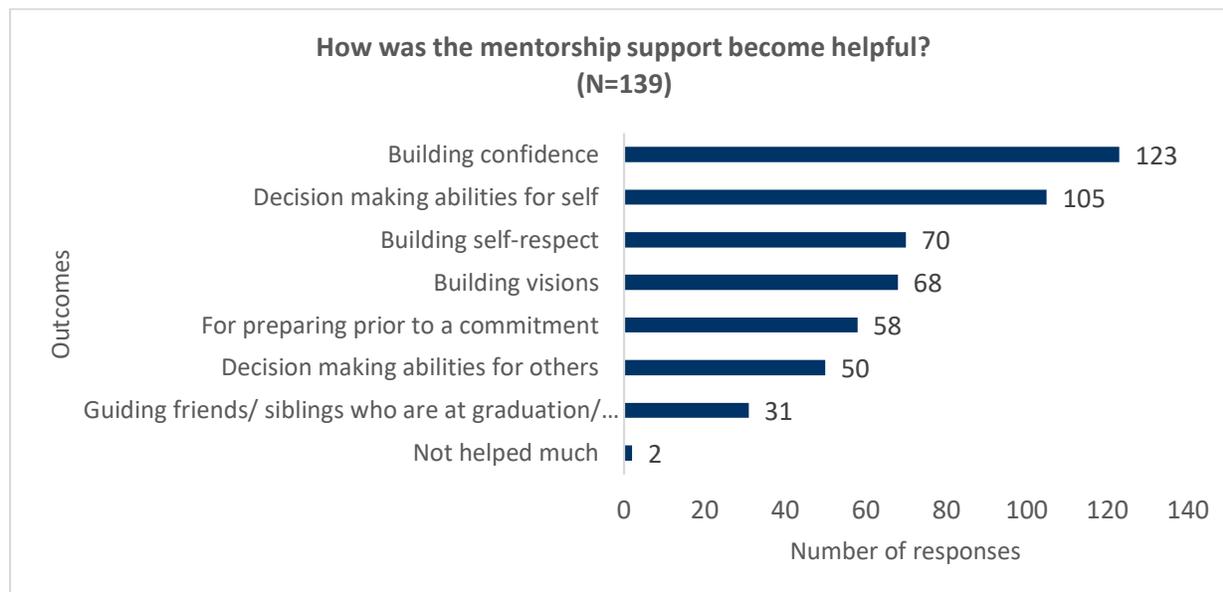
Apart from support for soft skills, nearly 94% of the respondents reported that their mentor has also helped in their academics. During qualitative interactions with the employees at Cummins, it was suggested that the mentors would connect their mentee to other employees at Cummins for subject related guidance. Graph17 shows the support offered by mentors on academics.



Graph 16: Academic support by Mentor

From the primary survey, some of the challenges faced by the respondents before the support were limited sector knowledge (47%), limited network to reach out to, and understand the requirements (36%), limited understanding about the sector players and available job roles (24%),

and limited motivation (23%). However, 99% of those who received the mentor support has reported that it was very helpful. The below graph<sup>18</sup> shows the outcomes of the support.



Graph 17: How mentorship support become helpful

Around 88% of the students surveyed mentioned that the mentorship support has increased confidence among them. 76% of the students surveyed mentioned that the mentorship support has increased their ability to take their own decisions and around 50% mentioned that the mentorship support has helped them in inculcating self-respect and esteem. 49% mentioned that

it has helped them build their goals and vision. The table<sup>4</sup> shows the average difference of the four parameters in line with the objectives of the programme.

Parameters	Before Support	After Support
Self-confidence	4.86	7.77
Ability to set goals	5.69	7.88
Ability to communicate effectively	5.12	7.95
Ability to network in formal and informal setting	5.61	7.79

Table 3: Rating of soft skill parameters before and after the support

This implies that the mentorship support was able

to bring a sustainable change among the participants in line with the objective of the mentorship. The support provided at the right time helped them save time and gain ease in accessing employment.

## 5. Sustainability of the impact

### 5.1 Access to employment and well-being of the participants

The programme that intended to provide financial support to students from economically weaker sections to build a skilled workforce started seeing a positive impact on its participants. During the study, it was found that 17% of the total cohort had started earning regular income. Of this

group, 28% have already taken schemes like insurance for their well-being. 79% had reported that it would be difficult to have a job without the support of a mentor. From the primary research, it was also found that some of them have started to create wealth through various asset investments such as equities and commodities to eventually secure the future of their families.

