We Care: Civic Engagement Internship

Annual Report 2024-25

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Acknowledgement

The We Care: Civic Engagement Internship is a reflection of the collaborative spirit and shared commitment of the entire NMIMS community. We express our heartfelt gratitude to SVKM's Trustees, Management, Dr. Ramesh Bhat, Vice Chancellor of NMIMS, and Dr. Justin Paul, Dean, SBM, for granting us the autonomy to execute the We Care: Civic Engagement internship.

Our special thanks are due to 293 internship organizations for providing a great experiential learning opportunity and sensitizing our students. We also take this opportunity to acknowledge the support of 742 students who conscientiously fulfilled their internship responsibilities.

We extend our sincere thanks to our Vice Deans, Prof. Chandirma Sikdar and Prof. Veena Vohra, our Programme Chairpersons, Prof. Papiya De, and Dr. Hema Bajaj, as well as our faculty mentors, all of whom readily extended their support whenever required.

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At every stage of the internship, there were many hands of support; prominent among those were our Academic Coordinators -Ms. Ashwini Dighe, Ms. Swapnali Kadam, and our Dy. Registrar Mr. Tejash Somaiya, our Administration Team members- Mr. Paramanand Rajwar, Mr. Rahul Deshpande, and Mr. Rajendra Warik. Ms. Sushma Louis, a valued member of our Secretarial Staff, consistently extended her support and willingly shared our workload when needed. All our other secretarial staff members also extended their support to all the Faculty Mentors to facilitate the final assessment of the internship.

Last but not least, we acknowledge the efforts taken by our colleagues Dr. Satish M.K. and Ms. Swati Sisodia, our Ph.D scholar, for shouldering our responsibility to conduct Orientation workshops. In addition, Dr. Satish also extended support in reviewing and revising a small section of the We Care report.

The successful execution of the We Care: Civic Engagement Internship stands as a testament to the collaborative efforts of our institutional leadership, faculty, staff, partner organizations, and students.

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Executive Summary

The We Care: Civic Engagement Internship is a flagship MBA initiative that engages students in grassroots development work to foster civic responsibility. In Jan-Feb 2025, 747 students were placed with 294 development organizations across 21 states, 4 Union Territories and 155 cities. From 747 students, 742 completed the internship with 293 organizations. Collectively, the students contributed to 98,789 hours to high-impact social projects.

The internship projects were aligned with the UN SDGs with a strong concentration on SDG 4: Quality Education (69%), SDG 3: Good Health and Well-being (45%), and SDG 8: Decent Work and Economic Growth (35%). Students undertook diverse assignments ranging from pedagogical enhancement and public health promotion to business planning, community engagement, MIS development, and digital transformation. These initiatives provided valuable exposure to the realities of underserved communities.

A structured academic framework ensured rigorous monitoring as well as mentoring by Organizational and 55 Faculty Mentors. To share experiential learning the *We Care Poster Presentation* was held on March 1, 2025. A panel of 52 professionals from the social sector was invited to evaluate 306 student teams presented their projects before a panel of A total of 36 teams were recognized for efforts and were awarded prize money of ₹3,56,000/-. Complementing this initiative were three student-led competitions—*Ignite: We Innovate for Good; Lenses of Care: The We Care Documentary Film Fest;* and *Making a Digital Difference.* Top-performing teams for received ₹50,000/- in each competition for their creative contributions.

Evaluation data revealed high levels of satisfaction among both students and host organizations. Approximately 89% of students rated their internship experience as 'Good' to 'Excellent', while 86% of organizations expressed satisfaction with students' conduct and engagement. Beyond project deliverables, students reported substantial growth in social sensitivity, empathy, stakeholder engagement, public policy awareness, and the application of management thinking in development settings.

Student reflections and analysis surfaced key challenges faced by NGOs. The most frequently cited issues included inadequate digital infrastructure (e.g., outdated MIS systems), limited capacity in social marketing and outreach, insufficient financial and non-financial resources, fragmented internal systems and processes, gaps in staff and volunteer training, and inconsistent stakeholder communication. In response, students proposed strategic interventions such as process redesign, digital tool adoption, structured feedback systems, branding strategies, and capacity-building roadmaps.

To validate program impact, statistical tools including Pearson's Chi-square and correlation analyses were employed. Findings revealed a statistically significant association between students'

satisfaction levels and their perception of project relevance and quality of mentorship ($p < 0.05$). A positive correlation was observed between higher student engagement across diverse internship roles—project execution, outreach, and reporting.

In conclusion, the *We Care Internship 2024–25* achieved its mission of cultivating responsible leadership and civic consciousness among MBA students. With strong institutional support, rigorous academic integration, and meaningful engagement with the development sector, the program continues to serve as a national benchmark in experiential and values-driven management education.

We Care: Civic Engagement Internship Annual Report 2024-25

1. We Care: Civic Engagement Internship

A cornerstone of NMIMS SBM's commitment to nurturing transformative leaders, the We Care: Civic Engagement Internship has been a flagship initiative since 2010. This intensive three-week program is an integral part of the MBA curriculum, designed to immerse students in the complexities of societal challenges and cultivate a deep sense of civic responsibility.

We Care: Civic Engagement Internship Objectives

1. To foster analytical skills among students to analyze the root causes of social issues and examine the cascading impacts of social problems on society.
2. To create abilities to be socially sensitive and inclusive.
3. To apply management logic and use critical thinking skills in proposing innovative solutions to address social issues.

The 2024-25 internship was scheduled from Monday, January 27 to Wednesday, February 19, 2025, for the first-year MBA Core and MBA HR Batch 2024-26 students. During the internship, students contributed 98,789 work hours.

2. Student Profile

Students' educational background, work experience, volunteering skills, placement preferences within development sector organizations and other related information was collated with the help of Google Form (Refer to Annexure I).

The 2024-25 MBA Core and HR batch consisted of 747 students, with 3/4rth (559) in the age range of 20-24 and the remaining above 25 years.

The Batch consisted of 28 per cent female students. Gender representation across specialization is presented in Table 1).

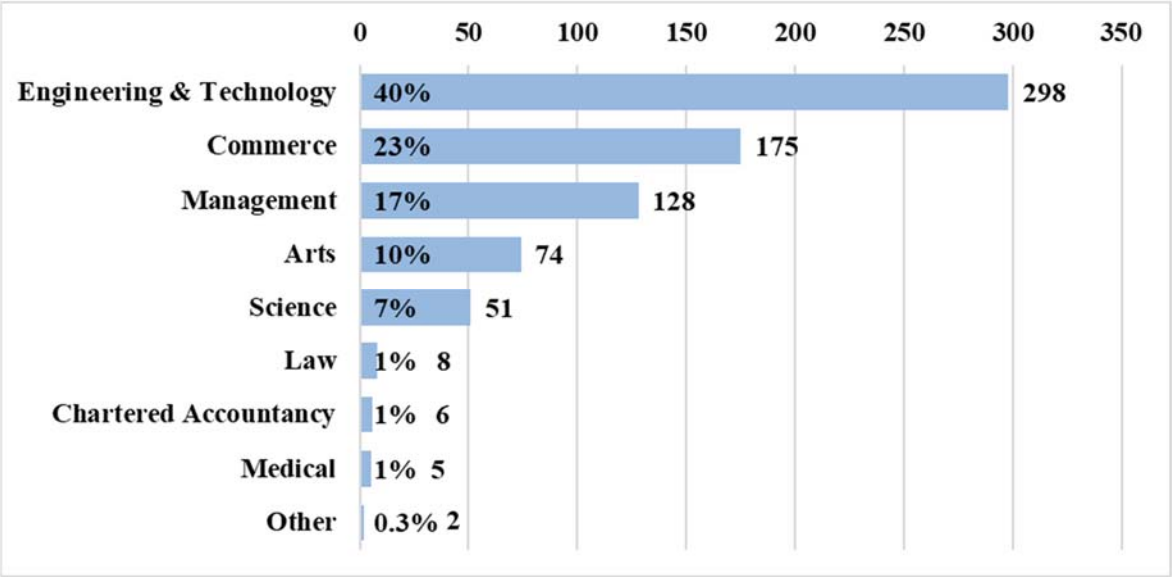
Table 1: Specialization and Gender Breakdown

Program	Male	Female	Total
MBA Core	492 (66%)	174 (23%)	666 (89%)
MBA - HR	46 (6%)	35 (5%)	81 (11%)
Total	**538 (72%)**	**209 (28%)**	**747**

2.1 Education Background

The student educational profile indicated that 719 (96 per cent) possessed a Bachelor's Degree, and the remaining had Post-Graduate degrees. From these, Engineering & Technology graduates accounted for 40 per cent (298), followed by Commerce, Management and other fields (See Fig 2.1)

Fig 2.1: Educational Background



Other includes Education and Vocational studies.

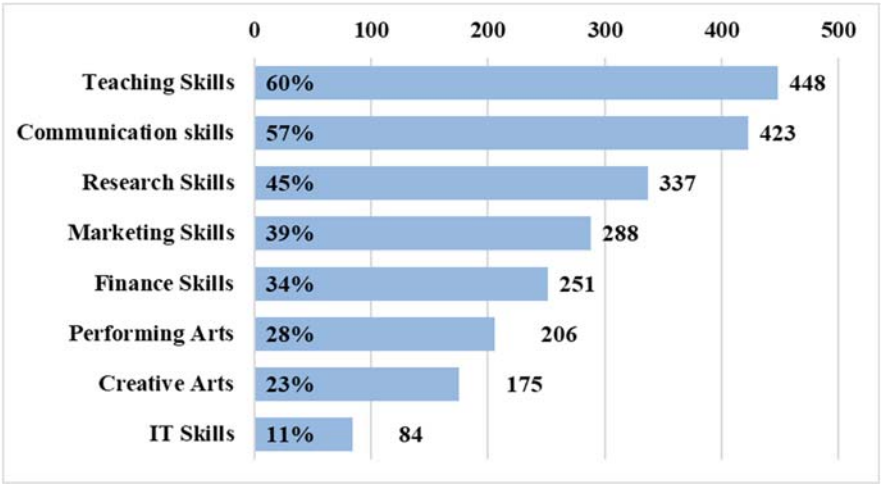
2.2 Work Experience

The Batch had an equal distribution of students with work experience and fresh graduates. Fifty per cent (376) of students possessed prior experience in sectors spanning IT, Operations, Finance, Marketing & Sales, etc. Among these, 168 (22 per cent) students had work experience of two or more years. Those having prior NGO volunteering experience amounted to 41 per cent (301) of the Batch.

2.3 Skillsets

Students reported of having diverse skillsets for working with social sector organizations (Fig. 2.2). Over 50 per cent cited having 'Teaching' and 'Communication Skills'.

Fig. 2.2: Skillsets



Multiple responses ≠ 100%

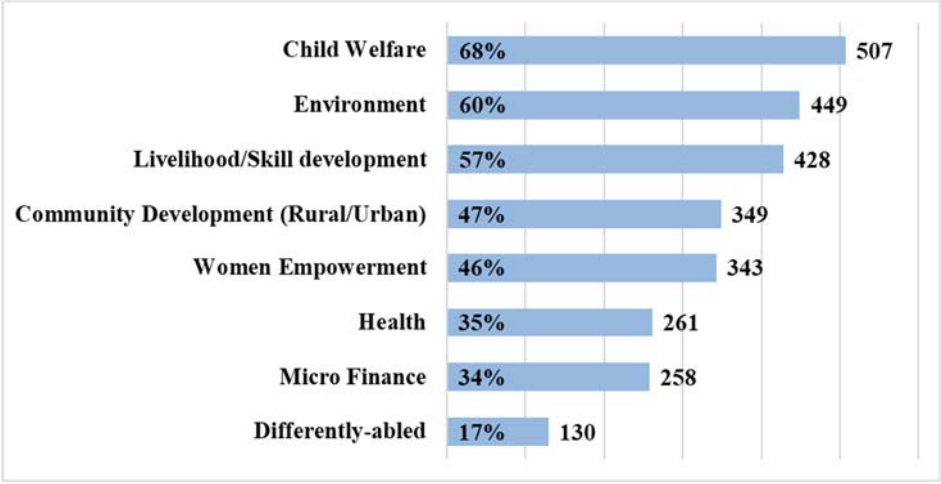
2.4 Languages Known

In addition to English, 734 students (98 per cent) indicated fluency in Hindi. Students also had proficiency in other languages like Marathi (14 per cent), Gujarati (11 per cent), Bengali (10 per cent) etc. A few students reported fluency in local languages, such as Assamese, Awadhi, Bhojpuri, Jharkhandi, Chhattisgarhi, Dogri, Urdu, etc.

2.5 Field Preference

Data collated indicated that over 507 (68 per cent) students mostly preferred to work with NGOs having programs related to Child Welfare and Environment (See Fig 2.3).

Fig. 2.3: Preferred NGO Sectors



Multiple responses ≠ 100%

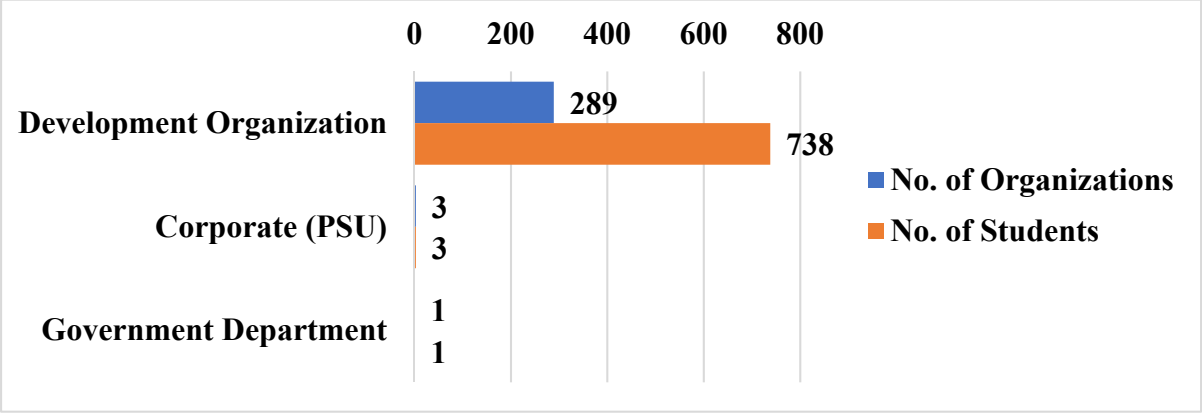
3. Placement

Student placements were facilitated by aligning organizational needs with student interests and skill sets. In all, 747 students were placed in 294 organizations across 155 cities, 21 States, and four Union Territories (Refer to Annexure II). From these, pre-placement interviews were conducted by 21 organizations. Six organizations[1] offered internship at multiple locations.

From 747 students, 742 completed the internship with 293 organizations under the mentorship of 55 Faculty Mentors (Refer to Annexure III). Four students[2] deferred the internship on medical grounds. One student[3] partially deferred the internship due to personal reasons.

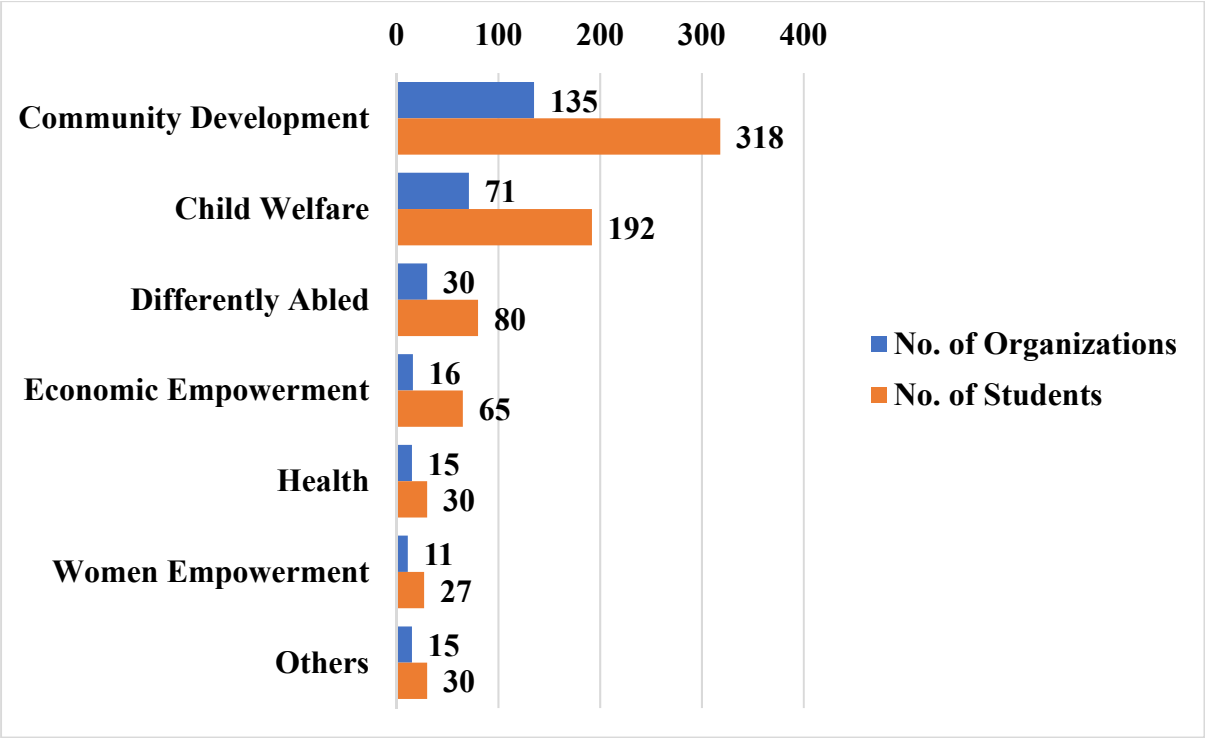
Among the 293 organizations, 210 (72%) had previously partnered with the Jasani Center for We Care: Civic Engagement Internship, while the rest were first-time placements. The distribution of students, categorized by both Cross Sectors and Development Sectors, is presented in Figures 3.1 and 3.2.

Fig 3.1: Cross Sector



[1] Aarohan, ASHRAY - South Vihar Welfare Society for Tribal, Indian Development Foundation (IDF), Jan Shikshan Sansthan, Sujaya Foundation, VIDYA
[2] Piyush Purohit, Srikanth Venkatesh, Esha Arun, and Pratham Gupta
[3] Akanksha

Fig 3.2: Development Sector



Economic Empowerment includes Skill Development.

Others include Senior Citizens, Environment Conservation, Consultancy Services, Destitute Homes, Legal Aid Support, Corporate Social Responsibility (CSR), and Potable Water Solutions.

4. Methodology

4.1 Orientation Workshops

Brief orientation about the We Care: Civic Engagement Internship was conducted on June 6, 2024, as part of the Foundation Program for the MBA Batch 2024–2026. To inspire students field experiences were shared by Mr. Pranay Maheshwari, placed at ANSH Happiness, Bhopal, and Mr Pratik Bhangare, who carried out his fieldwork at Himachal Pradesh, to study the CSR project of Ambuja Cement Foundation, Mumbai. A small documentary of SBM's flagship event-Dolphin Tanki event was also shown to demonstrate the impact of the internships.

Division-wise orientation workshops in 12 MBA divisions were conducted by Jasani Center's team in collaboration with SRF between July 1, 2024, and July 5, 2024 (See Annexure IV). This mandatory orientation included detailed discussions on the field-based internship which included placement locations, internship projects, Code of Conduct, Leave Policy, and Academic Action against defaulters.

4.2 Placement Process

Student data pertaining to their personal details, hometowns, sectoral preferences etc. was gathered through Google Forms. City/town wise development organization details along with placement related specific requirements were shared with students at regular intervals. Students were given the opportunity to share their preferences. To the best possible extent, the We Care Team tried to have strategic fit between the student's preference and organization's requirements before finalizing the placements in NGOs/ CSR departments/ social enterprises or government organizations in the respective hometowns of the students.

