Name:- M.Yamini
Batch starts:- 24Nov2025
Batch end:- 28Nov2025
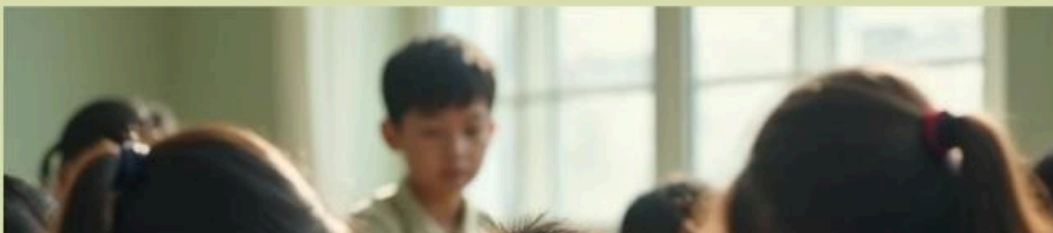Project Title:- Building Brighter Futures
Project Link:- https://my-site-pc31ltma-yaminimetta0411.wix-vibe.com/

Building Brighter Futures

Study Skills and Spoken English Support for Government School Students
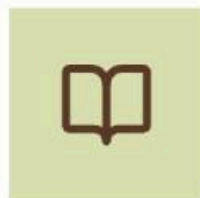
Explore Sessions →

Our Mission

We empower students in grades 6-10 from government schools and low-cost tuition centers with essential study habits, exam planning strategies, and

Study Skills

Practical techniques for effective learning and exam preparation
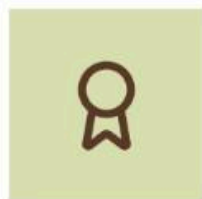
Spoken English

Building confidence in everyday English communication

Interactive Activities

Engaging exercises designed for hands-on learning

Success Stories

Celebrating student achievements and progress

Success Story

From Shy to Confident: Priya's English Journey

Priya, an 8th-grade student, used to be very hesitant to speak in English, even when she knew the answers. The program's interactive spoken English sessions and group activities helped her build confidence. She started participating more, first in small groups, then in front of the class. Now, she a...

Read Full Story →

Join Our Community

Whether you're a student looking to improve your skills or a volunteer wanting to make a difference, we welcome you to be part of our journey.

Access Resources

Become a Volunteer

StudySkills+

≡

Empowering government school students in grades 6-10 with essential study skills and spoken English support.

Quick Links

Sessions

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Documentation

Resources

Learning Materials

Practical Tips

Interactive Activities

Reflection Questions

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Volunteer Zone

Documentation

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Learning Materials

Practical Tips

Interactive Activities

Reflection Questions

Contact Us

✉ contact@studyskills.org

📞 +91 98765 43210

📍 Community Center, Education District

Project description:-

This project focuses on supporting students of a nearby government school or low-cost tuition center to develop effective study habits, systematic exam planning, and basic spoken English skills through no-code, activity-based sessions. The main idea is to bridge gaps in self-discipline, time management, and communication that often affect the academic performance and confidence of students from under-resourced backgrounds.A small team of college volunteers will conduct structured sessions for classes 6–10 over a period of 4–6 weeks, with 1–2 sessions per week of 45–60 minutes each. Each session will combine short explanations with interactive activities such as timetable-making exercises, group discussions on exam strategies, vocabulary games, and simple role-plays in English. All materials (charts, worksheets, feedback forms, vocabulary lists) will be created using simple tools like paper, slides, or printed handouts, so that the project remains completely no-code and easily replicable by any student group.The study skills component will help students learn how to plan a daily/weekly timetable, break large chapters into smaller tasks, revise systematically, and reduce exam anxiety through better preparation. The spoken English component will focus on everyday communication: greetings, self-introduction, classroom phrases, asking and answering simple questions, and short dialogues for real-life situations. Emphasis will be on building confidence rather than grammar perfection, encouraging every student to speak at least a few sentences in each class.Before starting, volunteers will conduct a brief informal interaction to understand the students' current habits and comfort level in English. During the project, attendance sheets, simple pre/post self-rating (e.g., "How confident are you to speak in English?"), and teacher feedback will be used to observe progress. After completing all sessions, the team will compile reflections, sample worksheets, photos (with permission), and basic outcome indicators such as number of students reached, sessions conducted, and visible changes in participation.Overall, the project aims to create a supportive, motivating environment where school students feel guided, respected, and encouraged to improve themselves, while college

volunteers develop social responsibility, communication skills, and an understanding of educational inequality. The final output will be a concise report or presentation documenting objectives, methodology, activities, observations, challenges, and suggestions for sustaining or scaling the initiative.

Thank you IBM

Magic Bus Foundation