## 5.2 Sustainable competencies

The inclusion of mentorship support has not only helped the students to score well, it has also encouraged them to build confidence and self-esteem. Around 88% of respondents rated 5 and above (on a scale of 1-10; 10 being highest) on their ability to communicate effectively, networking skills and increase in confidence after the mentorship support. Prior to this support, it was 59%, 66%, and 54% respectively. 72% of those who are currently earning also mentioned that they would continue their higher education sooner or later. Only 24% are currently active among in alumni groups. The students on the group discuss subject matters (40%) and job related opportunities (27%). However, this interaction is low and it can be improved through continuous engagement of both mentors and the students. Nevertheless, the support has provided the participants on anticipatory thinking, interpersonal competencies, long term fore-sighting and group collaboration. Such type of skill set would eventually lead one to learning along with adhering to organisational goals.

## 6. Recommendations

Below is the list of few recommendations captured from the primary and secondary stakeholders as well as some of the best practices found during the study. The figure below depicts the rating provided (out of 10 points) to the key indicators of the programme along with some

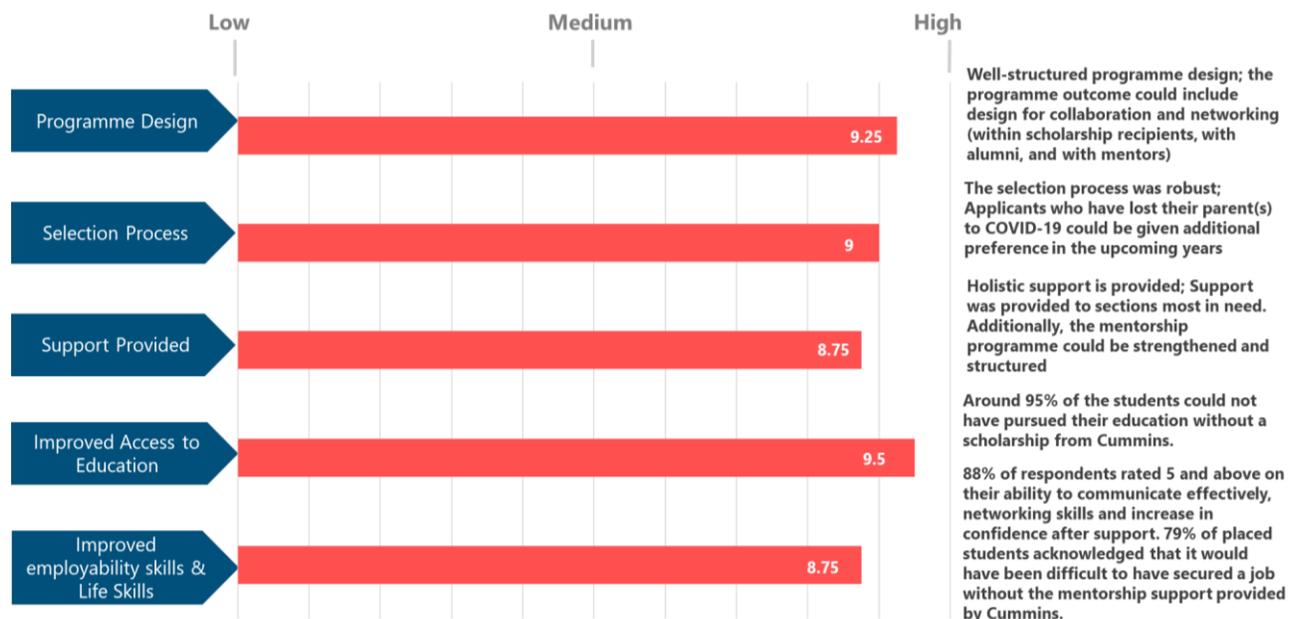


Figure 2: Ratings and recommendations

recommendations. A detailed rating for each of the indicator is annexed in the end of the document.