Mumbai placements were allotted in lieu of home towns in cases where credible NGOs were unavailable or if students preferred to be in major cities due to personal concerns. Students whose parents were employed in public sector companies were encouraged to seek internships with the CSR departments of these companies.

Placement organizations scrutinized the CVs of the students before confirming their placements. Around 19 organizations interviewed students to assess their suitability with the organizations before finalizing the placements.

4.3 Mentoring

Fifty-five faculty members mentored the students before and during their internship. Each faculty member on average mentored 14 students. Three Regional Mentors supported the faculty members (Refer Annexure III).

4.4 Monitoring

To monitor progress and concerns of students, the We Care Core Team and SRF We Care Heads consistently monitored students through phone calls/emails/Whatsapp messages to mentors and students. Students were requested to submit their weekly reports through Google Forms. Based on the reports, the We Care team drafted the overall weekly report of 742 students and disseminated the same with faculty mentors and students.

4.5 Evaluation

Based on the students' performance, organizational mentors issued completion certificates. Faculty mentors used We Care: Civic Engagement Rubrics to assess the students (Refer Annexure V). Individual vivas were conducted based on the final project reports and discussions on students' experiential learning. The individual vivas were scheduled between February 22 and June 30, 2025.

As part of the evaluation the students were also required to present their internship learnings during We Care: Civic Engagement Poster Presentation. Fifty-two professionals from the development sector and corporations assessed the students.

4.6 Feedback Analysis

Feedback was collected from 742 students and 226 organizations with the help of Google Forms (Annexure VI & VII).

Table 2: Feedback and Analysis

Student Feedback	**Analysis**
Key variables:- a) Total working hours b) Projects undertaken c) Relevant SDGs	Descriptive statistics were used to analyze the data.
Level of satisfaction:- a) Internship organization b) Allotment of projects c) Clarity in reporting	A five-point Likert scale was used to analyze students' level of satisfaction.
a) Top three challenges faced by the organization b) Top three learnings gained by the students.	The MS Excel ranking formula was used to analyze data on the top three challenges and learnings.
Organizational feedback	**Analysis**
Level of satisfaction:- a) Intern's conduct b) Quality of work c) Quality of reports d) Civic engagement learning	The five-point Likert scale was used to measure the organization's level of satisfaction.
Key variables:- a) Interns contribution b) Suggestions to improve internship	Descriptive statistics was used to summarize the responses.
	Pearson's Chi-Square and Correlation tests were conducted to study the relationship between students' overall performance and civic engagement learning.

The complete process of We Care: Civic Engagement Internship is illustrated in Table 3. The Gantt Chart for Internship Execution is mentioned in Annexure VIII.

Table 3: We Care: Civic Engagement Internship Schedule

Schedule of Tasks	Timeline
Planning	
Initial Planning	Monday, April 1, 2024 to Tuesday, April 30, 2024
Pre-Internship	
Sourcing internship organizations	Wednesday, May 1, 2024 to Thursday, December 5, 2024
We Care Orientation Workshops	Monday, July 1, 2024 to Friday, July 5, 2024
Collating students' details and preferences	Monday, June 3, 2024 to Friday, October 11, 2024
Sourcing students' CVs	Wednesday, July 17, 2024 to Friday, October 11, 2024
Placement process	Wednesday, July 17, 2024 to Friday, December 6, 2024
Appointment of Faculty Mentors	Monday, October 14, 2024 to Friday, November 22, 2024
Internship Guidelines/Code of Conduct: Designing & Disseminating	Monday, November 4, 2024 to Monday, January 21, 2025
Connecting Faculty mentors, students, and organizational mentors through email.	Monday, December 16, 2024 to Friday, December 27, 2024
Reallocation of NGOs to students due to nonavailability of suitable NGO projects	Friday, January 24, 2025 to Wednesday, January 29, 2025
Internship Execution	Monday, January 27, 2025 to Wednesday, February 19, 2025
Post-Internship	
Feedback from students	Monday, February 17, 2025, to Saturday, February 22, 2025, 10:00 AM (Morning)
Feedback from internship organizations	Saturday, February 15, 2025, to Friday, February 21, 2025
Poster Presentation	Saturday, March 1, 2025
Post-internship assessment (Viva-Voce) by Faculty Members	Saturday, February 22 to June 30, 2025

5. Student Feedback

Students' feedback plays a key role in evaluating and improving the We Care: Civic Engagement Internship. Table 4 outlines the objectives and corresponding data points for feedback collection. Refer to Annexure VI for the Student Feedback Form.

This section presents insights from the feedback submitted by 742 students who completed their internship.

Table 4: Students' Feedback: Objectives and Data Points

Feedback Objectives	Feedback Data Points
1. To assess students' satisfaction with the internship organization, project execution, and reporting clarity.	• Average work hours per week • Satisfaction level of internship organizations • Satisfaction level of project execution • Satisfaction level of clarity for reporting
2. To examine students' observation and analysis of the organizational challenges and their proposed recommendations.	• Managerial/operational challenges • Recommendations offered by students
3. To review the practical application of classroom learning	• Integration of theoretical subjects • SDGs aligned with the project
4. To gather students' opinions on the internship learning experience, social awareness, personal and professional growth	• Key learnings from the internship
5. To solicit students' recommendations to strengthen the We Care: Civic Engagement Internship	• Suggestions for improving the We Care: Civic Engagement Internship
6. To understand the utilization of the mentorship support provided by faculty mentors.	• Support from faculty mentors and accessibility during the internship

5.1 Students' Level of Satisfaction

The internship is evaluated based on students' level of satisfaction using a five-point Likert scale, ranging from Below Average (1) to Excellent (5). The evaluation process covers satisfaction with the Internship Organization, allotment of projects, and the reporting process, with four key areas assessed under each topic.

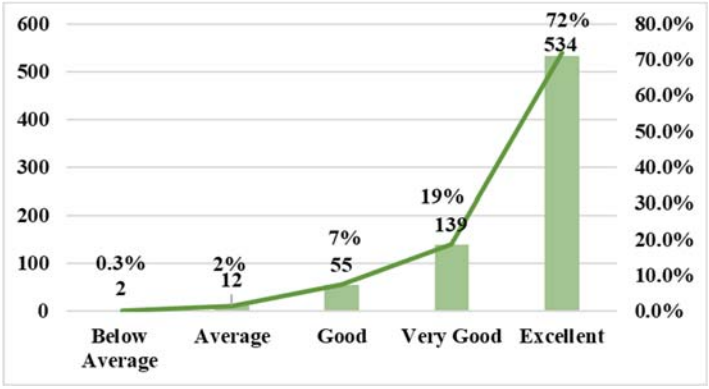
a) Level of Satisfaction: Internship Organization

The assessment focused on four key areas:

1. The organization's induction process
2. Ease of communication with the organizational mentor
3. Availability of required data/information
4. Utilization of students' skills by the organization

Fig. 5.1 depicts the level of satisfaction experienced by the students.

Fig. 5.1 : Level of Satisfaction: Internship Organizations



While 728 students (98 per cent) rated their satisfaction between 'Good to Excellent'. Sathvikaa PGK and Prashaanth K, placed at the Association for Non-Traditional Employment for Women (ANEW), Chennai, mentioned, "*During our internship at ANEW, we learned valuable skills in communication, content creation, and social outreach. Both of us cherished the memories we made, the people we met, the stories we heard and witnessed, and the learnings we acquired during our valuable time at this esteemed organization.*" Aman Gupta and Yashank Digga placed at Unmish - For all with special needs, Kolkata, shared, *"The internship with Unmish was a transformative experience that strengthened our managerial and technical skills. Participating in the Buddy Marathon 2025 deepened our understanding of inclusion and community engagement. Unmish's holistic approach inspired us to advocate for accessibility and equality in our personal and professional lives. This experience will remain a cornerstone of our journey toward meaningful social contribution."*

Fourteen students rated their experience as 'Average' to 'Below Average.' They felt that their skills were not appropriately utilized. Some faced challenges in contacting their organizational mentors, which further contributed to their lower satisfaction ratings.

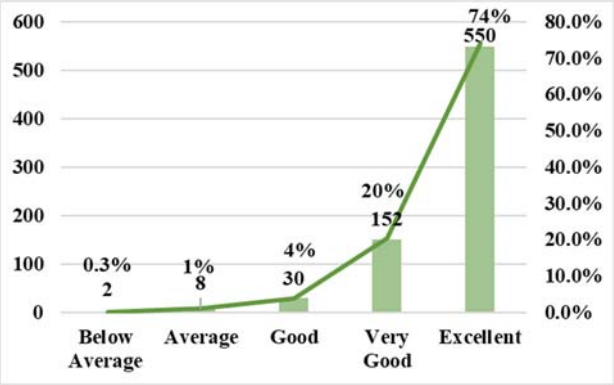
b) Level of Satisfaction: Allotment of projects

Students' satisfaction with the allotment of projects was assessed through four key aspects:

1. Importance of the project to the organization
2. Clarity on expectations of the organization
3. Autonomy given to complete the project
4. Support received from the organizational mentor

A total of 10 students rated their satisfaction as 'Average to Below Average' because their projects differed from the NGO's core mission and did not align with their expectations or skill sets. See Fig. 5.2.

Fig 5.2 : Level of Satisfaction: Allotment of Projects



A total of 732 students (99 per cent) were found to be satisfied with the internship projects allocated to them. They rated their satisfaction between Good to Excellent. Describing his experience of handling projects, Piyush Bhisekar, placed in Aashwast, Pune, mentioned, "*As part of our WeCare internship, my team and I worked on a project addressing social isolation among senior citizens—an often overlooked issue. We wanted to create a space where seniors could express themselves, connect, and rediscover the joy of community, which led to the Pune Seniors Open Mic. We handled outreach, branding, registrations, and engagement activities like drawing, cognitive games, and a selfie corner. Each participant received a Daily FUN Diary to record their joyful moments. The event saw 17 senior performers, 81 attendees, and countless moments of happiness. This project was more than an event—it was about fostering belonging, proving that age is never a barrier to creativity and connection, and reinforcing the importance of creating spaces where people feel seen, heard, and valued*."

Sharing her experience, Anshika Gupta, placed in Caring Souls Foundation (CASOF), Lucknow, shared, "*As part of our internship, we worked on spreading cancer awareness by managing social media, creating reels, posts, and presentation decks for school outreach programs. Initially, we relied on online research, but we soon realized it wasn't enough to create meaningful content. To deepen our understanding, we interviewed doctors, patients, families, and NGO workers. These*

interactions provided valuable insights into early cancer detection, the importance of HPV vaccination, and lifestyle factors affecting cancer risk. This experience showed us the important role of social media in increasing awareness and making outreach efforts more effective. This was just a part of what we learned at CASOF during our internship, and I hope future batches have the same enriching experience through We Care."

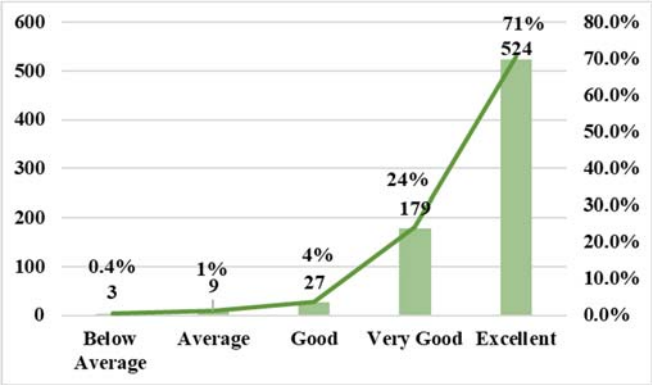
c) Level of Satisfaction: Report

Students' satisfaction with the reporting process was assessed through four key aspects:

1. Clarity on the reporting format
2. Clarity on frequency and mode of reporting
3. Clarity about submitting weekly reports
4. Clarity about the final report

As shown in Fig. 5.3, 524 students (71 per cent) rated their satisfaction with the reporting process as Excellent.

Fig. 5.3 Level of Satisfaction: Reports



A total of 730 students (98 per cent) shared that they were satisfied with the internship reporting process. However, 12 students rated their experience with the reporting process as 'Average to Below Average' due to delays in work allotment, unclear task instructions, and difficulty in accessing necessary data.

Overall, a total of 735 students (99 per cent) shared that the internship learning experience was beneficial to them. Pathange Naga Kishore and Kaushik Banda, placed at Navajeevan Bala Bhavan Society, Vijayawada, mentioned, "*Our internship with this organization has been a truly enriching experience. It opened our eyes to a lot of new perspectives. The time we spent with the kids, constantly thinking about their welfare, changed the way we look at life. We wish to work with Navajeevan again in the future and make this world a better place for all the children out there.*"

Kavya Tandon, Kashish Singh, and Akshita, placed at MASHAL, Patna, shared, *"Our internship at MASHAL, Patna, was a transformative experience that deepened our understanding of social development and grassroots work. Interacting with rural farmers in Piro and young girls at Asha Kiran gave us practical insights into sustainable solutions. This experience enhanced our communication, project management, and problem-solving skills and strengthened our commitment to creating social impact.*".

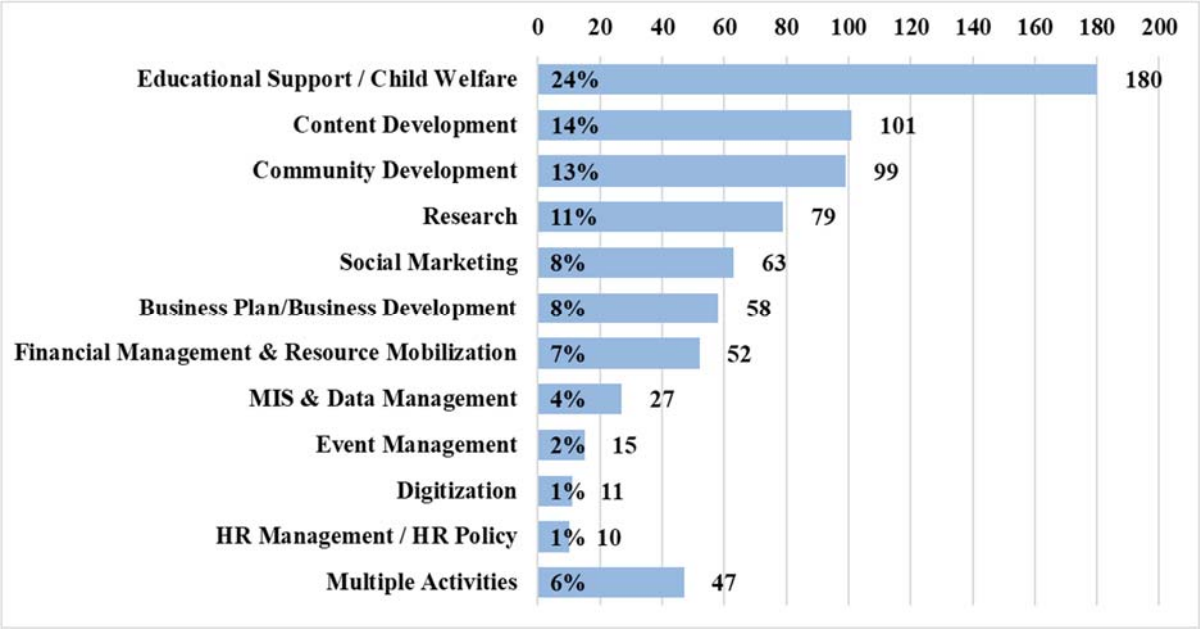
Ashutos Mahapatra and Nimisha Upadhyaya, placed in Spring Health, Bhubaneswar, stated, *"Our internship at Spring Health, Bhubaneswar, was a rewarding experience that offered deep insights into rural markets and the workings of a social enterprise. We contributed by creating marketing materials for 250+ villages and developing a financial model and pitch deck that helped the company position itself for $1.4 million in equity and carbon financing. The supportive environment, field exposure, and meaningful work made this internship truly fulfilling."*

Seven students shared that they did not find the internship experience beneficial due to their demand for Work-from-home arrangements and the institution's requirement to submit deliverables on time.

5.2 Projects Undertaken

The students were assigned projects in diverse areas, as shown in Fig. 5.4. The data indicates that 180 students (24 per cent) contributed to Educational Support / Child Welfare, followed by 101 students (14 per cent) to Content Development, 99 students (13 per cent) Community Development, 79 (11 per cent) Research, and so on. (Refer to Annexure IX for List of Projects)

Fig. 5.4: Projects Undertaken



Educational support/Child Welfare

In educational support, students assisted the NGOs to develop curriculum study materials, conducted classes/workshops/training sessions on personality development soft skills, organized sports, extra-curricular activities, drafted mock/unit test papers, etc. Discussing this, Jitesh Kumar, placed at Ashadeep Association, Mumbai, shared, *"I taught VIIIth to Xth standard students, drafted unit test papers for the IXth standard and mock papers for the Xth standard. I provided detailed feedback to help them improve their performance. I also conducted additional sessions on career development, AI Tools for optimized learning, etc."* Tanishq, placed at Manjula Social Welfare Foundation, NCT Delhi, stated, *"I conducted educational sessions on sustainability and conducted skill-building workshops for primary school students."* Ms. Pragya Agrawal, who interned in Adore India, Kolkata, reported conducting online educational sessions, developing a workbook for students, designing new activities, and drafting concept notes for three activities.

Students placed in NGOs working for child rights assisted in the rescue and rehabilitation of abandoned, misplaced, or runaway children. At Janhit Foundation, Meerut, students organized school and community-based awareness programs for children, teachers, and parents regarding child labour laws, prevention of child marriages, and government welfare programs. Students at Salaam Baalak Trust, New Delhi, assisted in the execution and documentation of child outreach activities at Old Delhi Railway Station.

Content Development

Utilizing their business communication and creative skills, students drafted case studies, presentations, proposals, and annual reports. Prabhat Pundir and Vaibhav Yadav, placed at Janhit Foundation, Meerut, mentioned, *"We designed the Annual Report, structured visual components, case studies, and statistical information for improved readability and stakeholder interaction."* Srishti Trikha, placed at Navsarjan Xaviour's Cell for Human Development, Surat, shared, *"I developed key proposals aimed at sustainable community development in Unn Area, Surat, and CSR proposal for Godrej focused on women empowerment."*

Students with videomaking skills developed creatives for digital marketing, brochures, and videos. For instance, Kanika, placed at Kalyani Education Welfare Trust, Panipat, stated, *"I curated multiple educational PPTs on certain companies for financial education, created market collaterals, multiple posters for marketing purposes, and educational videos for promotion."* At Aftertaste Foundation, Mumbai, students revised the product catalogue and designed the product packaging. Those placed with the Barli Development Institute For Rural Women, Indore, mentioned, "*We designed creative patches and quotes to be stitched onto handmade tote bags and packaging for sun-dried products. We also professionally designed a brochure incorporating bilingual articles on social issues*."

Community Development

Students involved in community development projects helped SHGs (Self-Help Groups), youth groups, and other community initiatives. They actively participated in outreach programs and raising

awareness about government schemes. For example, Ritik Agarwal, placed at Jan Chetna Sansthan, Abu Road, Rajasthan, mentioned, *"I visited various villages and interacted with the people about the government schemes and facilities available. I raised awareness about the NREGA (Mahatma Gandhi National Rural Employment Guarantee Act 2005), pension, ration, and forest rights."*

Nudurumati Sai Bhaskar Virinchi, an intern at Sahiti Charitable Trust, Rajahmundry, reported, "*I conducted a specialized training program for unemployed youth between the age group of 18 to 25 years under the Bosch BRIDGE program. I also facilitated resume-building workshops and developed resource materials and templates. The program is a collaboration between Bosch and various NGOs as part of their CSR initiative aimed at enhancing their employability skills*."

Students made initiatives in environmental conservation, promoting sustainability and creating awareness. Students placed at Aashadeep, Sri Ganganagar, shared, *"We organized a tree plantation drive and engaged local volunteers."* Kaushal Gupta and Abhay Kumar Parakh, placed at World Wildlife Fund (WWF) - India, Kolkata, mentioned, *"During our field visits, we witnessed severe environmental hazards at the Dhapa dumping ground, including unsegregated waste burning and toxic fumes, raising concerns about food chain contamination. We also worked on posters to spread awareness about Earth Hour and World Water Day on 23rd March."*

Students placed at Bharatiya Varishtha Nagarik Samiti (BHAVANA), Lucknow, shared, *"We visited Aastha Old Age Home and Geriatric Care Centre, met patients who were mentally unwell and conducted a form of art therapy, distributed snacks, and interacted with the elderly residing there. Also, we visited Sant Gadge Park to teach underprivileged children, conducted activities, taught basic math, and distributed food items."*

Research

Students were involved in conducting surveys for various social causes like child labour, child marriage, government schemes, and need and impact assessment. For example, Manjiri Patil, an intern at Indian Corporation Ltd., Mumbai, conducted a need assessment for the Automatic Blood Analyzer at Nair Hospital and Cooper Hospital.

Ayush Gagneja, Tamana Baghla, and Anurag Jain, placed at Nav Yug Vikas & Anusandhan Sansthan (NYVAS), Bikaner, shared, *"We conducted field visits and primary research, interacting with 30+ farmers to understand their challenges and adoption of modern techniques. We used surveys and discussions to identify key barriers like limited training access, financial constraints, and reluctance to adopt new technologies. We asked farmers about their problems, including soil degradation, water scarcity, pest control, and market access issues."* Those placed at The Inspire India NGO, Hisar, stated, *"We conducted field research, engaging with 600+ students and collected 200+ responses from 6 government institutions. We analyzed survey data using statistical tools and recommended strategies for implementing their education campaign."*

A few students were also engaged in data collection and data analysis. For instance, at the Blind People's Association, Ahmedabad, students conducted an impact study of beneficiaries having small stalls to assess business sustainability. They also conducted a nationwide SmartOn user experience study to understand user feedback and improvement needs.

Social Marketing

From 742, 63 students (eight per cent) actively participated in organizing awareness campaigns, social media management, and visual branding on online platforms. Students enhanced the digital presence of their organizations through social media handles and website development. Kinjal Jain, placed at Social Action and Research Centre (SARC), Varanasi, shared*, "Completed the NGO's website development and concluded the 'Reducing Carbon Footprint' campaign by teaching students to minimize food wastage."*

Varun Wahi, placed at Sol's ARC (Assessment and Remedial Centre), Mumbai, reported, *"We created content for a meme marketing campaign for the next 6 months, designed creatives for funding outreach, visited the community centre in Govandi, and made a list of influencers to partner with for better engagement."* Charles Benny, placed at Bodhana - Tiruvalla Social Service Society, Tiruvalla, shared, *"I developed a marketing plan for HoneyMart at Bodhana – GTM for online and to improve the brand presence offline."*

Unnati Pande and Kunal Pant designed a detailed marketing and branding strategy for Kumaon Honey, which was produced under the Beekeeping Project by Bhoomi Sanstha, Haldwani.

Business Plan/Business Development

As developing livelihood support is fundamental to meeting basic needs, 58 students (eight per cent) reported contributing to providing business development ideas and drafting business plans. In this context, Sajal Shrivastava, who interned with Saath Charitable Trust, Ahmedabad, reported, *"My major tasks involved interacting with 13 micro-entrepreneurs in Ramol and Vatva, learning about their business issues, and creating a template for a simplified business plan to enable them to pitch their businesses effectively. I also made a Tableau dashboard to study Non-Performing Assets (NPAs) and loan repayment patterns, providing actionable insights to Saath's finance team."* Amol Kawade, placed with Pragati Abhiyan, Nashik, mentioned, "*I developed a detailed business plan for Farmer Producer Organizations (FPOs) under The Adivasi Nagali Vikas Program, which focuses on the development of tribal areas, emphasizing sustainable agriculture, water conservation, and health. My deliverables included a business model that segregated the entire value chain into activities leading to the organization's value creation and the resources and strategies required to deliver customer value*." Students placed in Savitribai Phule Mahila Ekatma Samaj Mandal, Chhatrapati Sambhaji Nagar, 'Designed Cotton-to-Cloth Business Model,' a cooperative-based business model proposal outlining the transformation process from cotton to apparel.

At Salaam Bombay Foundation in Mumbai and Kolkata, students trained adolescent entrepreneurs to develop their business plans and pitch decks for the Dolphin Takni competition and seek seed funding.

Financial Management & Resource Mobilization

In all, 52 students (seven per cent) were involved in projects related to Financial Management and Resource Mobilization. Nishant Sahoo, placed at Umang Charitable Trust, Mumbai, shared, *"Prepared the annual budget for the Bhayander and Vasai branches of the NGO."*

Akash Bhraria, placed at Vijay Krida Mandal (VKM), Mumbai, stated, *"Completed and transferred ₹ 23,050/- raised as funds."* Students placed with Atma Foundation, Thrissur, mentioned, "*Co-organized a fundraising campaign successfully raising ₹ 7,000/- within 4 hours through strategic outreach and donor engagement."* Diksha Sharma, placed in Sneh Sampada Vidhyalaya, Bhilai, mentioned, "*We created posters and social media contents for awareness and fundraising drive. At the end of the donation drive, Anshuman Singh contributed a total amount of ₹ 19,003/- and Diksha Sharma contributed a total amount of ₹ 10,300/-*."

Students placed with Hyderabad Council of Human Welfare, Hyderabad, shared, "*We spearheaded various fundraising and awareness initiatives to secure financial support for the NGO's ongoing student welfare programs while increasing public engagement and long-term donor partnerships. The fundraising strategies included face-to-face donation drives, corporate social responsibility (CSR) collaborations, social media campaigns, and a unique micro-donation program. These collective efforts raised ₹ 31,542/-, significantly contributing to HCHW's mission*."

MIS-Data Management

Projects in the area of developing MIS-Data Management system were undertaken by 27 students (four per cent). Meet Mehta, placed at Ambuja Cement Foundation, Mumbai, shared, *"Analyzed cost per trainee to optimize training expenses across 40+ locations and developed a live project index capturing key indicators for a bird's-eye view of the project."* Divij Garg, placed at Ibtada, Alwar, mentioned, *"Completed the Social Media Strategy and Donation Management System and created a budget variance analysis report for major donors."*

Event Management

Fifteen students (two per cent) were engaged in executing special events like Republic Day celebrations, sustainability workshops, cyber security awareness, sports day, and annual day.

At National Portage Association (INPA), Chandigarh; Animedh Charitable Trust (ACT), Mumbai, Arna Foundation, Thane, and Nav Aastha Jan Vikas Seva Samiti, Ambikapur, students assisted in organizing the annual day functions. The tasks included event planning, organizing, and executing the final event, which included rehearsals for various activities and documentation for the annual report and online posts.

Students placed at Umang Charitable Trust, Mumbai; Empowering Minds (EM), Ghaziabad; Vision for Health Welfare and Special Needs (VISHWAS), Gurugram; Marwadi Yuva Manch, Gandhidham, Delhi Council for Child Welfare (DCCW), New Delhi; and few others organized a sports day for their beneficiaries. Discussing her experience, Mahak Patodia, placed at Shishu Sarothi, Guwahati, shared, *"We contributed to the Annual Inclusive Sports 2025 by organizing sports and extra-curricular activities for children, documenting key events, assisting in certificate preparation, and supporting NGO Mela coordination and preparations."* Students at Committed Communities Development Trust (CCDT), Mumbai, mentioned, "*We participated in Republic Day celebration activities. We assisted the staff members in organizing the sports day event at Ashray, which included logistics, managing children's movement, and prize distribution. We also edited and finalized a video of Ashray's sports day event while ensuring privacy compliance.*"

Digitization

Eleven students (One per cent) contributed to digitizing the records at their placement organizations. It included digitizing the documentation process, student-related data (attendance, hostel data, etc), and records of rescued children. Students also helped the organizations digitize the library, handwritten documents, employee records, pre-board question papers, and family case studies. At Kerala Federation of the Blind, Thiruvananthapuram, students shared, "*We began work on digitizing the organization's internal software to integrate unregistered member information to increase accessibility and record keeping. We digitized records of 1,500 members from 5 districts, streamlining accessibility and optimizing KFB's administrative efficiency*."

HR Management / HR Policy

Ten students (one per cent) contributed to Human Resources (HR) functions like HR policy development, drafting job descriptions, employee profiling, digitizing employee records, employee feedback surveys, conducting recruitment interviews, etc. In this regard, Yandamuri Radhikaprasad, placed at Kid Power, Visakhapatnam, shared, *"We drafted HR policies, including code of ethics and conduct, workplace behaviour, gender equality, and conflict resolution, while conducting staff interview review meetings for smooth implementation."*

Various staff training sessions were conducted by students on different topics, including computer operation, Tally, AI tools, modern pedagogy, etc. For instance, Prearna Kumari and Harsh, placed at ASHRAY - South Vihar Welfare Society for Tribal, Ranchi, shared, "*We conducted digital training sessions for 275+ teachers & stakeholders. The sessions aimed to train teachers on modern pedagogy according to the Unified District Information System for Education (UDISE+) standards set by the government. We designed interactive training modules based on the standards of UDISE+ and 12 activities under the Ek Bharat Shreshtha Bharat framework. The 3-hour virtual session witnessed a participation rate of 98% and a passing rate of 88%."*

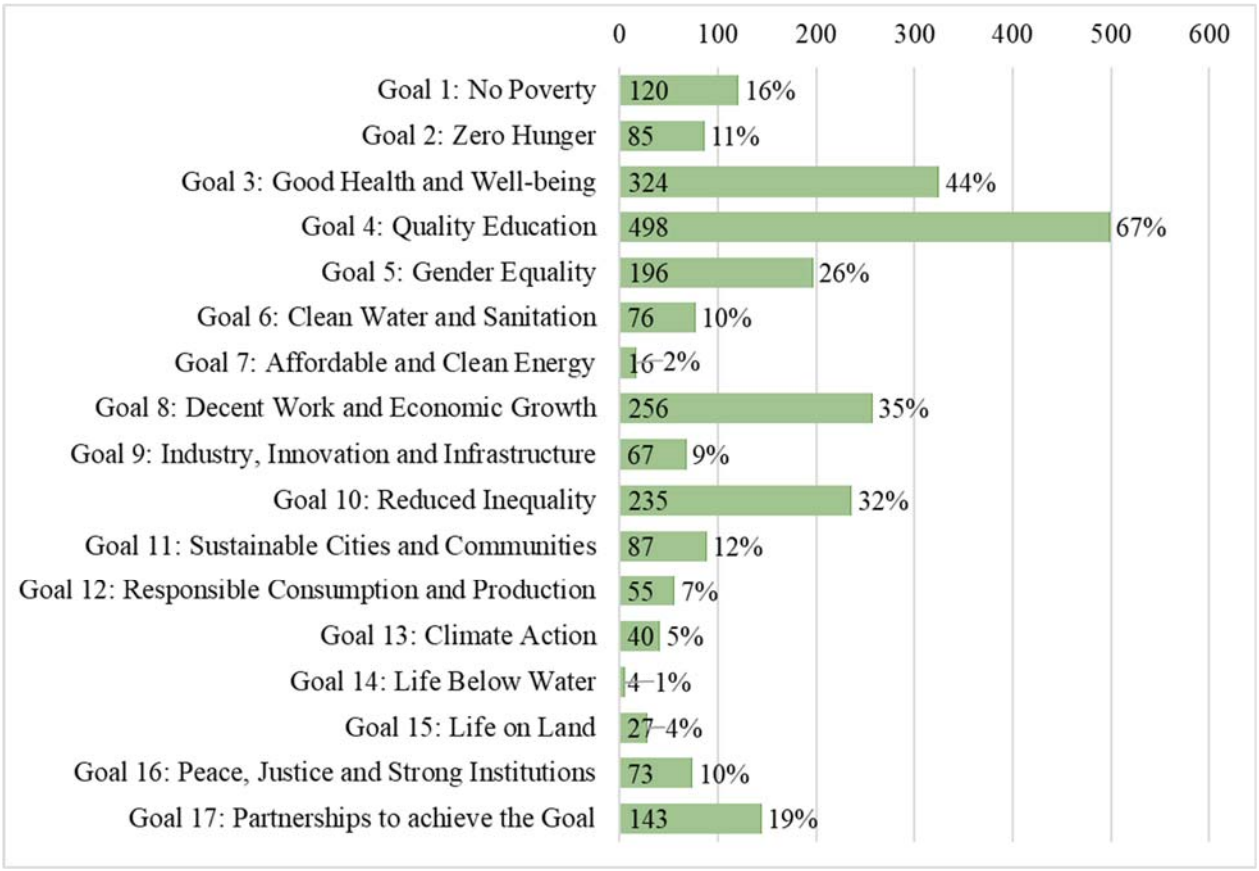
Multiple Activities

As many as 47 students (six per cent) were engaged in conducting multiple activities for the NGOs to manage their day-to-day affairs.

5.3 Sustainable Development Goals (SDGs) Mapping

Students aligned their projects with the UN's Sustainable Development Goals (SDGs) according to the organization's objectives and the nature of the work assigned to them (See Fig 5.5).

Fig 5.5 : SDG Mapping



Multiple responses ≠ 100%

SDG 4: Quality Education

The feedback data indicates that 498 students (67 per cent) aligned their projects with SDG 4 – Quality Education. Students were engaged in developing learning materials/plans, conducting surveys to identify learning gaps and promoting scholarship schemes/ skill-based training.

For instance, students placed at VIDYA in Bengaluru contributed to various educational and skill-building programs. In the Sanskriti Program, they helped to organize a two-month cultural festival to promote creative learning through music, dance, theatre, and art. Through the Digital Empowerment Program, they supported digital literacy sessions for children and youth from underserved communities. Through the Beyond School Program, students supported academic learning and life skills in government schools. They also helped with Shakti and Margam initiatives

by promoting vocational training, entrepreneurship, and digital education to improve women's education and job opportunities.

Aditya Desai, Debashish Shinde, Divya Godse, and Rutuja Goswami, placed at YUG Foundation, Pune, worked on the Each One Teach One – Educational Needs Assessment and Research project. They aimed to identify learning difficulties and gaps in access to tuition, digital tools and evaluate the impact of mentorship programs. They gathered baseline data using structured surveys, interviews, and focus group discussions with over 50 students, parents, and school authorities from low-income backgrounds. Key findings showed that 75% lacked private tuition, 50% of students struggled with math and science, and 65% of parents wanted career guidance and vocational training. Based on the analysis, they shared suggestions to help the YUG Foundation plan its future education programs.

SDG 3: Good Health and Well-being

A total of 324 students (44 per cent) worked on projects that supported Good Health and Well-being (SDG 3). Students undertook child health assessments for malnutrition, organized physical and mental health sessions for parents, developed health awareness material, and organized blood donation camps.

For example, Averi Sahoo and Md Faisal Haque contributed to health efforts at Bhoruka Public Welfare Trust in Kolkata. They assisted in promoting the cause of blood donation and conducted a blood donation camp in which over 150 donors donated blood.

In Ranchi, Pratyush Sinha and Suraj Bansal led an HIV awareness drive with Jharkhand Swabhiman. They organized an HIV awareness campaign, where they shared posters and spoke to the community about HIV transmission, prevention, and testing. Students promoted regular blood donation and informed people about free treatment at government centres, aiming to reduce stigma and motivate people to take timely action for their health.

SDG 8: Decent Work and Economic Growth

To support Decent Work and Economic Growth, 256 students (35 per cent) worked on projects that increased job opportunities and promoted entrepreneurship and employment.

In this context, Sakshi Kumari, placed at Nayee Asha, Arrah, designed a 90-day training program for e-rickshaw workers who lacked formal training in road safety awareness and financial literacy. She conducted a survey and interactions with e-rickshaw workers to identify skill gaps and created a curriculum covering technical skills, safety, vehicle maintenance, and business basics. She suggested connecting trained e-rickshaw drivers with local fleet operators to help them find jobs. To track how the plan was working, she used Excel and Power BI. She created a training syllabus and an action plan with goals to measure progress and built links with nearby businesses interested in hiring skilled drivers.

Nudurumati Sai Bhaskar Virinchi, placed at Sahiti Charitable Trust, Rajahmundry, mentioned, "*I worked on identifying and mobilizing youth from underserved communities and colleges for vocational training programs. I conducted career counselling sessions to guide candidates on the long-term benefits of skill development and supported the NGO in managing training batches by handling administrative tasks, resume-building workshops, and job placement assistance. I also gathered feedback from past participants to suggest program improvements. My contributions included personalized resume support for 25+ youth, creation of resource materials, assistance in outreach strategies that boosted enrolment by 25%, and implementing a feedback mechanism to enhance program effectiveness.*"

SDG 10: Reduced Inequalities.

To promote equality and inclusion, 235 students (32 per cent) worked on projects that tackled social, economic, and educational gaps. They helped improve financial literacy among women and underserved groups and supported the inclusion of PWD in schools and jobs. A few assisted in helping unorganized workers to access government welfare schemes.

Juisha Gandhi, Komal Modhavadiya, and Shubham Satra placed at Mann – Center for Individuals with Special Needs, Santacruz, created training programs to build professional skills and improve job opportunities for persons with disabilities (PWDs). The students also conducted research on Diversity, Equity, and Inclusion (DEI) events to support policy discussions on reducing job-related inequalities.

SDG 5: Gender Equality.

Around 196 students (26 per cent) contributed to projects which promoted gender equality. Students trained women handloom workers in digital marketing, online selling, and money management. They also conducted a community survey to understand the challenges faced by underserved women in getting jobs and education.

For example, Srishti Trikha and Kaushal Saraf were placed at Navsarjan Xaviour's Cell for Human Development, surveyed over 50 migrant women in Washim Nagar Colony, Surat, to understand their socio-economic conditions, job issues, education barriers, and access to government support.

Dr Pritam Kumar Das, placed at Krishnanagar Centre for Social Studies and Research (KCSSR), worked on two key projects in Bhimpur and Chapra, located in the Nadia district. He supported women handloom artisans by training them in digital cataloguing, social media marketing, e-commerce, financial literacy, and entrepreneurship training. Besides, he undertook a study to examine the challenges faced by women in seeking education and employment. The study aimed to guide future skill-building programs for the organization.

SDG 17: Partnerships for the Goals.
Approximately 143 students (19 per cent) worked on building partnerships for soliciting funding support.

At AAROHAN, Mudit Painuli and Siya Chitkara developed a comprehensive database of 100+ companies by mapping their CSR initiatives and points of contact to build targeted corporate outreach. They created a donor presentation to present Aarohan's work and funding needs.

In another initiative, Prakhar Jain and Darshit Pokarna, placed at Apna Ghar Ashram in Chhattisgarh, worked on strengthening donor engagement to improve financial sustainability. They engaged with over seven hospitals for better medical support and created a health tracking system. Through customized CSR proposals and awareness campaigns, they secured long-term donor partnerships.

Besides the above, students were also actively engaged in a diverse array of projects aligned with various SDGs. These included contributing to the capacity-building of beneficiaries and enhancing their market access through digital resources, which directly addressed SDG 1: No Poverty.

A few were engaged with the NGO's daily meal distribution program for underprivileged individuals (SDG2- Zero Hunger). Students also championed SDG 6: Clean Water and Sanitation by promoting awareness of essential Water, Sanitation, and Hygiene (WASH) practices to mitigate waterborne diseases during floods.

As some NGOs lacked capacities in digitalization, our students trained staff in using modern digital tools and designed innovative strategies to expand their digital marketing and social media presence (SDG 9: Industry, Innovation and Infrastructure).

In the area of SDG 11: Sustainable Cities and Communities, some students undertook research focusing on water conservation techniques, urban afforestation, and sustainable land management.

In the realm of SDG 13: Climate Action, students conducted a cost-benefit analysis to compare solar and conventional energy infrastructure. A few students were engaged in creating widespread awareness about the Protection of Children from Sexual Offences Act (POCSO) (SDG 16: Peace, Justice and Strong Institutions).