## 6.1 Ease of application process and widening reach

During the study, the respondents' difficulties with the scholarship programme were gathered. From both qualitative interactions and the quantitative survey, it was found that there was a limited understanding about the programme in detail among the students (during the application period; prior to receiving the scholarship) and largely on how to apply for the scholarship programme. Post selection, some of the respondents seemed to be unaware of the process of claiming reimbursements. To create awareness in detail, Cummins could consider creating two separate guidance videos - on programme details and on the process of application and reimbursement. Videos in universal search results have a 41% higher click-through rate than their plain text counterparts.<sup>5</sup> The videos shall be made in both English and local languages (applicable to the areas). Cummins can consider uploading the video to the portal along with other know-how pages and subsidiary links pertaining to this programme. Over 95% of people prefer to watch an explainer video to learn more about a product or service.<sup>6</sup> Cummins could consider giving these videos to the heads of educational institutions to circulate them among the student groups at the time of campaigns/visits. Cummins shall also consider preparing videos about mock aptitude tests that could be circulated through different channels. Similar to this, facilitating interactions with alumni during university visits and campaigns could encourage students and could enable their network for further inquiry.

## 6.2 Strengthening the mentorship component of the Nurturing Brilliance programme

One of the key suggestions received from the respondents on mentorship (approx. 30%) during the study was for offline sessions with mentors. Although mentors are connected telephonically or are responsive, it was largely a personal choice of the mentor to meet a mentee. Similarly, the programme presently does not follow a robust structure in terms of the mentorship support to a participant since the commitment of the mentors are voluntary in nature. Therefore, interactions taken place with students were less regular or not in a timely format. Therefore, it is suggested to prepare a mentoring playbook that could set the milestones and structure to the mentorship programme. The book shall be considering inputs from all the stakeholders of the programme (including alumni) on their expectations, good practices so far, challenges faced/facing, and way forward, before finalising it. It could attach the modules used for soft skills at present and is recommended to have a standard operating procedure for both online and offline sessions. Although the support is voluntary at present, [CBRE's Playbook](#) is one such example of a comprehensive curation to enable a structured approach. Cummins could consider setting up achievable target hours for mentors to follow along with improved facility to track their

---

<sup>5</sup> [Why Universal Search Matters For Video](#)

<sup>6</sup> [Explainer video guide](#)

interactions. The playbook could also be used to explain the expectations, requirements, offerings and progress check of a mentee. Cummins could also consider sharing the playbook with the participants of the programme. This will help the scholarship recipients to understand their scope for improvement and personalised feedback in detail.

### 6.3 Fostering a network of Cummins scholars

The Cummins scholarship programme has reached out to a number of students over the last many years and the impact the scholarship programme has created has been observed to be long-lasting. At this juncture, it would be beneficial to encourage a network of alumni and current scholars for various purposes including – (1) a platform for alumni to stay in touch and capitalise their network; (2) an interactive experience for the current scholars with the alumni; (3) guidance and career support through referrals and presentations taken up by the alumni; (4) a network that Cummins could leverage to understand the experience of the scholarship programme over years and to understand areas of improvement and course correction. This could be undertaken in a periodic basis by capturing alumni responses through a survey or focus group discussion. Such networks also promote the brand value of being a Cummins scholar.<sup>7</sup> They could also be encouraged to support active students in a pro-bono basis or for a minimal honorarium.

### 6.4 Requirements shared by the scholarship recipients

#### 6.4.1 Provision of laptop for Diploma scholarship recipients

Cummins had considered only Engineering students eligible for receiving the laptop support. This is largely because of the widespread consideration of Engineering degree as a more professional course than diploma. However, during the study, it was found that many diploma students requested for laptops. This is because of two reasons – (1) diploma students were aware that they were being excluded from availing it largely through their peers, and (2) the diploma students needed a technical simulation software (that requires a computer-like gadget) for their studies during their academic period. As a primary step, it is suggested that Cummins conduct meetings with college authorities and subject teachers of Diploma institutions, to understand and validate the need and usage of laptops during the course. Post understanding, Cummins could either provide laptops to the students (which would normally incur large expenses) or could set a criterion to avail laptops. For example; a student with minimum of 80% score in the first year after availing the scholarship could be granted with a laptop. This would not only encourage the students to study, but would also help the programme to distribute laptop among the two category of students without any bias. Cummins can also consider partnering with other CSR initiatives of companies (with presence in the same cities) that provide free laptops to students, such as Cognizant Technology Solutions.<sup>8</sup> It was noticed that students who received laptops

---

<sup>7</sup> <https://www.thehindu.com/education/the-alma-mater-connect/article29360001.ece>

<sup>8</sup> [Cognizant Donates Tablets and Laptops to Government Schools of Telangana](#)

mentioned the requirement for an upgradation of the laptop specifications such as RAM for improved performance.