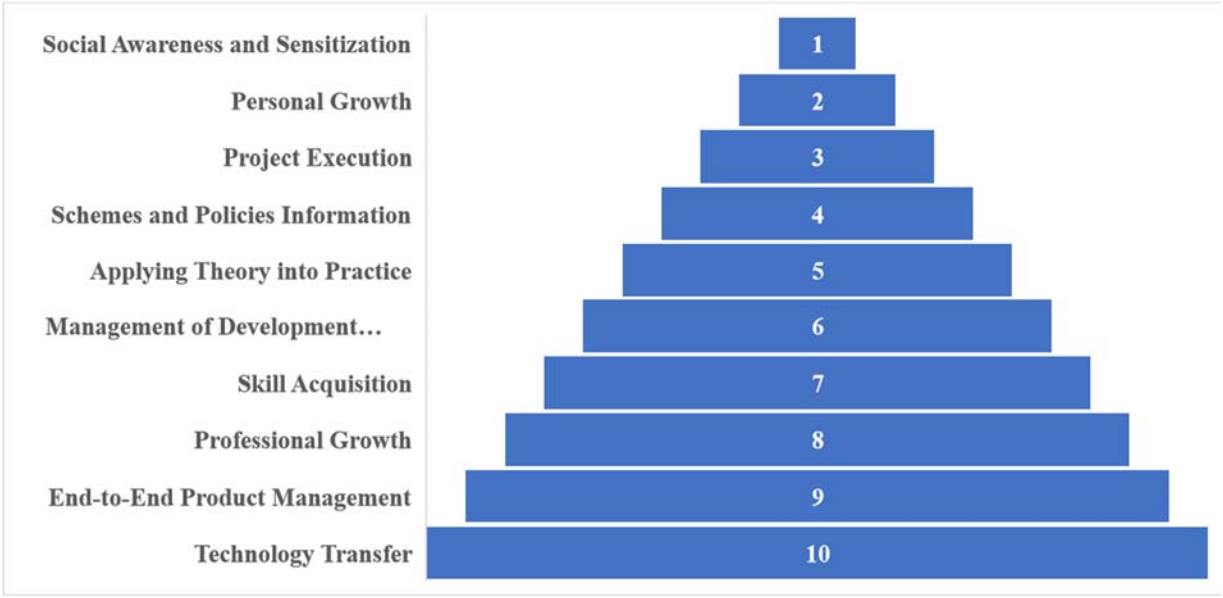
5.4 Internship Learning

Post-internship reflection, students indicated theoretical subjects which were most beneficial for bridging classroom learning with practical application. Prominent among those were 'Managerial Communication I' (66 per cent (492), followed by 'Marketing Management I' (49 per cent (362), Organizational Behaviour I (45 per cent, (332) and Corporate Sustainability (41 per cent (304). Detailed data is presented in Annexure X: Theoretical Subjects Found Useful During the Internship

Key Learnings

Analysis of feedback data reveals that students derived significant experiential learning from their internship. (See Fig 5.6 for a ranked overview of learning). Students have reported increased improvement in their social awareness and positive impact on their personal development. On ground, project execution has enhanced their practical engagement skills and real-world application abilities.

Fig 5.6 : Rank Order: Key Learnings



The subsequent paragraphs further describe the learings gained by the students**.**

a) Social awareness and sensitization

Students shared that their internships helped them develop a deeper awareness of social issues and a stronger sense of empathy. They described how direct interactions with marginalized communities shaped their understanding of inequality and strengthened their sense of responsibility in creating change.

Yash Jadhav, placed at Lokkalyan Charitable Trust, Satara, shared, "*My internship provided a firsthand understanding of grassroots social impact. Engaging directly with migrant families and widows struggling with financial hardships deepened my understanding of social inequalities. I applied my academic learning to communicate, spread health awareness, and explore education models for migrant children.*" Similarly, Dipesh Kapri, who interned with Ghanshyam Oli Child Welfare Society, reflected, "*Volunteering with the Education on Wheels Drive was an immensely enriching and eye-opening experience. For children who have been denied access to formal schooling, this drive offered a sense of structure, hope, and opportunity. This experience taught me the importance of perseverance, empathy, and the value of grassroots efforts in creating real social change*."

Charles Benny, placed at Bodhana – Tiruvalla Social Service Society, Thiruvalla, mentioned, "*This internship significantly increased my awareness of the realities faced by marginalized communities, the operational limitations of NGOs, and the role that non-profit organizations play in addressing these issues and empowering individuals through their projects. This experience has instilled a strong sense of social responsibility and a desire to contribute to positive change in the world*." Likewise, Madhur Goel and Shreya, placed at M.D.D. Bal Bhawan, Karnal, stated, "*M.D.D. Bal Bhawan was the place that transformed us and opened our eyes to social work and community outreach in its rawest form. The work we did rescuing children from child labour and supporting their education—was not just about immediate relief; it was about finding sustainable solutions to break the cycle of exploitation and poverty.*"

b) Schemes and Policies Information

Shrey Gupta, placed at The Humanity Welfare Society, informed that he learned about government healthcare initiatives, particularly vaccination programs, and their implementation at the grassroots level. He recognized policy gaps that often led to low utilization of free public health services. Similarly, Manjiri Dadaram Patil, placed at Indian Oil Corporation Limited, Mumbai, mentioned, "*This internship enhanced my understanding of government policies and schemes related to CSR. I learned how such policies guide the structuring and allocation of resources in CSR projects and how companies ensure compliance with legal requirements when executing their projects*."

Himanshu Sharma, placed at the Human Rights Protection Cell and Welfare Association (ASHHRAYA), Una, stated, "*My understanding of disability-related government policies and social welfare schemes improved significantly. I became aware of welfare schemes and laws such as The Rights of Persons with Disabilities Act 2016 (RPwD Act), and the National Trust Act 1999. I gained information about welfare programs, which provide financial support and skill training for children with disabilities. I also realized that while several government programs exist to support children with disabilities, there is often a gap in their implementation at the grassroots level. Many families are unaware of the benefits they are entitled to, and administrative barriers often prevent them from accessing these services.*" He suggested that increasing awareness about these policies

through outreach programs and simplifying the application process could help more families benefit from the available resources.

c) Management of Development Organizations

Students managed various programs during their internships, gaining hands-on experience in planning and execution. They worked on practical projects like community engagement, financial planning, field research, documentation, and report writing.

Dipangshu Buragohain, placed at Rashtriya Gramin Vikas Nidhi (RGVN), Assam, mentioned, "*Through my internship, I gained practical experience in rural development, financial planning, environmental protection, and documentation. I learned how financial planning and organized documentation contribute to effective project management and stakeholder involvement. Conducting field research with forest rangers gave me insight into the impact of conservation activities on rural communities and the importance of sustainable practices for long-term development. I also gained a deeper understanding of government programs, microfinance initiatives, and community-based development models, highlighting how targeted interventions can empower communities and foster economic self-reliance.*"

Kavya Tandon, Kashish Singh, and Akshita, placed at Mashal, Patna, shared, "*Our internship at Mashal provided us with valuable insights into the critical role of grassroots initiatives in empowering marginalized communities. We were involved in projects such as community engagement, redesigning the organization's website, and preparing the annual report, which deepened our understanding of social issues like education, health, and gender equality. This experience helped us recognize the importance of local involvement and strategic planning in creating sustainable solutions. It also emphasized the significance of collaboration, empathy, and innovative thinking in addressing real-world challenges.*"

d) Project Execution

During their internships, students actively contributed to various initiatives of the organization. They worked on-field activities, digital outreach, education programs, and event planning. Mohit Khanna, placed at Karamsetu Foundation, Rewari, shared, "*During my internship, I made significant contributions to community engagement, digital strategy, and education. I led four resource distribution campaigns, ensuring essential supplies reached over 30 families and enhancing children's learning conditions. I also developed a data-driven content strategy that increased social media engagement by 100%, raising awareness about the foundation's initiatives. Additionally, I designed and delivered a structured learning program for more then 40 students, improving engagement and learning outcomes through interactive techniques and Key Performance Indicators (KPIs). Finally, I optimized the foundation's LinkedIn profile, boosting its professional visibility*

and attracting CSR partnerships. This experience allowed me to apply my academic skills to real-world social challenges, especially in education and poverty alleviation."

Animesh Sindhu, Arnav Gakhar, Keshav Ummat, and Tanisha Chugh, placed at the Indian National Portage Association, Chandigarh, mentioned, "*We were involved in organizing the Annual Function, which offered a platform for children with intellectual disabilities from the Bapu Dham Community to demonstrate their talents in Bhangra, singing, folklore, dance, and drama based on their interests. The event aimed to create an inclusive space and raise awareness about their abilities. We also promoted the NGO's initiative, Assessment Counselling Therapy (ACT), by conducting a testing and therapy drive during the function, offering medical and psychological tests to identify issues early and provide support like play, vocational, and physiotherapy. To further promote ACT, we created an Instagram page that reached over 70 followers and more then 1000 views on the two posts uploaded during the last week of our internship. Additionally, we helped compile annual reports to communicate the NGO's activities, CSR funds, outcomes, and photo documentation to various stakeholders."*

e) End-to-End Product Management

The students worked on product development and marketing, contributing to market research, product positioning, strategy formulation, and evaluating market opportunities for expansion. Their contributions helped in providing feedback for sustainable product growth.

Unnati Pande and Kunal Pant, placed at Bhoomi Sanstha, Haldwani, informed that they worked on a project focused on promoting beekeeping in rural areas to improve livelihoods. Their key deliverables included raising community awareness through campaigns and demonstrations, providing workshops and ongoing support to farmers, and developing branding and marketing strategies for honey products. The project also aimed at economic upliftment by helping farmers earn additional income and supporting environmental sustainability through natural pollination and chemical-free farming. The positive impact was evident through success stories from farmers whose income tripled after joining the program. Students learnt about the importance of continuous support, skill development, and the value of partnerships for long-term sustainability.

Arjun Vardhan and Siddharth Ananth, placed at Taru Naturals, Govandi (Mumbai), mentioned, "*Our team was assigned a comprehensive market analysis project focused on evaluating expansion opportunities for Taru Naturals across five target markets: USA, UK, UAE, Canada, and India. We gathered data on more than 100 natural products, including sales volume, pricing, and customer feedback using Helium10, and organized this data in Excel. We calculated key performance metrics such as sales volume, price positioning, and customer satisfaction. We also segmented the products based on competitive intensity and market growth potential. In the qualitative phase, we analyzed 15 similar brands' digital presence to study their brand positioning, storytelling, and marketing strategies. We provided recommendations for market entry and product positioning strategies for commercial growth based on our findings.*"

f) Technology transfer

The students helped bring digital changes to their organizations during their internships using their technical and management skills. They introduced new digital tools and strategies to make tasks easier, improve online presence, and improve the operation management system of the organization.

Utkarsh Jayaswal, placed at Tapovan Education Foundation, Ghaziabad, stated, "*This internship at the Sri Gyan Mandir emphasized digital literacy's vital role in modern education, especially for institutions dedicated to serving underprivileged communities. By systematically addressing technological, infrastructural, and psychological barriers, we introduced faculty members to tools and processes that have profoundly streamlined their administrative tasks. Equally important, it boosted their morale and opened doors to innovative teaching strategies that benefit students beyond their classroom years*."

Niharika Singh and Ishani Majumdar, placed at Aroha in Nagpur, mentioned, "*During our internship, we integrated prior technical and management knowledge to support Aroha and Rangresha's digital transformation. We applied SEO, UI/UX improvements, and content structuring techniques to optimize both websites. Using project management skills like gap analysis and benchmarking, we ensured the efficient execution of digital projects. We also improved Rangresha's online presence by applying SEO best practices, policy structuring, and product content optimization. Additionally, we utilized our knowledge of digital tools to automate processes and train staff, reducing manual inefficiencies.*"

g) Personal and Professional growth

Students experienced growth both personally and professionally through their internship journey. They applied practical knowledge and developed key skills while working with diverse stakeholders like schools, partners, and communities across different age groups. This improved their communication, adaptability, and teamwork, while also building empathy and a deeper understanding of real social issues.

For example, Harsha Shyamsukha, placed at Samaritan Help Mission, Howrah, stated, "My *internship at Samaritan Help Mission was an enriching experience that not only contributed to the organization's objectives but also helped me develop valuable skills in teaching, social media engagement and community engagement.*"

Similarly, Poorva Singhal and Tijil Puri, placed at Roshni Educational Society, Faridabad, mentioned, "*Our experience gave us invaluable insights into education and development of the community, which profoundly impacted our professional and personal growth. We also became sharper in our awareness of realities at the ground level, including systemic realities like poverty,*

child labour, and gender discrimination. The internship was not just a work experience—it was an intensely personal experience that strengthened our empathy, reaffirmed our purpose, and provided us with a lifelong commitment to making a difference."

Chinmay Anand, Lokendra Singh Venawat, Shivansh Shrivastava, Siddharth Jain, and Tanishka Sethia Jain, placed at Shubhashraya Foundation, Kota, mentioned, "*One of the most precious new insights was the significance of stakeholder involvement in social initiatives. We understood the value of establishing robust partnerships to guarantee the success of projects. Another important takeaway was the contribution of branding and marketing towards attracting donors and students. Lastly, the internship also instilled in us adaptability—working in the social sector demands that one deal with uncertainties and develop innovative solutions to intricate problems.*"

h) Applying Theory to Practice

Students applied what they learned in class and management concepts in real-world scenarios. For example, Ananya Singh and Yash Yadav, placed at Sanjeevani Social Welfare Society, Varanasi, mentioned, "*We were able to effectively integrate our research, analytical, and management skills by conducting interviews, gathering qualitative data, and comparing findings with best practices. This experience allowed us to practically apply our academic knowledge in a real-world setting, reinforcing the importance of research-driven decision-making in social impact work*." similarly, Aashvi Shah, Niyati Shah, Shivam Saria, and Tanvi Khare, placed at Muktangan, Worli, stated, "*Our MBA coursework, particularly in marketing, communications, and financial analysis, proved instrumental. We applied our writing and research skills to draft articles and impact stories and proposed content strategies to boost online engagement. We compiled a ready reckoner on CSR regulations, enhancing our understanding of the legal and compliance landscape governing NGOs.*"

i) Skill Acquisition

Feedback reveals that the internships equipped students with valuable, career-relevant skills and knowledge. Samyak Jain, placed at Shaishav Trust, Bhavnagar, shared, *"The internship experience at Shaishav enriched my knowledge and provided practical skills that will be highly valuable in my future career. Key takeaways include: The Importance of Data-Driven Decision Making, Empathy and Community-Centered Approaches, Public Speaking and Facilitation Skills, and the Power of Networking and Relationship Building. The learnings and growth from this journey will undoubtedly influence my future endeavours*."

Ankan Das, Swapnil Gupta, Adarsh Jhunjhunwala, Soumya Patwari, Subhradipta Deb, and Pratik Patni, placed at Towards Future, Kolkata, mentioned, "*Unlike corporate settings, where decision-making is more structured, NGOs require flexibility and adaptability. We learned how to engage multiple stakeholders (corporates, donors, community members, government agencies) for*

successful projects and how leadership in an NGO differs from corporate leadership, as it requires high emotional intelligence, patience, and negotiation skills."

5.5 Organizational Challenges

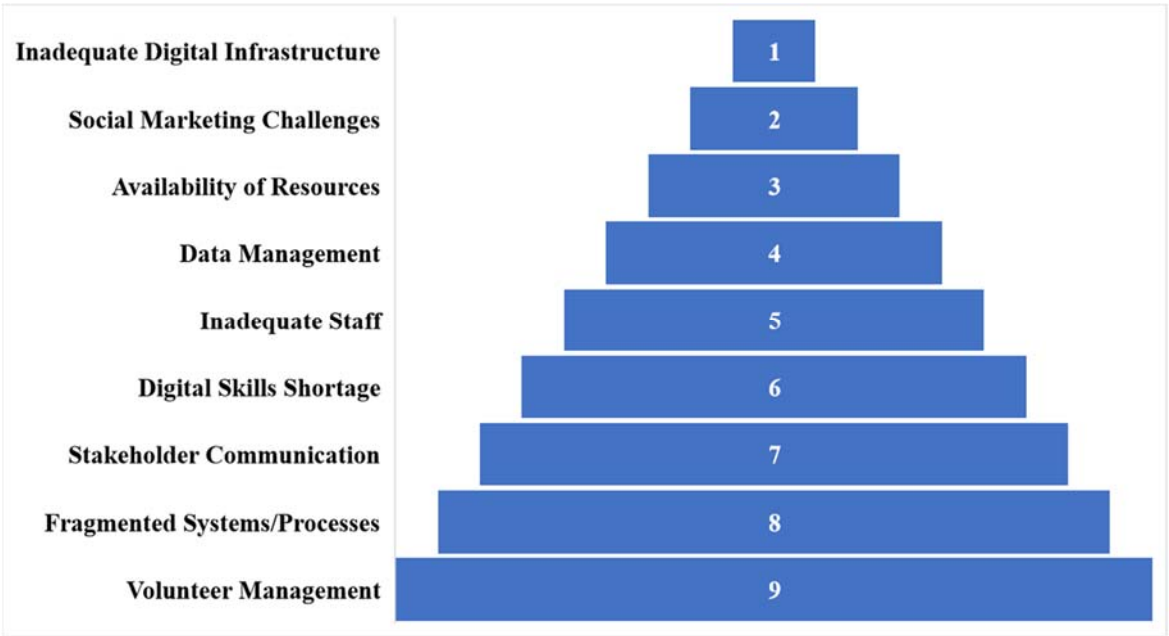
The data analyzed with regard to key challenges identified by students in the placement organizations are presented in rank order in Fig 5.7. The findings offer critical insights into institutional constraints, highlighting priority areas for strategic intervention to strengthen the development sector organizations.

The highest-ranked challenge was identified as having significant deficiencies in digital infrastructure. This included limited access to reliable internet, inadequate hardware, and outdated systems. This collectively hindered the administrative efficiency of the organizations.

Ineffective communication with stakeholders affects partnerships and public perception. In this context, the lack of social marketing expertise available with the NGOs was found to be a major challenge. Students found that organizations struggled with branding, outreach, and engagement. Due to this they faced resource constraints. Lack of financial and non-financial resources affected the implementation of strategic initiatives and limited the growth and innovation of NGOs.

The findings offer critical insights into institutional constraints, highlighting priority areas for strategic intervention to strengthen the development sector organizations.

Fig. 5.7: Organizational Challenges



The subsequent paragraphs describe the organizational challenges observed by the students.

a) Inadequate digital infrastructure

A major hurdle identified was the lack of robust digital infrastructure. There was poor internet connectivity, insufficient hardware resources, and dependence on old technology. This impacted the administrative efficiency of the organizations. Discussing this aspect, students placed with Barli Development Institute for Rural Women, Indore, stated, "*Since its inception in 1985, Barli has successfully trained over 10,400 women. However, the lack of a digital database and systematic follow-up makes it difficult to track alumni progress or measure long-term impact. Creating a digital database with trainee details, allocating small teams, or enlisting volunteers to maintain alumni engagement and document success stories would enable systematic tracking and outreach. A structured follow-up mechanism is essential to measure Barli's long-term impact*." Students placed in Aarohan, New Delhi, identified, "*Technical and knowledge barriers were present as we set about our work. The NGO didn't always have the state-of-the-art infrastructure or technical knowledge, and that's where we had to step in to not only build up Aarohan's digital footprints but also help educate the staff there about the usage of the tools, which included AI*."

Muskaan Kamboj, an intern with the Society for Service to Voluntary Agencies (SOSVA), mentioned, "*SOSVA's digital presence had been stagnant due to the absence of skilled staff in marketing and PR. Companies were approached only through written proposals, lacking engaging visual content. Showcasing real-impact stories through digital media can significantly enhance the effectiveness of CSR fundraising*." Students placed in the Janhit Society of Social Welfare (JSSW), New Delhi, observed limited digital access at their community centres. They shared, "*During primary digital literacy classes, it came to our attention that a good number of participants did not have access to digital devices or the internet. Therefore, applying the skills being taught was impossible. To solve the issue, we worked with local districts by providing limited access to computers and the internet through their community centers*."

b) Social Marketing Challenges

Students reported that NGO staff had a shortage of social media marketing skills. They faced difficulties with establishing their brand identity, scaling their reach, and maintaining rapport with their stakeholders.

During the internship at the Association for Non-Traditional Employment for Women (ANEW), Chennai, students identified "*A major gap that could be addressed is to enhance the organization's impact. There is a lack of effective outreach strategies to reach the most disadvantaged women. While many deserving beneficiaries benefited from ANEW's programs, a significant portion of those in dire need remained unaware of these opportunities. The program currently supports those already seeking help, but the challenge lies in reaching those who are unaware or hesitant to step*

forward." Students placed with Taru Naturals, Mumbai, observed, "*The organization's limited digital marketing resources constrained their ability to communicate their value proposition in different markets effectively. The international business team would benefit from developing deeper market-specific expertise, particularly regarding regulatory requirements and consumer preference nuances in each target region."*

While formulating and implementing a marketing strategy for Sahrudaya Silk Kendra, the silk weaving unit of Sahrudaya Welfare Services, Ernakulam, students identified several management gaps. They shared, "*The silk unit had limited brand visibility, no strong online presence, and no access to major retail spaces. They had also faced issues with e-commerce, such as high commission fees on platforms like Amazon and customers returning used products. Kendra's limited accessibility and market reach highlighted the broader issue of sustaining traditional craftsmanship in a changing consumer landscape*."

c) Availability of Resources

NGOs also faced difficulties due to limited resources. The shortage of financial and nonfinancial resources affected their ability to operationalize their strategic plans into action. It also restricted their potential to scale their outreach and development of new ideas. Discussing this, students placed at Anchal Charitable Trust, New Delhi, mentioned, "*Anchal Health Centre, a small daycare hospital, works with limited manpower and resources, as evident from the extensive coordination required for insurance empanelment and the manual digitization of doctor data. It might lead to delays, errors, and difficulty in scaling operations*." Students placed in the Indian National Portage Association (INPA), Chandigarh, shared, "*One key gap we identified was inefficiencies in the distribution and allocation of resources, leading to disparities in the quality of services provided to beneficiaries. A more structured and transparent resource management system would ensure fair distribution based on a needs assessment*."

Pratyush Kumar Pran, an intern at Green Tigers, Betul, thoroughly observed, "*Sustainability projects require financial support to ensure implementation, maintenance, and long-term impact. While environmental initiatives align with Corporate Social Responsibility (CSR) objectives, securing sponsorships is more complex than simply presenting a good cause. Corporate sponsors assess projects based on measurable impact metrics, long-term benefits, and brand alignment before committing funds. Many organizations and NGOs compete for the same pool of CSR funding, making it essential to differentiate initiatives and present a compelling case for sponsorship. While online fundraising platforms offer opportunities, sustaining public donations requires continuous engagement, marketing strategies, and trust-building efforts*."

d) Data Management

NGOs faced operational and decision-making problems due to manual data maintenance. This created delays in collecting the data required for making operational decisions. For example, students placed with AROH Foundation, Noida, shared, "*One of the key areas where there were gaps was in the collection and interpretation of real-time data. Often, delays in gathering field data led to delays in decision-making, which impacted the timeliness of project execution. Real-time data collection and analysis technology could be crucial to closing this gap*."

Students placed with Anchal Charitable Trust, New Delhi, observed, "*The absence of efficient data management systems for manual handling of doctors' and equipment data poses significant challenges within Anchal Health Centre. This deficiency hampers the organization's ability to track progress, retrieve pertinent information, and ensure data accuracy. Additionally, the inability to monitor Annual Maintenance Contract (AMC) and Comprehensive Maintenance Contract (CMC) details creates a substantial operational blind spot, leaving Anchal Health Centre unaware of when to engage technicians for necessary services*."

Students placed in Mahita, Hyderabad, mentioned, "*In certain cases, there was unused potential in utilizing data more effectively to inform decision-making. For instance, the information from the wellness and agricultural programs might be more effectively incorporated into real-time reporting tools to allow for quicker program adjustments based on the information. Additionally, the questions were open-ended for much of the data gathered through surveys. Because of this, there was a lot of inconsistency in the responses. Also, in some instances, the questions were misinterpreted*."

e) Staff and Volunteer Management

Students noted that NGOs recruited minimal staff due to resource constraints. As the staff lacked regular training and essential digital skills, they faced operational difficulties. To cope with the workload, organizations had to rely on volunteers. However, the shortage of staff also made the effective management of these volunteers difficult.

Students placed with HIVE India observed a lack of dedicated staff for elderly care. They shared, "*HIVE India primarily operates as an emergency response NGO, relying on external partnerships for staff in crises. However, pivoting to long-term elderly care requires a dedicated team of trained professionals, including caregivers, nurses, social workers, and counsellors, to ensure proper care for residents*." Swapnil Sen, an intern with Deshabandhu Club, Silchar, identified, "*One special educator catered to 48 students (1:48 ratio) and attended only twice a week. As physiotherapy sessions are limited to once a week, it impacts students with mobility challenges*."

Sharing her experience about digital skill shortage among staff members, students placed with Agastya International Foundation, Bengaluru, observed, "*There is untapped potential in leveraging*

free online resources like LinkedIn and ChatGPT. Enhancing staff knowledge about these platforms could improve operational efficiency and expand Agastya's outreach, enabling greater impact and sustainability." Students in Aroha, Nagpur, mentioned, "*The team had limited exposure to IT, AI, and automation tools, making operations slow and manual. NGO should implement ongoing skill development programs to enhance efficiency and adaptability to new technologies*."

Students recognized the need for structured volunteer management, which would help the organizations in their various activities. In this context, Harshal Mor and Shivam Bhanushali, placed with Arya Samaj, Gandhidham, mentioned, "*We noticed that there was no structured onboarding or orientation process for volunteers. The NGO needs to develop a short training or induction session for volunteers, outlining clear tasks and expectations. This would help them contribute more efficiently*." Garv, an intern at R. C. Foundation, Saharsa, felt "*Creating a robust volunteer management system would streamline operations and also enhance community participation and accountability*."

f) Stakeholder Comunication

Students found that NGOs struggled to maintain consistent engagement with beneficiaries and donors due to ineffective communication with internal and external stakeholders. Explaining their view in this regard, students placed with Apna Ghar Ashram, Raipur, expressed, "*The lack of a structured donor engagement model resulted in fluctuating donations. This impacted their long-term financial sustainability.*

Stressing the need for maintaining regular communication with the beneficiaries through feedback mechanisms for program improvement, Nudurumati Sai Bhaskar Virinchi, an intern at Sahiti Charitable Trust, Rajamundry, shared, "*A structured feedback mechanism should be implemented to refine training programs continuously. Regular student and employer feedback collection through surveys, focus groups, and quarterly curriculum reviews will help identify gaps and align courses with industry demands*."

g) Fragmented Systems/Processes

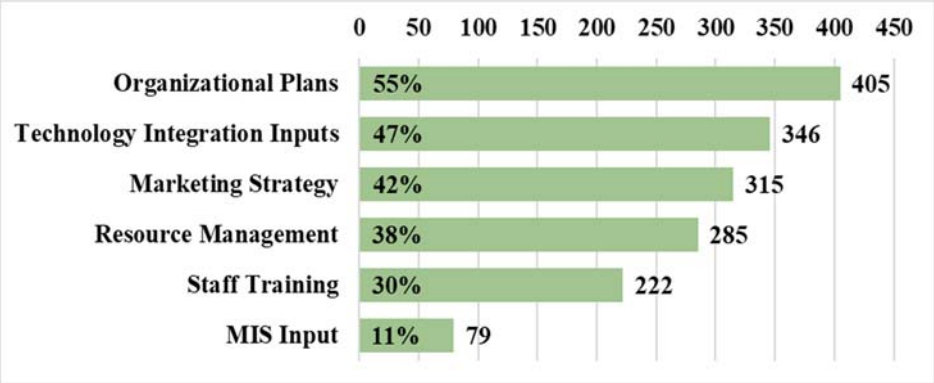
Fragmented systems/processes like lack of standard operating processes, incompatible software, poor governance system, inadequate planning, poor HR policies, reporting systems, etc, affect the efficiency and operations of the NGOs. Discussing this further, students placed in Swami Brahmanand Pratishthan, CBD Belapur, observed, "*One of the most significant gaps identified during the internship was the recent loss of two trustees, as well as the resignation of one. The transitional phase in the organization saw the remaining trustees go through a tough period of rebuilding the team. The passing of one of the trustees, who also managed the blog for the NGO, stalled its online outreach. The blog once enjoyed regular updates but has not received any updates since 2023, which has greatly affected the visibility of the organization and its outreach*."

To address the challenges faced by the NGOs, students executed a few solutions and extended their recommendations to overcome them. The same is discussed in the subsequent section.

5.6 Recommendations: Overcome Challenges

Students, based on their understanding and analysis of the challenges of organizations, recommended various solutions to overcome the managerial and operational challenges. The recommendations were categorized into six categories (Refer to Fig 5.8).

Fig. 5.8 : Recommendations



a) Organizational Plans/Systems

Suggestions for designing 'Organizational Plans' related to redesigning systems, processes and functional plans for better efficiency were given by 405 students (55 per cent). Based on their observations, students suggested various solutions regarding various plans, processes and systems. These included designing a structured curriculum, monitoring and evaluation system, framework for impact assessment, feedback mechanisms, budgeting template, inventory management, etc. For instance, students placed in Umang Charitable Trust, Mumbai, mentioned, "*We prepared the budget and the inventory list for all branches, which would help them keep track of their inventory and expenses and optimize using the available financial resources*."

Pratham Kalra, placed with Don Bosco Navjeevan Society, Chandigarh, suggested implementing a structured community feedback mechanism. He shared, "*I observed that informal feedback during field visits was valuable; however, a formalized feedback system would yield more structured insights. He recommended introducing regular surveys and focus group discussions with beneficiaries to gather data that informs continuous improvement in program delivery*."

At Mann - Center for Individuals with Special Needs, Mumbai, students recommended developing standardized training modules with detailed session guides, lesson plans, and interactive materials

to ensure that new trainers are aligned with best practices, making the training program more scalable across locations.

Prabhat Pundir and Vaibhav Yadav, who interned with Janhit Foundation, Meerut, found that without a solid framework of impact assessments, it became challenging to estimate the long-term results of the projects. They suggested the adoption of an organized system of Monitoring and Evaluation (M&E) through systematic data collection from the beneficiary at regular intervals. This will help in the measurement of impact and will bring greater clarity and informed decision-making.

b) Technology Integration Inputs

In this technology-driven world, 346 students (47%) felt that embedding suitable and adequate technology in NGO operations would aid in improving their service delivery systems. Expressing their views, students placed with Sarvani NGO, Panchkula, shared, "*One of the key challenges faced during our internship was the lack of a structured and automated student database, which led to inefficiencies in maintaining records. Initially, student details, attendance, and health records were maintained manually, increasing the risk of errors and data loss. To address this, we created a centralized digital database that integrated key details, including attendance tracking and BMI calculations. However, Sarvani should implement a cloud-based student management system to ensure long-term efficiency, train staff to use digital tools and conduct regular updates and audits to maintain accuracy. A well-maintained digital record will help the organization track student progress, manage resources efficiently, and plan targeted interventions*."

Students at Sahaj Society For Health Alternatives, Vadodara, based on their survey of the implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 in schools, recommended, "*Government schools should invest in improving infrastructure to provide a better learning environment for students. The newly secured computer system and internet subscription should be utilized to expand digital learning initiatives, particularly in underserved areas*."

Students placed with Committed Communities Development Trust (CCDT), Mumbai, suggested, "*CCDT may utilize social media, short films, and mobile-friendly educational modules to reach more beneficiaries and engage youth. Also, expand tele-counselling and mobile health consultations for marginalized populations with limited access to services."*

Kushal Soni recommended that Nav Aastha Jan Vikas Seva Samiti, Ambikapur, should implement digital accounting software to increase transparency and efficiency. He mentioned, "*One of the most evident shortcomings in the NGO's financial processes was manual record-keeping and paper-based accounting procedures. The organization is suggested to implement computerized accounting software like Tally, QuickBooks, or online financial management software to enhance financial transparency. These software packages will assist in automating salary payments, donation*

tracking, production of financial statements, and facilitating real-time tracking of expenses, thereby minimizing administrative overheads and enhancing financial accountability."

c) Marketing Strategy

To enhance the organizations' outreach, 315 students (42 per cent) suggested the organizations to revise their marketing and branding strategies. Students extended recommendations on social marketing activities and awareness campaigns. They also felt that organizations should utilize various digital marketing platforms for better outreach.

To enhance brand visibility & market penetration of Spring Health Water (India) Pvt. Ltd., Bhubaneshwar, students shared, "*Low-income rural customers do not respond well to traditional advertisements, leading to Spring Health achieving a maximum of 50% market penetration in some villages, leaving significant room for growth. They should establish a dedicated marketing team solely focused on door-to-door promotion, ensuring consistent outreach regardless of penetration levels. This would reduce the burden on other employees, making operations more efficient. A dedicated marketing team would also be cost-effective, as structured marketing strategies have the potential to increase sales, justifying operational costs*."

Sourish Palit and Deepanshu Kumar placed in the Society for Promotion of Art Research into Socio-Economic - Cultural Heritage (SPARSH), Jamshedpur suggested, "For Awareness Campaigns, "*SPARSH should expand awareness programs on critical social issues such as substance abuse, health, and hygiene through initiatives like Nukkad Natak and workshops in slum areas*."

Students placed in Kripa Social Welfare Society, Ujjain, shared, "*We assisted women entrepreneurs in understanding basic marketing strategies to improve the visibility of their businesses. We observed that Kripa Social Welfare Society Kripa currently does not have an active social media presence; although they are working on it, it has been a very traditional approach, which might not be effective. The NGO should increase their social media presence*."

Ashish Kumar and Nishant Sahoo in Umang Charitable Trust, Mumbai, stated, "*It was also noticed that there is a gap in the organization's digital marketing strategies. These days, it is obvious any business, big or small, must employ social media platforms, targeted online advertising and content marketing to increase their visibility and reach out to as many people as possible. The first step to achieving this would be for the NGO to adopt these digital tools to effectively present its work, interact with potential donors, and extend awareness of the NGO's initiatives in the larger community. A solution to these technology gaps could boost operational efficiency and enhance the NGO's online presence, both of which would positively impact the NGO's long life and the NGO's impact*."

d) Resource Management

Considering the financial and non-financial resource constraints, 285 students (38 per cent) suggested various strategies for better Resource Management. They felt that collaborating with CSR Departments and other firms would help them seek financial and non-financial support.

Students placed with Committed Communities Development Trust (CCDT), Mumbai, recommended, "*CCDT should increase partnerships with pro-bono legal professionals to support survivors of trafficking, abuse, and labour exploitation*." Madhur Goel & Shreya, who worked on the child labour rescue and rehabilitation project in M.D.D. Bal Bhawan, Karnal, suggested, "*The NGO should seek cooperation from local companies to develop alternative sources of livelihood for parents. The majority of children work because families need extra earnings. When parents have secure jobs, children are less likely to be forced into employment*."

To address the challenges of unstable dialysis funding and pricing competition, students placed in the Fishermen Community Development Programme, Kollam, suggested, "*The NGO may diversify CSR partners, build long-term funding agreements, and launch crowdfunding campaigns to ensure financial sustainability. They can introduce loyalty programs, bulk purchase discounts, and targeted subscription models to retain customers and stay competitive*."

Kushal Soni, placed in Nav Aastha Jan Vikas Seva Samiti, Ambikapur, stated, "*The largest share of the NGO's funds is from government grants and direct donations. While relying on these sources sounds dependable, it might restrict the company from maximizing its outreach and long-term programs. The NGO should earnestly pursue collaborations with corporate organizations under Corporate Social Responsibility (CSR) drives to strengthen the financial backbone and get better resources. Many companies are mandated to allocate a percentage of their profits toward social causes, including education, healthcare, and environmental sustainability. The NGO can secure additional funding, technology support, infrastructure development, and skill training programs for beneficiaries by establishing partnerships with private companies, banks, IT firms, and foundations. CSR partnerships can also help the NGO provide rural youth internships, vocational training, and job opportunities, equipping them with hands-on industry experience and financial self-sufficiency*."

e) Staff training

Staff training and regularly upgrading their skill sets was recommended by 222 students (30 per cent) to help the organizations enhance operational efficiency. Students who interned with Vardhisnu, Jalgaon, suggested, "*Introduce regular upskilling sessions for Vardhishnu's team, focusing on areas such as advanced Excel, project management, and digital marketing. This will enhance operational efficiency and equip the team with essential skills for sustained growth*."

Students placed in Tomorrow's Foundation, Salaam Bombay Foundation partner in Kolkata, recommended, "*To quip teachers to handle financial education, conduct workshops to train teachers on basic financial concepts and interactive teaching techniques*." Teacher retraining/refresher sessions, increased school visits, and maintenance of regular school feedback were recommendations by the students to Shraddha Maanu Foundation.

f) MIS Input

To manage data efficiently, 79 students (11 per cent) recommended that organizations should opt for various data management processes, from simple steps like folder segregation digitization of data/physical records to robust MIS systems, etc. Using their technical skills, some students made a dashboard and automated the records and processes to help their placement organizations.

Students who interned at Aashwast Services LLP, Pune, shared, *"We observed a high dependency on manual processes. We integrated our technical and management knowledge to propose innovative solutions. We automated financial processes (ledger, service records) using dynamic spreadsheets and automated financial reports to improve efficiency in ledger maintenance."*

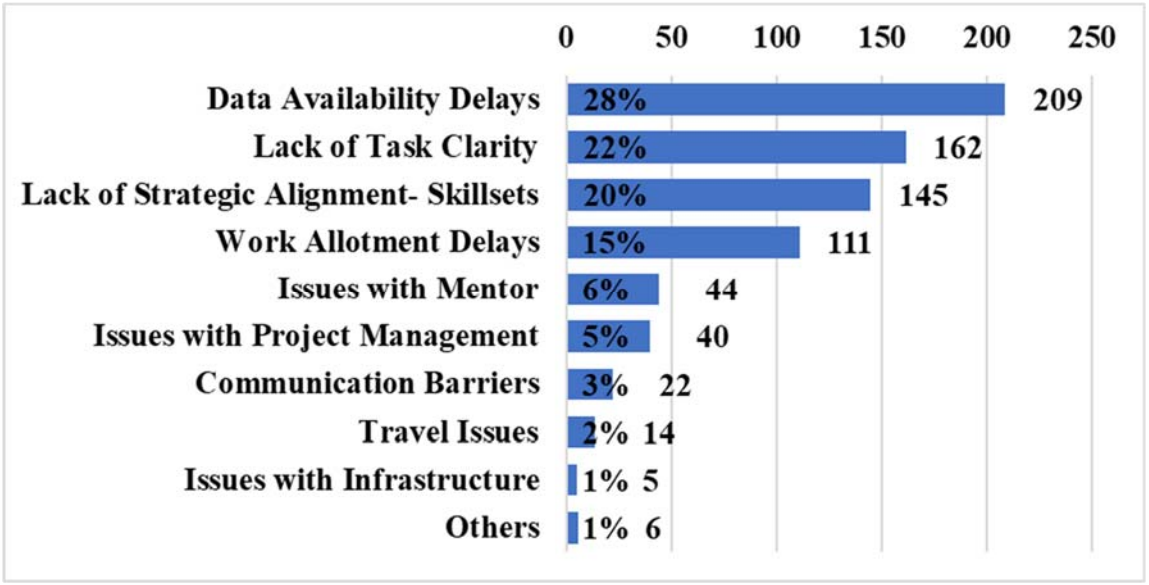
Yash Jadhav, an intern with Lokkalyan Charitable Trust, Satara, stated, "*While grassroots NGOs create meaningful change, scaling their efforts requires strategic capacity building. Based on my experience, I recommended leveraging digital tools and implementing data-driven monitoring systems to track outreach, health screenings, and skill training effectiveness*."