#### **6.4.2 Access to internship and placement opportunities**

The study attempted to gather the expectations of the participants prior to joining the scholarship programme retrospectively along with suggestions after enrolment. Most of the expectations noted during the quantitative study were for access to jobs and exposure to industry sites and plants. Similarly, most of the suggestions that came up during the study were the need for support for college projects, internships and placement opportunities (35% suggested each). While, acquiring jobs would create more sustainability for this programme, Cummins could consider providing internship and project opportunities in their plants. However, Cummins shall set criteria to avoid huge intake of students that might eventually turn down the quality of the programme.

Similarly, it would be difficult for any company to provide job opportunities to all its participants under a scheme. Cummins could consider conducting placement drives to provide access to more job opportunities. This would not only help the students to get placed, but also would help to strengthen the mentorship support eventually. To implement this, Cummins could consider partnership with non-governmental organisations who conduct placement activities like [career guru](#). Cummins can also consider bringing a new component of 'corporate linkage' to the programme that would essentially help deserving students get placed seamlessly after completing their degree programme.

## 8. Annexure

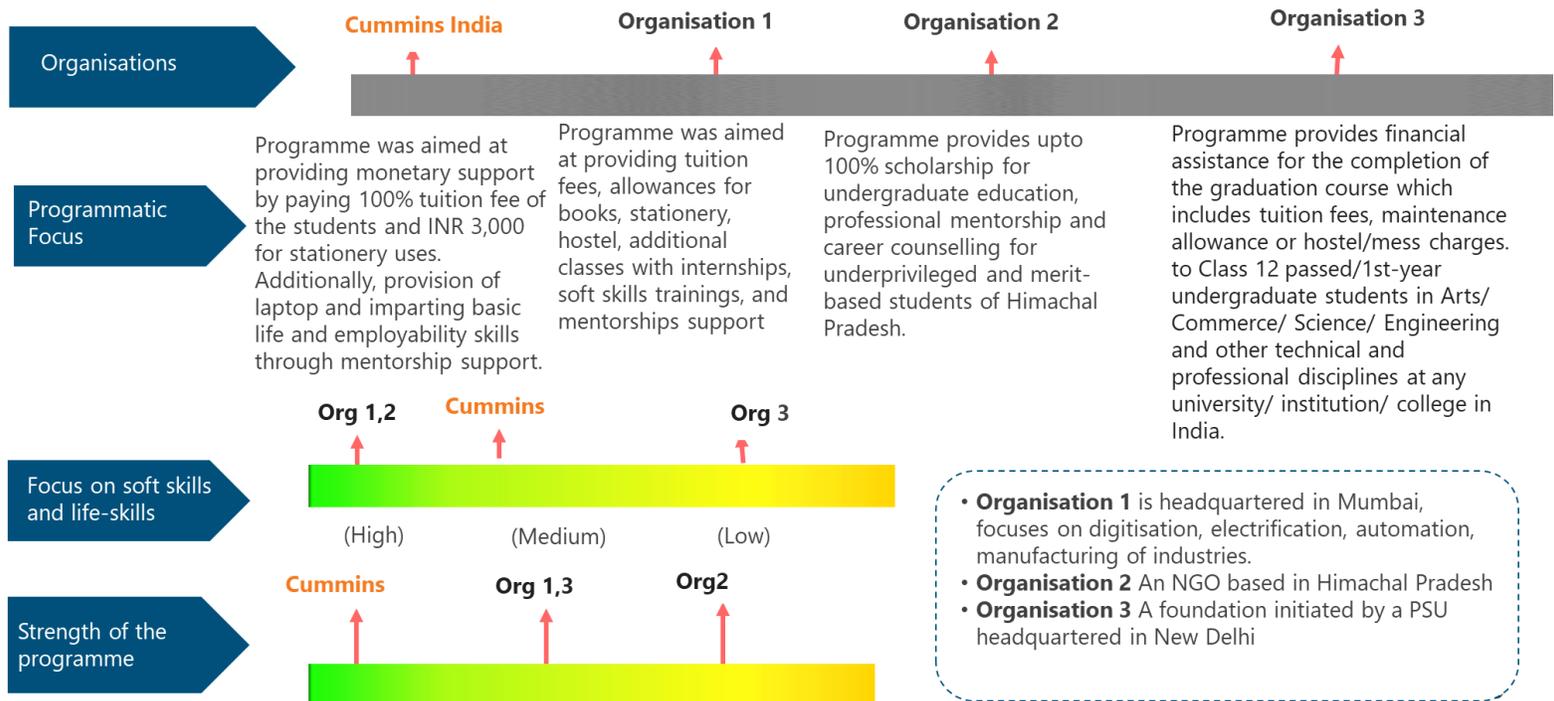
### 8.1 Assessment indicators and metrics