Students placed in Animedh Charitable Trust, Mumbai, mentioned, "*We discovered gaps in data collection and analysis, particularly in the Mantrana Project. We recommended implementing a more robust data management system to track progress and assess impact more accurately*."

5.7 Key Challenges

Key challenges faced by students during the internship are presented in Fig. 5.9. Data availability delays, lack of task clarity, lack of strategic alignment, and work allotment delays were some of the challenges faced by the students.

Fig. 5.9 : Key Challenges



Multiple responses ≠ 100%

Some of the above-indicated challenges were quite critical to student performance during the internship. Delay and sometimes limited data being made available by the internship organization impacted their project deliverables, especially leading to delays. Similarly, delays in work allotment resulted in the waste of time at the beginning of the internship, later leading to pressing timelines or a heavy workload to complete the project within the internship duration. Such delays were caused by factors like the mentor's non-availability, time constraints, etc. Explaining this further, Anchal Verma, who was placed in Citizens Foundation, Ranchi, shared, "*I got the task of onboarding staff. Talking to employees from different departments according to their time delayed the task*."

Students also experienced communication barriers such as limited communication, lack of clarity in tasks allocated, and limited information regarding the project's past performance. For instance, Sanket Kotalwar, an intern at Swayamsiddha Mahila Mandal, Latur, shared, "*A few tasks assigned to me were earlier done by some other person in the organization. There was a lack of communication regarding it*." Safal Raj at Chotanagpur Sanskritik Sangh, Ranchi, mentioned, "*Understanding and adapting to the diverse cultural and social dynamics during field visits required careful communication and sensitivity*."

In some cases, language barriers also contributed to the communication gap and hindered project execution. For instance, Sameer Gupta, placed in Sparsh Balgram, Pune, shared, "*Language and communication was sometimes a hassle for me as I am not very fluent with the Marathi. Even though I could understand effectively, replying was sometimes a concern*."

Devyani Agrawal's internship at Anand Service Society, Indore (which works for deaf children), brought to light that communication challenges are not limited to spoken language differences. She

shared, "*It was challenging to communicate with students and teachers as sign language was more prevalent*." It highlights that students faced communication barriers, especially in an organization where sign language was the primary communication method.

Students faced project management issues due to several factors like the low technological orientation of staff and limited resources. These resources included cramped office space, lack of digital access, etc. Disorganized data, insufficient data, data collection barriers, and difficulties in extracting required data pointers added to project management challenges. Students placed in Hive India, Kolkata, reported, "*We faced difficulties in the secondary data collection needed for their project completion*."

Students placed in Deenabandhu, Pratigya Educational Initiative Society, R. K. Foundation, and Salaam Bombay Foundation (SBF) who were primarily engaged in teaching children, especially in public schools during the internship reported difficulty in low attendance, non-punctuality, difficulty in handling a bigger class and scheduling classes. Discussing this further, students placed in Cube Academy, the partner of Salaam Bombay Foundation in Bengaluru, identified, "*Scheduling was a major issue faced during the internship. With schools nearing the end of the academic year, final examinations and annual day functions caused scheduling hindrances. This caused multiple changes to the decided schedules, requiring us to adjust and adapt to last-minute alterations. Schools were also not proactive in arranging classrooms and other equipment required for the sessions, causing avoidable delays at the start of the sessions. Schools sometimes approved the session on a particular date and cancelled at the last minute*."

Students also highlighted infrastructure-related challenges during the internship. Challenges included space constraints, unhygienic sanitation facilities, lack of digital infrastructure, etc. For instance, Swapnil Sen, placed in Deshabandhu Club, Silchar, mentioned, "*Organization lacked utilization of digital resources, which are vital while handling specially-abled students*." Students working in community centres of Sahyog - Care for You, Committed Communities Development Trust (CCDT), Empowerment for Rehabilitation, Academic & Health (EFRAH) expressed concerns about issues in hygiene and sanitation.

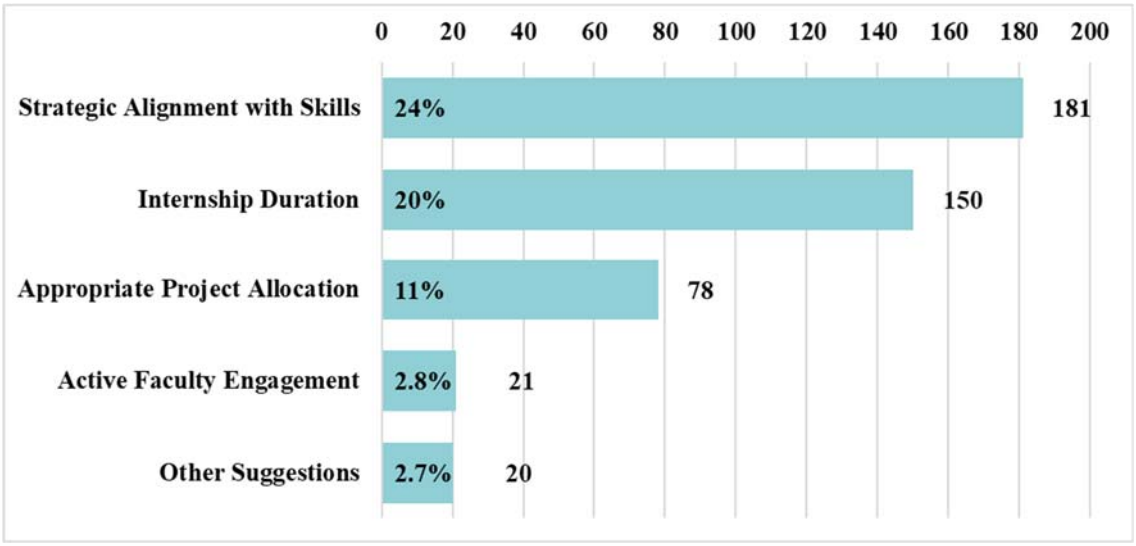
Apart from difficulty in contacting the organizational mentor, students faced challenges due to lack of direction, non-availability of the mentor, and reporting to more than one mentor. For instance, Madhura Kate, who interned in Savitribai Phule Mahila Ekatmata Samaj Mandal (SPMESM), Chhatrapati Sambhaji Nagar, shared, "*I worked on discrete projects. So, I had to report to more than one mentor*."

Based on their experience, students extended suggestions to address the challenges. The same are discussed in the next section.

5.8 Suggestions by Students

Out of 742 students, 450 students (61 per cent) shared suggestions for improving the WeCare internship experience.

Fig 5.10: Suggestions by Students



Other Suggestions include Process Improvement, Travel and Work Efficiency, Workload and Time Management, and Others.

As listed in Fig 5.10 in descending order a little over 1/5 of students recommended NGOs should allot projects which align with their skills. They felt that NGOs should be oriented to have strategic alignment between projects, skill-sets and interest of the students. NGOs should avoid giving projects unrelated to its core purpose.

To have better engagement and contribution 1/5th of the students' suggestions centred around having longer duration of internship, and rescheduling the same immediately after Trimester II to avoid break in the academic schedule.

To augment the learning experience a few students also suggested that We Care office should verify availability of basic facilities like potable water, clean washrooms and separate office space. Recommendations to have active faculty support and guidance during the internship duration was also extended by students.

Besides the above other suggestions included having hybrid mode of internship, resolving group dynamics, revising feedback form to avoid duplication of questions, avoid sending multiple documents to students and placing students within close proximity of their residences.

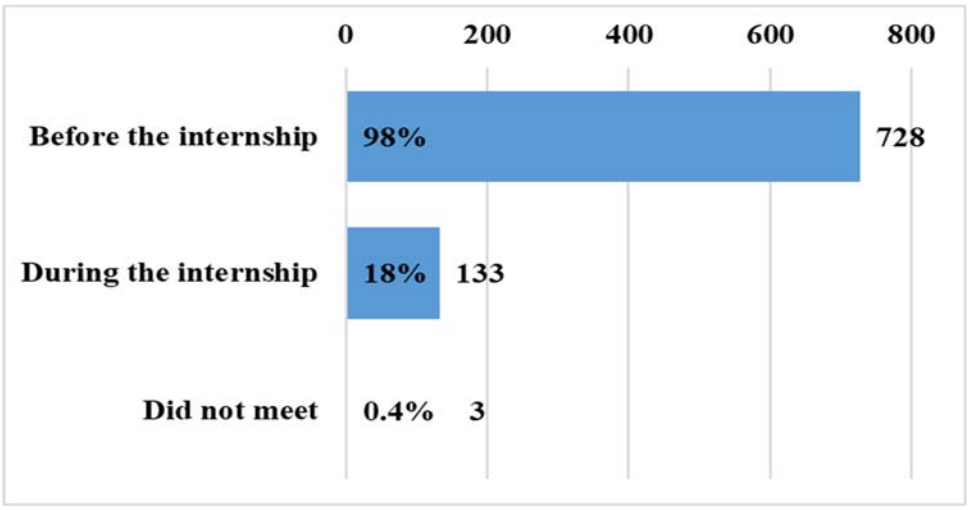
5.9 Faculty Mentor Support

Faculty mentorship enables students to examine the relevance of social internships and facilitates the application of theoretical knowledge to practical, real-world situations. To enable students to have a productive learning journey, 55 Faculty Mentors were appointed. The average faculty: student ratio was 1:13.

Students were required to have in-person meetings with their faculty mentors prior to the internship and maintain communication with them throughout the internship duration.

Data presented in Fig. 5.11 presents students' meetings with faculty mentors prior to and during the internship. It can be inferred from the data that faculty mentorship primarily occurred before the students began their experiential learning.

Fig. 5.11 : Student Meetings with Faculty Mentors



Multiple responses ≠ 100%

Students used multiple digital tools to seek faculty support during the internship. Only two per cent of students had problems in contacting faculty mentors during their internship.

In the context of faculty support, 21 students (three per cent) suggested that active faculty engagement is essential for effective mentorship and enhancing their experiential learning.

The following section provides a detailed analysis of the internship organization's feedback.

6. Organizational Feedback

At the end of the We Care: Civic Engagement Internship, the organizational mentors were requested to share feedback on the internship. From 293 organizations, 226 (77 per cent) shared their feedback through Google Forms (Annexure VII).

Table 5 : Organization's Feedback: Objectives and Data Points

Feedback Objective	Feedback Data Points
To study the placement organization's perspective with respect to the level of satisfaction with students' conduct, quality of work, and regularity in reporting.	• Satisfaction with 1. Intern's Conduct 2. Quality of Work 3. Regularity in Reporting 4. Civic Engagement Learnings
To acknowledge the Students' contribution during the internship	• Special remarks regarding students' contributions
To seek feedback from the placement organization to review and revise the components of the We Care: Civic Engagement Internship.	• Suggestions for improvement in the components of the We Care: Civic Engagement Internship

6.1 Level of Satisfaction

A five-point Likert scale ranging from poor (1) to excellent (5) was used to study the level of satisfaction with the intern's conduct, quality of work, regularity in reporting, and civic engagement learning.

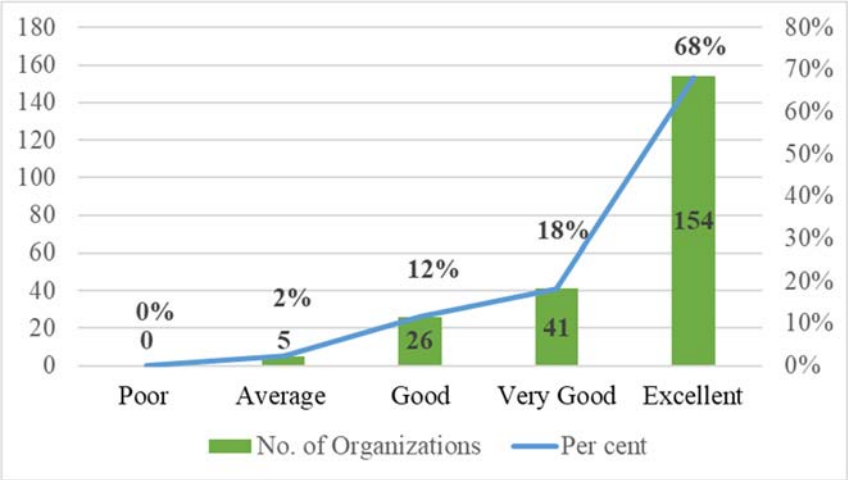
a) Conduct

The intern's conduct was measured on the following parameters:

1. Regularity and punctuality in reporting for work
2. Quality of interpersonal relations
3. Level of motivation to work with the organization
4. Interest in learning about the organization
5. Flexibility displayed in adjusting to the organizational norms

Fig 6.1 indicates that 68 per cent (154) of the organizational mentors were highly satisfied with the intern's conduct during the internship.

Fig 6.1 : Level of Satisfaction: Intern's Conduct



Acknowledging the students' conduct, the mentor from Kripa Social Welfare Services, Ujjain, stated, "*Commitment, dedication and hard work done by the students are amazing, and we are very happy about it."* Similarly, the mentor from CHAHAT NGO, Bhiwadi, mentioned, "*We need students like Ishita (honest & hardworking). She also took great interest in all our outdoor activities and was available to attend various tasks."* Highlighting students' discipline, the mentor from the Janhit Foundation, Meerut, said, *"All the students coming from your institute understand and carry out work with discipline. We want more students from your institute to be sent to our organization for internship*." The mentor from Sarvani NGO, Panchkula, shared, *"All four students demonstrated impressive work ethics, collaboration skills, and a passion for making a positive impact. Each of them brought outstanding dedication, intelligence, and creativity to the table."*

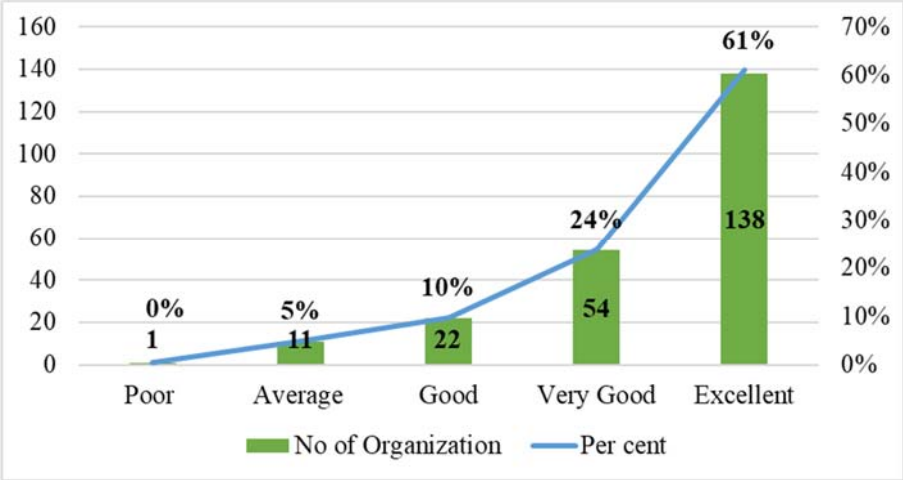
b) Quality of Work

The organizational mentors were requested to share their feedback on the quality of work on the parameters mentioned below:

1. Provided innovative ideas
2. Displayed clarity in designing a plan of action
3. Adhered to project deadlines
4. Quality of tasks performed/deliverables submitted
5. Scope of application of recommendations given by student (s)

Fig 6.2 indicates that 61 per cent (138) of the organizational mentors showed high satisfaction with the quality of work delivered by the students.

Fig 6.2 : Level of Satisfaction: Quality of Work



Explaining the tasks undertaken by the students, the mentor from Mahita, Hyderabad, mentioned, *"All three students have performed well. In addition to the assigned projects, they have also completed the data analysis of 100 schools regarding the School Health and Wellness Programs in Andhra Pradesh and Telangana. The analysis and its results have been shared with UNICEF and the relevant departments."* Highlighting students' support, the mentor from Love Care Foundation, Noida, stated, *"Students conducted awareness sessions on critical topics such as 'Good Touch and Bad Touch.' They equipped our students with essential knowledge of personal safety and well-being. Their efforts have made a meaningful impact, fostering both educational growth and awareness among our students."* The mentor at Aashray Home Care, Jaipur, shared, "*The students have contributed and developed extraordinary work in Aashray Home Care. They drafted case studies and worked on social media to improve our visibility work. They carried out awareness towards HIV-affected children within the community."*

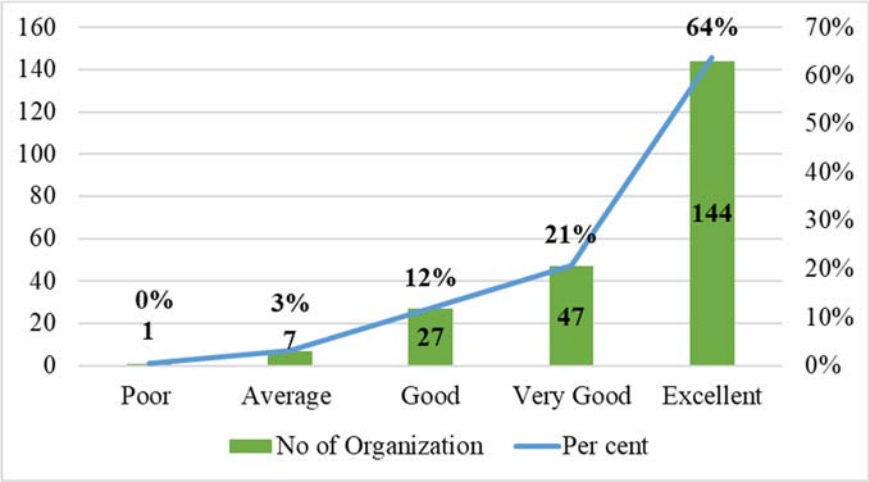
c) Regularity in Reporting

The following indicators were used to calculate the organizational mentor's level of satisfaction with students' reporting.

1. Regularity and punctuality in daily reporting
2. Regularity in submission of weekly reports
3. Punctuality in the submission of the final report
4. Presentation and overall quality of the final report

Fig 6.3 shows that 64 per cent (144) of organizational mentors rated students reporting as Excellent.

Fig. 6.3 : Level of Satisfaction: Regularity in Reporting



Expressing their satisfaction with reporting, the mentor from Anand Service Society, Indore, shared, *"Aadi Jain, Gaurav Rajdev, and Snigdha Dasgupta were punctual and regular reporting to the organization."* Similarly, the mentor from Prayasam, Kolkata, mentioned, *"All three participants did their utmost to assist the organization in developing project proposals for our various enterprises."*

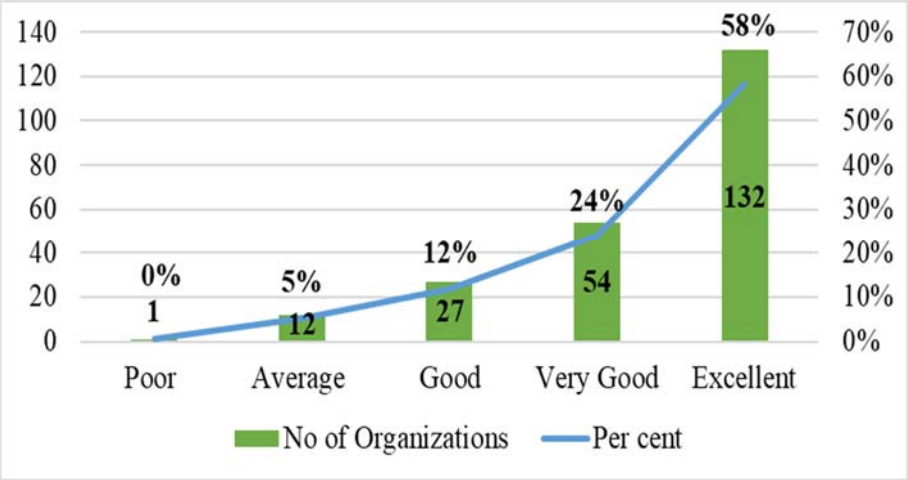
d) Learnings from Internship

The following indicators helped in deriving the organizational mentor's level of satisfaction with the learnings gained through the internship experience.