Parent Indicators	Indicator	Metrics	Total Weightage	Current Score	Total Aggregated Score	Aggregated Score
Design of the programme	Needs of the target community	A thorough assessment of needs in the market / society carried out	10	10	25	25
		Needs of the students and the associated community addressed well	15	15		
	Identification of target group	Standard criteria set for identification of target community	10	10	25	25
		Unanimous understanding among different stakeholders on the target group supported and the criteria	15	15		
	Selection Criteria	Economic backwardness	10	10	25	20
		Demographic diversity - gender, region, etc.	5	4		
		Social backwardness (caste)	5	1		
		Other vulnerabilities considered (such as disability, single parents, etc.)	5	5		
	Consultation with experts and other stakeholders	Consultation with university / college authorities, students, extended communities, etc.	10	10	25	20
		Convergence with government departments and schemes	10	6		
		Consultation with other experts in the area (such as similar scholarship programmes) and alumni	5	4		
	Selection Process	Digital application process	The ease of application process	10	10	20
Difficulty faced by students in filling the application			10	8		
Robust verification process		Verification of documentation	20	20	20	20
Economically weaker sections prioritised		Criteria set for ceiling limit on annual income of the applicant	20	20	30	28
		Ease of uploading / submitting documents	10	8		

	Socially weaker sections prioritised	Priority and support given to people with vulnerabilities	10	10	30	22
		Gender lens for selection	10	8		
		Affirmative criteria for selection	10	4		
Scope of support provided	Coverage of college tuition fee	100% of the students with tuition fee support	40	40	40	40
	Laptop support for students	Provision of laptop for students	15	15	30	26
		Communication with the students on the expected ETA for laptops	15	11		
	Mentorship and guidance support	Mentorship guidance and support through a structured approach (with milestones)	10	7	30	25
		Technical infrastructure for mentor-mentee communication	10	10		
		Ability to reach mentors and have a decent communication	10	8		
Improved access to education	Reduced financial burden for families of students	Reduced burden of families (no debt trap, loans with high interest)	40	40	40	40
	Ability to continue education	Ability of the students to continue education without dropout	20	20	40	38
		Ability of the students to manage other costs associated with the education	20	18		
	Improved investment in personal growth and skill development	Students taking initiatives due to financial aid and mentorship support	20	17	20	17
Improved employability skills and life skills	Improved education credentials	Successful completion of education with high scores	15	15	25	25
		Able to communicate effectively	10	10		
	Increased self-esteem and confidence	Self-perception of the students of their self-respect	10	9	25	23
		Self-perception of the students of their self confidence	10	9		
		Support from mentors on such life skills	5	5		

	Improved employment opportunities	More opportunities for the students to work	10	9	25	22
		Improved network with other scholarship recipients and alumni	10	8		
		Support for resume, profile-building and career advice from mentors	5	5		
	Strengthened goals and aspirations	Strengthened /exploration of goals and aspirations	10	10	25	21
		Networking with alumni to explore opportunities	10	7		
		Goals and aspirations discussed with mentors	5	4		

## 8.2 Benchmarking of the Nurturing Brilliance Scholarship Programme



Parameters	Nurturing Brilliance by Cummins	Scholarship by Org 1	Scholarship by Org 2	Scholarship by Org 3
<b>Programme delivery model</b>	Direct implementation by foundation	With the support of NGO	Direct implementation	Direct implementation by foundation
<b>Duration of the scholarship, since inception (in years)</b>	15+	9+	3+	20+
<b>Institutions targeted</b>	Near to company presence	Pan-India	Rural youth of Himachal Pradesh	Pan-India
<b>Inclusion of EWS</b>	High	High	High	Medium
<b>Inclusion of women/ socially backward class</b>	Medium	Medium	High	Medium
<b>100% financial assistance on tuition fee</b>	High	High	Medium	High
<b>100% financial assistance on hostel fee, stationery fee, food, internet etc.</b>	Low	High	Nil	High
<b>Provision of gadgets</b>	Medium	Nil	Nil	Nil
<b>Soft/life skill support provided</b>	High	High	High	Nil
<b>Placement assistance/support and uptake</b>	Low	High	High	Nil
<b>Post-scholarship follow-up</b>	Medium	NA	NA	Nil