1. Understanding of social issues and their impact
2. Understand the role of placement organizations in addressing social issues
3. Understand the operational/managerial challenges of the placement organization
4. Provide feasible (workable) solutions or recommendations to the problems identified
5. Able to learn from the internship experience

Fig 6.4 shows that 58 per cent (132) of the mentors felt that the students, through experiential learning, were able to understand the social issues handled by the organization and their impact. Pearson's Chi-Square test indicates a strong association between students' overall performance and learnings gained during the internship duration ($p < .001$, value 192.564).

Fig 6.4 : Level of Satisfaction: Civic Engagement Learning

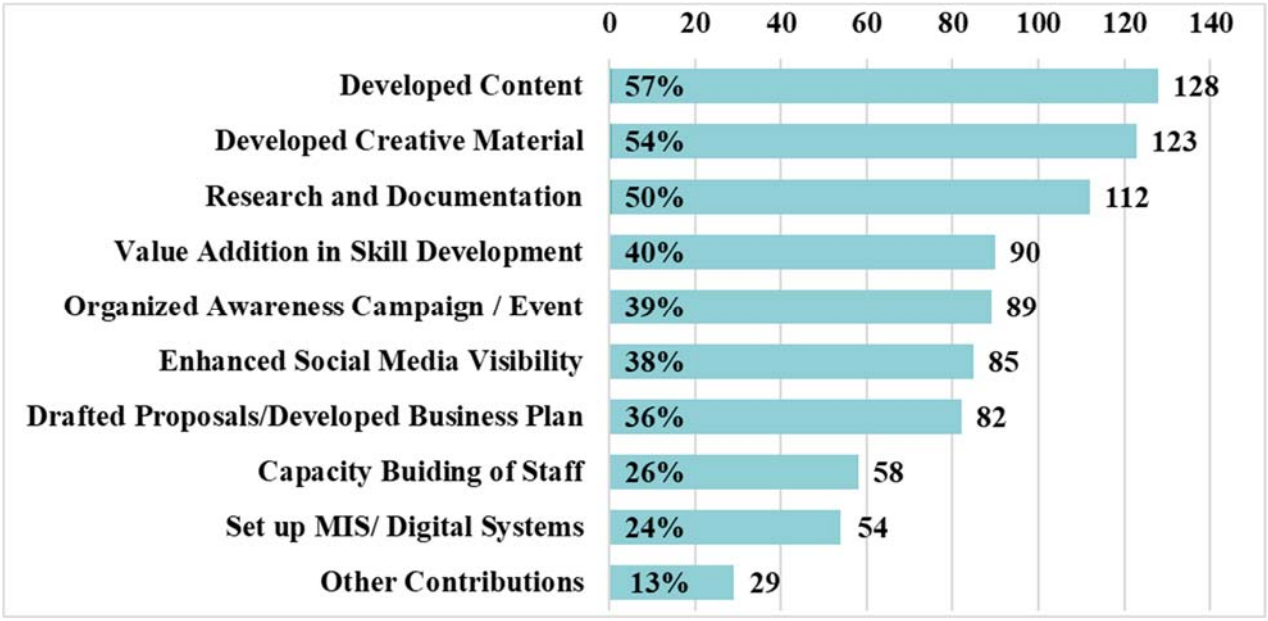


The internship provided an opportunity for the students to examine the role of the organization and understand the importance of the programs offered. Based on understanding the organization's functioning and the need to improve service delivery, the students provided various solutions. For instance, the mentor from the Society for Service to Voluntary Agencies (SOSVA), Chandigarh, shared, "*The intern came out with implementable suggestions"* to tackle the operational/managerial challenges. The mentor from Shraddha Maanu Foundation, Chennai, stated, "*Ms. Sai Oviya S designed a structured fellowship program that can be implemented in its entirety by Shraddha Maanu Foundation*."

6.2 Students Contribution

During the internship, the students worked on various projects and contributed in multiple categories, as given in Fig 6.5.

Fig 6.5 : Contribution by Students



Multiple responses ≠ 100%

Other Contributions include Improved Pedagogy, Data Analysis & Data Management, Fundraising, Strengthening Management Systems, and Initiated New Activities.

a) Content Development

As displayed in Fig. 6.5, 128 (57 per cent) students developed content for annual reports, websites, case studies, booklets and mock test papers. The mentor from Bal Bhavan Society, Vadodara, highlighting the students' work, stated, *"The students edited the existing annual report and PPT with language correction."* Similarly, the mentor from Navsarjan Xavier's Cell for Human Development, Surat, said, "*The students helped in finalizing the survey report and wrote the annual report."* The mentor from Vikas Sahyog Pratishthan, Mumbai, shared, "*Ansh has done a great job on the coffee booklet."* The mentor from Bal Kalyan Sangh, Ranchi, mentioned, *"The student contributed in framing modules, and documentation and field research."* Similarly, the mentor from Chotanagpur Sanskritik Sangh, Ranchi, reported, "*The students conducted personal interviews and prepared case stories."* The mentor from Aarohan, Gurugram, shared, "*The student reached out to 65+ corporates for CSR partnership via LinkedIn and mail, interacted with beneficiaries at Gurgaon centres and prepared the final report. They prepared a PowerPoint presentation highlighting learnings, observations and suggestions."*

b) Creative Material

During the internship, 123 (54 per cent) students worked on developing creative material for the organizations, such as brochures/PowerPoint presentations/videos/posters, etc. In this context, the mentor from Shishu Sarothi, Guwahati, said, *"Mahak Patodia was engaged in creating a few Teaching Learning Materials (TLMs)."* Highlighting the student's creativity, the mentor from

Arvind Foundation, Chennai, mentioned, *"The students helped to draft content for Parent-Teacher Meeting reports. They also designed a communication book for our special students and modelled an album about disability."* Adding further, the mentor from Sparsh Balgram, Pune, shared, *"The students created a promotional video and corporate presentation (PPT) for Apulki Old Age Home to increase awareness and attract support."*

c) Research and Documentation

Research and documentation is one of the essential functions of an organization. According to 112 (50 per cent) mentors, students undertook the assignment to strengthen research and documentation. The mentor from the Ahmedabad Management Association (AMA) mentioned, *"The students prepared a survey questionnaire for village need identification, analysis of the data and drafted the report."* The mentor from Nav Yug Vikas & Anusandhan Sansthan (NYVAS), Bikaner, shared, *"The students conducted field research and interacted with 30+ farmers to understand their challenges and their views regarding adoption of modern techniques."* The mentor of Adarsh Seva Sansthan, Jamshedpur, stated, *"The students conducted research analysis of the survey and drafted the final report."* The mentor from Chotanagpur Sanskritik Sangh, Ranchi, shared, "*The student helped establish the Research Wing framework at CSS by defining objectives, team roles, onboarding strategies, and workflow processes to enhance research efficiency."* Highlighting the student's work, the mentor from Ratna Nidhi Charitable Trust, Mumbai, stated, *"Hriday and Arnav helped us to connect with schools to get feedback on the Wisdom Tree Library, to understand the impact of the program and areas to improvise."*

d) Value Addition in Skill Development

Value addition in skill development for beneficiaries was strengthened by 90 (40 per cent) students. In this context, the mentor from Udaan Welfare Foundation, Thane, mentioned, "*The students taught Python coding to our children."* Likewise, the mentor from Salaam Baalak Trust, New Delhi, stated, *"The students taught computers to our children."* The mentor from the Association For Social Health In India (ASHI), Panchkula, shared, "*The students introduced brainstorming activities with the children to improve their skills."* The mentor from Ashadeep Association, Mumbai, shared, *"All four students prepared baseline and mock test papers. They assisted our teachers with reporting and conducted a few introductory computer sessions for our children*." The mentor from Pratigya Educational Initiative Society, New Delhi, said, *"The students encouraged English communication during interviews to help our students overcome language barriers and gain confidence in professional settings. They also organized team-building activities to foster creativity, collaboration, and openness, allowing our students to express themselves freely and develop essential soft skills."* Adding to this, the mentor from Bhoruka Public Welfare Trust, Kolkata, shared, "*The students organized vocational training sessions at Snehneer Home, involving 25+ HIV-infected and affected children in skill development activities to improve their future prospects."*

e) Organized Awareness Campaigns / Events

Social awareness campaigns and special events were organized by 89 (39 per cent) students. In this context, the mentor from Love Care Foundation, Noida, stated, *"The students conducted awareness sessions on critical topics such as 'Good Touch and Bad Touch.' They equipped our students with essential knowledge of personal safety and well-being. Their efforts have made a meaningful impact, fostering both educational growth and awareness among our students."* Additionally, the mentor from Josh Welfare Society (Formerly- Shri Shaay Society), Dehradun, stated, *"Mr. Aviral's efforts in fundraising and organizing a successful event at a government school demonstrate both his leadership and his commitment to making a tangible difference in society."* The mentor from Nav Yug Vikas & Anusandhan Sansthan (NYVAS), Bikaner, mentioned, "*The student strengthened awareness campaigns by educating farmers on sustainable agriculture, organic farming techniques, and government schemes like PM-KISAN and NABARD, helping them access financial aid and resources."* Several mentors also mentioned that students conducted events such as blood donation camps, eye-check-up camps, and community awareness programs in health and hygiene, child education, women empowerment and government schemes/facilities.

f) Enhanced Social Media Visibility

As MBA students are adept at developing websites and social media skills, it was found that 85 (38 per cent) students created and updated the social media accounts of the NGOs. A few also contributed to website development. Highlighting their contribution in this arena, the mentor from Voluntary Action for Rehabilitation and Development (VARHAD), Amravati, appreciated the students' efforts and said, "*The students contributed immensely to revamping the organization's website*." Similarly, the mentor from Total Response to Alcohol and Drug Abuse (TRADA), Kottayam, mentioned, "*Sarath Mathew Jecob enhanced online presence through social media promotion and created the organization's LinkedIn account*." The mentor from Youth for Unity and Voluntary Action (YUVA), Mumbai, shared, "*The students created social media posts for our Mumbai Migration page on Instagram, and shared the Chalo Basti Badlein fundraising campaign on their handles, family and friends that built awareness."*

g) Drafted Proposals/Developed Business Plan

According to 82 (36 per cent) mentors, the students helped to draft proposals /business plans during the internship. The mentor from Salaam Bombay Foundation (SBF), Mumbai, shared, *"The students helped their mentees to prepare a pitch for the Dolphin Tanki event and helped with revenue forecasting for their respective business plans."* The mentor from Spread Smile Foundation, Sonipat, mentioned, "*The student drafted a Proposal & MoU for educational collaborations, researching NGO models (MAD, CRY, Give India) to identify best practices, outlining structure and responsibilities, and formalizing commitments through an MoU."* In addition, the mentor from Atma Foundation Thrissur, Thrissur, stated, *"The student developed a comprehensive business proposal for ATMA's upcoming Ayurvedic hospital to secure funding and streamline execution."* The mentor

from Bhoomi Sanstha, Haldwani, shared, "*The students created a Business Proposal for a Beekeeping project*."

h) Capacity Building of Staff

The mentor from Kid Power, Visakhapatnam, shared, *"The students developed HR policies and trained staff how to use the policies."* The mentor from Shaishav Trust, Bhavnagar, stated, *"The students organized a session for staff on financial literacy*." The mentor from Caring Souls Foundation (CASOF), Lucknow, shared, *"The student trained the NGO team on content tools and repurposing strategies and developed a six-month social media plan."* Likewise, the mentor from Sanjeevani Institute for Empowerment and Development (SIED), Chhatrapati Sambhaji Nagar, said, *"The student trained the NGO staff on how to use Canva."* The mentor from Aftertaste Foundation, Mumbai, mentioned, *"The students trained the staff of the NGO on how to track sales and get insights to ensure usage beyond the internship."* The mentor from Aroha, Nagpur, stated, "*The students conducted IT and AI training for staff."* Similarly, the mentor of Ashish Foundation for the Differently Abled Charitable Trust (AFDA), New Delhi, said, *"To enhance the data management skills of the NGO teachers, the students conducted a Basic Excel Workshop."* Similarly, the mentor of Gyandeep Growth Foundation, New Delhi, mentioned, "*The student conducted training to familiarise the NGO team with the digital database."* The mentor from the Fishermen Community Development Programme (FCDP), Kollam, mentioned, *"The students boosted our marketing scope by preparing a database of the current and potential customers. They trained our marketing team to follow up with customers effectively."*

i) Set up MIS/ Digital Systems

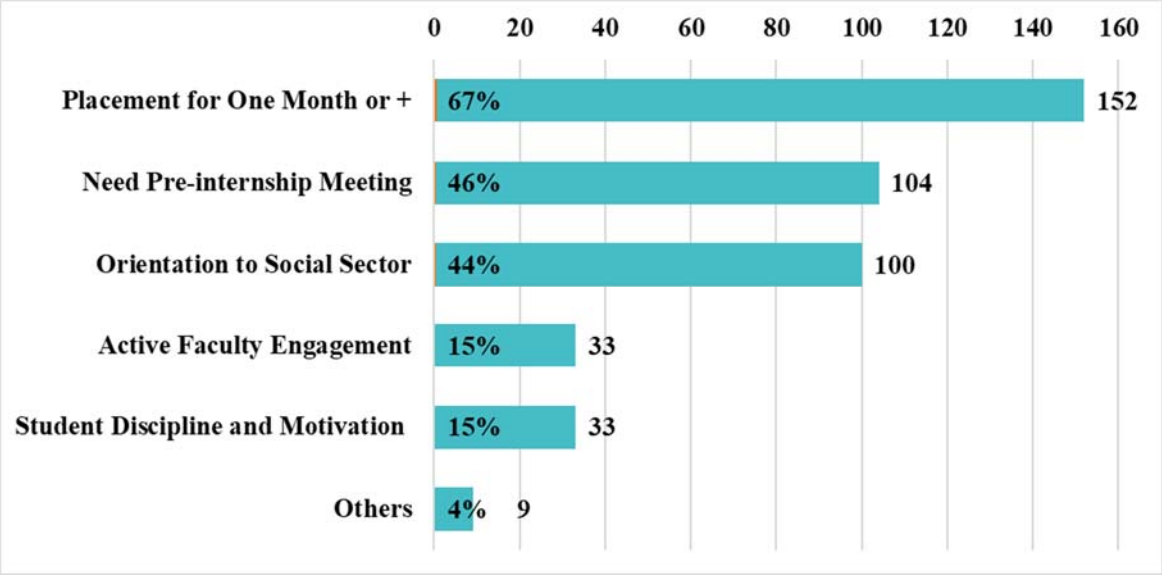
The students worked on facilitating digital transformation in the NGO. Twenty-four per cent of the students were engaged in the setting of MIS systems. Appreciating their work, the mentor from Ambuja Cement Foundation, Mumbai, shared*, "The students worked on data analysis for actionable insights, developed dashboard and SOP."* The mentor from Parivartan The Change Society, Moradabad, said, "*To improve the workflow, the student implemented an AppSheet-based MIS system, integrated APIs, and enabled real-time tracking to automate processes and enhance operational efficiency."* Sharing the student's work in the organization, the mentor from the Indian Red Cross Society, Silvassa, stated, *"The student built and pitched an automatic interlinked Excel system to streamline record keeping."*

Besides the above contributions, the students contributed to pedagogical enhancement, digitization & data management, designing management systems, and initiating new activities.

6.3 Suggestions by the Organization

The organizational mentors provided various suggestions to strengthen the We Care: Civic Engagement Internship (see Fig. 6.6).

Fig. 6.6 Suggestions: Organizational Mentors



Multiple responses ≠ 100%

Others include Place More Students, Separate Reporting For Each Student, Mix Placement Of Male And Female Student, Working Hours Can Be Increase.

To add value to the three-week internship, 152 (67 per cent) organizational mentors recommended extending the internship by one month or more. Additionally, 104 (46 per cent) of the organizational mentors proposed pre-internship meetings to clarify expectations, organizational rules, and project details.

Highlighting the importance of orientation to the social sector, approximately 100 (44 per cent) mentors shared that students should have come prepared with basic information about social issues handled by the NGOs and programs conducted by them. This will help in allocating appropriate projects without time delay. Highlighting the role of faculty, 33 (15 per cent) mentors mentioned the need for active faculty engagement during the internship.

As NGOs work on the principle of self-motivation and commitment, 33 (15 per cent) mentors suggested the need for disciplining students. According to them, self-regulatory behaviour can help in building trust among students and staff.

7. Post-Internship Evaluation

The We Care: Civic Engagement post-internship assessment has three main components:

a) Assessment by Organisational Mentor

Organizational mentors assess students' performance and conduct throughout the internship and subsequently issued the final Certificate of Completion based on:

1. Adherence to the organizational code of conduct and instructions given by the mentor.
2. Maintenance of professional behaviour and punctuality during the internship period.
3. Completion and timely submission of all assigned tasks, projects, or presentations.
4. Submission of the final project report to the organizational mentor.
5. Final presentation to the Board and top management of the organization (This is optional)

b) Assessment by Faculty Mentor

Faculty mentor conducts post internship Viva. Assessment is based on We Care Rubric. Students are required to submit:

1. Weekly reports via Google Forms.
2. Soft copy of the final project report.
3. Submission of the Completion Certificate issued by the internship organization.

For the Batch of 2025, 55 faculty mentors were appointed who conducted the Viva between February 22 to June 30, 2025.

c) Poster Presentation

Students are required to present their Learning Journey to external jury members. For the Batch of 2025 the We Care: Civic Engagement Poster Presentation was held on Saturday, March 1, 2025. A total of 306 posters were presented by 742 students who completed their internships in 293 development organizations. The posters were adjudged by 55 eminent judges from the development and corporate sectors.

Based on the assessment by judges, 36 teams were awarded with total prizemoney of ₹ 3,56,000/-.

The five most impactful and well-presented posters were invited to a special Poster Presentation on March 8, 2025, before the Academic and Administrative Review Committee. Students presented their field experiences and learning journey to the Review Committee members during this session.

8. Augmentation

We Care: Civic Engagement Competition

The Social Responsibility Forum (SRF) conducted a series of competitions on February 27, 2025. The competitions provided an opportunity for students to present their learning and contributions made during the We Care internship. Each competition provided a total prize of ₹50,000 for the students.

a) Ignite: We Innovate for Good 2025 Competition

Ignite: We Innovate for Good was a Social Business Plan competition organized for students to showcase their ability to create solution for social problem through an entrepreneurial model. Twelve teams (23 students) registered and submitted their social business ideas. (See Annexure XI)

Post preliminary evaluation, five teams (12 students) were shortlisted for the final round. Each team was given 10 minutes to pitch their ideas, followed by a 5-minute Q&A session with the judges and the audience. The presentations showcased a range of innovative projects. These included a digital platform linking NGOs, companies, and educational institutions for skill development, as well as tech-enabled solutions addressing maternal and childcare challenges. After a thorough evaluation by the judges, the three student teams were declared winners (see Table 6).

Table 6 : Winning Teams of Ignite: We Innovate for Good Competition

Sr. No.	Rank	Team (Organization)	Business Idea	Students	Winning Amount (₹)
1	Winner	RK Foundation	A Digital Platform for Connecting NGOs, Companies, Colleges, and Government Schools	1. Amritha S P 2. Ashwin Ganesan	25000
2	First Runner-up	Ehsaas (Salaam Bombay Foundation)	AI-Powered Maternal Support Platform for Childcare and Women Employment	1. Dheeksha Rajeshkumar 2. Meha Mathur 3. Reagan Rodrigues 4. Vipul Agrawal	15000
3	Second Runner-up	Vanshika Kothari (BITAN)	A book recycling project for students	1. Vanshika Kothari	10000

b) Lenses of Care: The We Care Documentary Film Fest

The 'Lenses of Care: We Care Documentary Film Fest' competition provided a platform for students to share their internship experiences through documentary filmmaking. These films offered impactful stories which narrated difficulties faced by marginalized groups and the efforts made by NGOs to bring about positive change. Out of 14 registered teams (35 students), six teams (16 students) were shortlisted for the final round (See Annexure XII). Each team introduced their documentary, followed by a screening and a Q&A session with the judges.

The films were judged by Mrs. Rima Amarapurkar from Pratham InfoTech Foundation, Mr. Amitabha Singh, a nationally recognized cinematographer, and Ms. Mobeena. The judges adjuged the documentaries based on creativity, research, theme relevance, cinematography, and overall impact. The documentaries covered topics such as child welfare, women's empowerment, rural artisan support, and education for underserved communities. Participating NGOs included Salaam Bombay Foundation, Salaam Balak Trust, Tata Chemicals Society for Rural Development, Let's Give Hope Foundation, Sahyog – Care for You, ANEW, and Bharatiya Varishtha Nagarik Samiti. For the top three student teams that were recognized for their exceptional work, see Table 7.

Table 7 : Winning Teams of Lenses of Care: The We Care Documentary Film Fest

Sr. No.	Rank	Team (Organization)	Students	Winning Amount (₹)
1	Winner	Chennai Express (Association for Non-Traditional Employment for Women (ANEW))	1. Prashaanth K	25000
			2. Sathvikaa PGK	
2	First Runner-up	muskan.asnani643 (Tata Chemicals Society)	1. Asnani Muskan Shankarbhai	15000
3	Second Runner-up	Ehsaas (Salaam Bombay Foundation)	1. Dheeksha Rajeshkumar	10000
			2. Meha Mathur	
			3. Reagan Rodrigues	
			4. Vipul Agrawal	

c) We Care: Making a Digital Difference Competition

The We Digitize: Making Digital Difference 2025 competition aimed to promote tech solutions to address problems faced by NGOs. A total of 12 teams with 24 participants registered for the competition. Six teams (14 students) reached the final round (See Annexure XIII). Mr. Shubhanshu Gupta, Head of Digital Transformation at YES Bank, judged the event.

The students proposed solutions to challenges like manual data entry and inefficient donor management. Some suggestions included cloud-based ERP systems and AI-powered chatbots. The event showed how technological solutions can improve NGO functioning and transparency. The three best teams that won the competition were, see Table 8.

Table 8 : Winning Teams of We Care: Making a Digital Difference Competition

Sr. No.	Rank	Team (Organization)	Students	Winning Amount (₹)
1	Winner	I Care (The Inspire India)	1. Nikita	25000
2	First Runner-up	Indian Red Cross Society	2. Ankit Choudhury	15000
3	Second Runner-up	The Challengers (Sahyog-Care for you)	1. Simran Kaur 2. Yashika Miglani 3. Aman Dua	10000

9. Agenda Ahead

Based on the feedback received from the students and internship organizations, The WeCare Team would strive to incorporate the suggestions wherever possible within the given structure of the internship. Organizational mentors have emphasized placing students in pairs or teams as it would lead to fruitful project outcomes and be beneficial to the organization. Since the students are placed in their respective hometowns, placing students in pairs/teams becomes challenging if there is only one student from the respective location. However, efforts will be made to place students in pairs/teams wherever we have more than one student.

Feedback from the internship organizations and students once again highlights the requirement of a minimum internship duration of one month. However, this is difficult due to the tight MBA academic schedule. We are thankful to the MBA Program Office for considering increasing one working day in the next academic year.

Based on the suggestions by the internship organizations as well as students, efforts will be made to clarify the expectations regarding the projects and internship fees, if any, well in advance. Students will be encouraged to visit the organization and meet the organizational mentor before the internship to get more clarity on projects and set mutual expectations.

Efforts will be made to encourage Faculty members to interact with Organizational mentors to provide meaningful internship experience including fieldwork experience to the students.

Annexure I

We Care: Civic Engagement Internship Student Data Form

SVKM's NMIMS
School of Business Management

We Care: Civic Engagement 2025
MBA-Core & MBA-HR (Batch 2024-2025)

Student Data Form

Note: Read all the instructions carefully before filling up the form.
Last date to fill up the form: July 12, 2024, EOD

1. Duration: Three weeks. Full-time: 7-8 hours per day (Monday, January 27 to Wednesday, February 19, 2025)
2. Kindly submit your hometown address as mentioned in the Aadhar card. If you do not reside at the address on your Aadhar card, please provide your parents' current residential address.
3. In case we are unable to locate a credible NGO in your hometown, we shall consult you to decide on an alternative location near your hometown or place you in Mumbai.
4. Efforts will be made to locate credible NGOs in your preferred interest areas, but in case we are unable to identify the same, you shall have to intern in an NGO that is allocated to you.
5. Some organizations may ask for internship fees ranging from Rs. 500/- to 5000/-, which will have to be borne by the student. The student will be informed about this well in advance to make an informed decision.

NMIMS Email ID: …… *(It will be collected automatically in Google Form)*

1. Student Name: …….
   (Mention complete name as appears on your graduation marksheets and degree certificate.)

2. Gender:
   a. Male
   b. Female

3. Age:
   a. 20 years to 24 years completed
   b. 25 years and above

4. Program
   a. MBA (Core)
   b. MBA – HR

5. Division:
   (Select an appropriate division
   HR students are requested to cautiously select division starting with HR- listed below)

6. Roll No:
   (Write complete Roll Number e.g. A001 / B001
   HR students are requested to cautiously prefix 'HR-' before the Roll Number e.g. HR-A001 / HR-B001)

7. SAP ID:

8. Student's Mobile Number
   (In case of any change at a later date, please update the same to wecare@nmims.edu)

9. Student's NMIMS Email ID
   (Mention NMIMS Email ID only)

10. Hometown/Parents Current Residential Address
    (Kindly submit your hometown address as mentioned in the Aadhar Card. If you do not reside at the address on your Aadhar Card, please provide your parents' current residential address.)
    a. House No./Wing/Building/Society/Street
    b. City / Town
    c. Pin Code
    d. District
    e. State/Union Territory

11. Parents' contact number: ……

Academic and Experience

12. Last Educational Degree
    a. Graduation
    b. Post-Graduation

13. Stream

14. Previous Volunteering Experience in NGO(s)
    a. Yes
    b. No

15. Volunteer Skill Set:
    a. Communication skills (includes Drafting Case Stories/Case Studies/Reports/Mailers/Content Creation)
    b. Creative Arts (includes Visual Arts/Design/Graphics/Promotion Material/Video Making/Media)
    c. Finance Skills (includes Budgeting/Financial Analysis)
    d. IT Skills (includes Designing Software/Designing Website/Developing Mobile App/Computer Skills)
    e. Marketing Skills (includes Social Media Marketing/Digital Marketing/Designing Promotional Material/Online Branding/Developing Marketing Strategy/Marketing Research)
    f. Performing Arts (includes Dance/Drama/Music/Drawing/Crafts/Sports)
    g. Research Skills (includes Primary Research/Field Surveys/Secondary Research/Data Analysis/Report Writing)
    h. Teaching Skills (includes Designing Curriculum/Designing Teaching Material/Delivery of Lecture Sessions)
    i. Other, specify …….

16. a. Work Experience
    (Select the appropriate option)

    a. No experience
    b. Upto Two years
    c. Above Two years

    b. Name of the Organization
    (If you have work experience, specify)

    c. Sector
    (Previous organization)
    a. Finance
    b. Marketing
    c. HR
    d. IT

e. Operations
f. None (Fresher)
g. Other, specify …….

17. a. Language proficiency, other than English

Sr. No.	Language	Speaking	Reading	Writing
1	Bengali			
2	Gujarati			
3	Hindi			
4	Kannada			
5	Malayalam			
6	Marathi			
7	Marwadi			
8	Odia			
9	Punjabi			
10	Sindhi			
11	Tamil			
12	Telugu			
	Other			

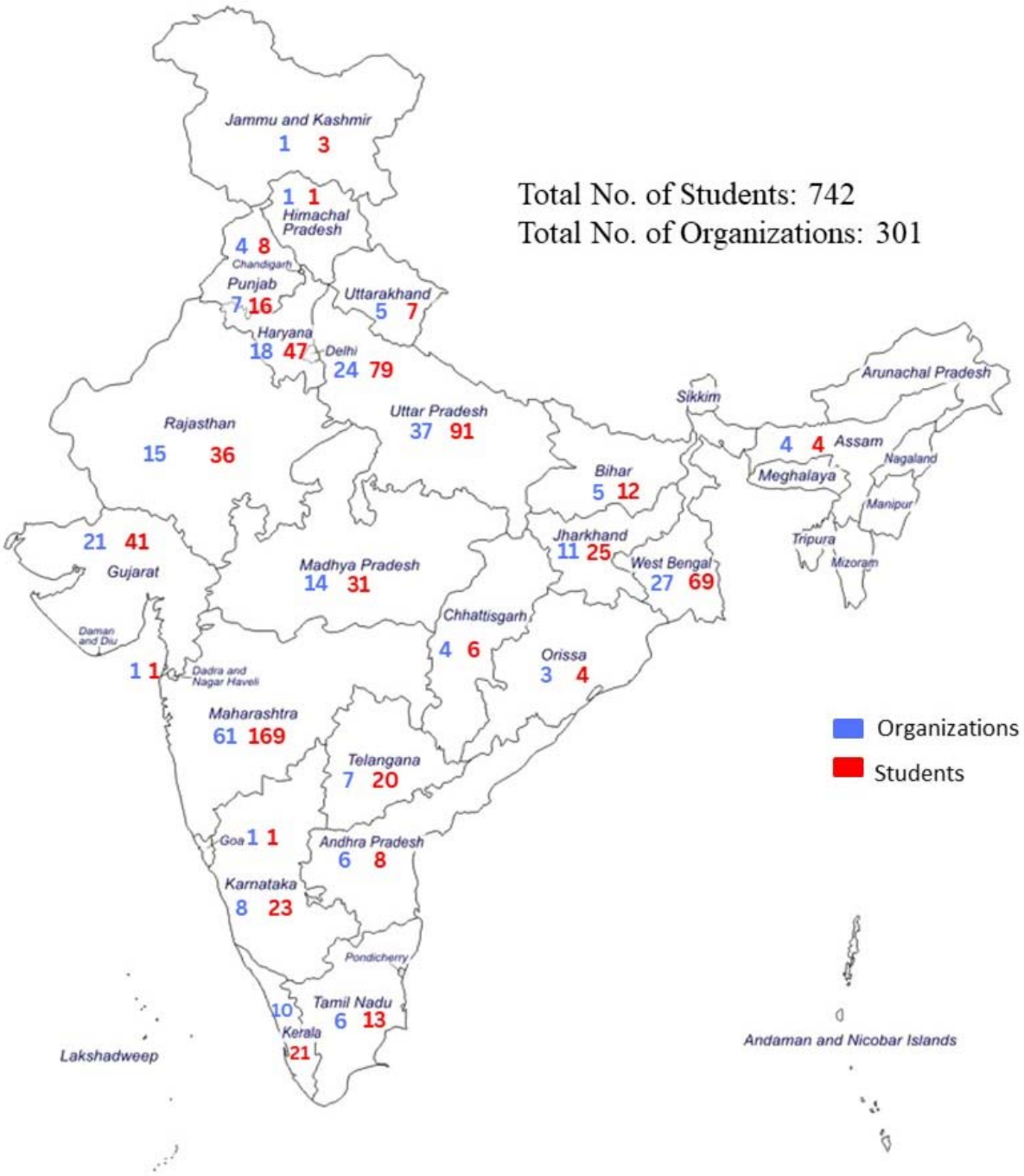
b. If you have selected Other in Q. 17.a, kindly specify the other language/s

Declaration: I hereby declare that the personal details furnished in this form are accurate and true. In case the information is found to be false, untrue, or misleading, I am aware that I may be held liable for it.

○ I Agree

Annexure II

PAN India Distribution of Students and Internship Organizations



Annexure III

Faculty Mentors and Regional Mentors

A) Facutly Mentors

Sr.No	Name	No. of Students	No. of Organizations
1	Prof. Aditi Dey Sarkar	14	6
3	Prof. Alaknanda Menon	11	5
4	Prof. Amita Shivhare	13	5
5	Prof. Anupam Rastogi	13	5
6	Prof. Arti Deo	15	6
7	Prof. Arun Sharma	12	5
8	Prof. Ashu Sharma	15	5
9	Prof. Bala Krishnamoorthy	13	6
10	Prof. Bijayinee Patnaik	12	7
11	Prof. Binesh Nair	14	6
12	Prof. Chandan Dasgupta	14	6
13	Prof. Chandrima Sikdar	13	3
14	Prof. Darshan Pandya	14	5
15	Prof. Dayanand Shetty	12	7
16	Prof. Divakar Kamath	13	5
17	Prof. Gabrielle Heart	13	5
18	Prof. Geeta D'Souza	13	5
19	Prof. Harikumar Iyer	13	5
20	Prof. Hema Bajaj	13	7
21	Prof. Hema Gwalani	14	6
22	Prof. Hitesh Kalro	13	6
23	Prof. Jacqueline Mundkur	14	4
24	Prof. Manisha Sharma	14	5
25	Prof. Mayank Joshipura	13	4
26	Prof. Meena Galliara	13	6
27	Prof. Nafisa Kattarwala	14	4
28	Prof. Neha Sadhotra	12	7
29	Prof. Papiya De	13	5
30	Prof. Pratishtha Chandra	14	6
31	Prof. Preeti Khanna	15	6
32	Prof. Preeti Nayal	14	6
33	Prof. Purnima Mehrotra	13	6

Sr.No	Name	No. of Students	No. of Organizations
34	Prof. Rose Antony	14	8
35	Prof. Sachin Mathur	14	5
36	Prof. Sagnik Bagchi	14	8
37	Prof. Samveg Patel	13	4
38	Prof. Sangeeta Wats	14	4
39	Prof. Satish Kajjer	13	6
40	Prof. Sayantan Khanra	13	5
41	Prof. Siby Abraham	15	6
42	Prof. Somnath Roy	14	7
43	Prof. Souvik Dhar	13	7
44	Prof. Sridhar Vaithianathan	15	6
45	Prof. Subhashis Sinha	13	6
46	Prof. Subhashish Mazumdar	13	5
47	Prof. Subramania Rajasulochana	12	4
48	Prof. Sudhanshu Pani	12	8
49	Prof. Sumant Devasthali	15	9
50	Prof. Tohid Kachwala	14	7
51	Prof. Tresa Abraham	14	6
52	Prof. Veena Vohra	13	4
56	Prof. Vikas Sarangdhar	15	6
53	Prof. Vishwas Raichur	14	6
54	Prof. Vivek Subramanian	14	4
55	Ms. Swati Sisodia	15	1
	Total	**742**	

B) Regional Mentors

Sr. No	Regional Mentor	States
1	Prof. Meena Galliara	Maharashtra (Mumbai)
2	Prof. Satish Kajjer	Andhra Pradesh, Dadra and Nagar Haveli, Goa, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, National Capital Territory of India (Delhi), Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh, Uttarakhand
3	Ms. Anjalika Gujar	Assam, Bihar, Chandigarh, Chhattisgarh, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Maharashtra_Navi Mumbai-Thane-Raigad, Maharashtra_Outstation, West Bengal

Annexure IV

Orientation Workshops

S. No	Program	Section	Date	Time slot	Resource Person	Classroom	SRF Senior Student
1	MBA (Core)	D	Monday, 01-Jul-24	11:50 AM to 1:10 PM	Ms. Swati Sisodia, Ms. Anjalika Gujar, accompanied by Mr. Aditya Parkar	510	Krish Jain
2	MBA (Core)	I	Monday, 01-Jul-24	11:50 AM to 1:10 PM	Prof. Satish Kajjer	605	Aditya Desai, Abhishek Gaur
3	MBA (Core)	J	Monday, 01-Jul-24	2:00 PM to 3:20 PM	Ms. Swati Sisodia, Ms. Anjalika Gujar, accompanied by Mr. Aditya Parkar	508	Sachin Arora
4	MBA-HR	HR-A	Monday, 01-Jul-24	3:40 PM to 5:00 PM	Prof. Satish Kajjer	402	Rhythm Arora, Divyansh Bajaj
5	MBA (Core)	F	Tuesday, 02-Jul-24	11:50 AM to 1:10 PM	Ms. Swati Sisodia, Ms. Anjalika Gujar, accompanied by Mr. Aditya Parkar	602	Rhythm Arora
6	MBA (Core)	G	Tuesday, 02-Jul-24	10:10 AM to 11:40 AM	Prof. Satish Kajjer	603	Shubhee Agrawal, Divyansh Bajaj
7	MBA-HR	HR-B	Wednesday, 03-Jul-24	10:00 AM to 11:30 AM	Prof. Satish Kajjer	403	Aditya Desai, Abhishek Gaur
8	MBA (Core)	H	Wednesday, 03-Jul-24	11:50 AM to 1:10 PM	Prof. Satish Kajjer	604	Krish Jain, Aditya Desai
9	MBA (Core)	A	Wednesday, 03-Jul-24	2:00 PM to 3:20 PM	Ms. Swati Sisodia, Ms. Anjalika Gujar, accompanied by Mr. Aditya Parkar	411	Sachin Arora

S. No	Program	Section	Date	Time slot	Resource Person	Classroom	SRF Senior Student
10	MBA (Core)	B	Thursday, 04-Jul-24	11:50 AM to 1:10 PM	Ms. Swati Sisodia, Ms. Anjalika Gujar, accompanied by Mr. Aditya Parkar	508	Divyansh Bajaj
11	MBA (Core)	C	Thursday, 04-Jul-24	11:50 AM to 1:10 PM	Prof. Satish Kajjer	509	Shubhee Agrawal, Sachin Arora
12	MBA (Core)	E	Friday, 05-Jul-24	11:50 AM to 1:10 PM	Ms. Swati Sisodia, Ms. Anjalika Gujar, accompanied by Mr. Aditya Parkar	511	Rhythm Arora

Annexure V

Rubric: We Care: Civic Engagement Internship

PLO 7c: Development of social sensitivity skills and good citizenship behavior among graduate students

Name of Internship Organization : _____
Name of the Student: _____
Div : _____ **Roll No. :** _____

	Civic Identity and Commitment	**Civic Action and Reflection**	**Analysis of Knowledge**	
Accomplished (8-10)	Provides evidence of experience in civic engagement activities and describes various learnings from the field as well as about the transformation in the personality. Has a better sense of civic identity and continued commitment to public action	Displays greater understanding of managerial challenges of the civic organization and takes leadership in designing solutions to address managerial challenges by providing marketing support, fundraising, promotion of services, image-building efforts etc. Has reflective insights or analysis about the aims and accomplishments of the project handled.	Connects and extends knowledge (facts, theories, etc.) that is relevant to civic engagement and importance of participation in civic life.	
Developed (4-7)	Provides evidence of experience in civic engagement activities and is able to moderately describe the learnings from the field. Is able to discuss a few changes in the personality. Has moderate sense of civic identity and commitment.	Displays moderate understanding of managerial challenges of the civic organization and takes part in designing solutions to address managerial challenges by providing marketing support, fundraising, promotion of services, image-building efforts etc. Has moderate reflective insights or analysis about the aims and accomplishments of the project handled.	Analyzes knowledge (facts, theories, etc.) from academic study that is relevant to civic engagement and importance of participation in civic life.	
Undeveloped **(0-3)**	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Displays marginal understanding of managerial challenges of the civic organization and shows minimum interest in designing solutions to address managerial challenges	Unable to identify knowledge (facts, theories, etc.) from academic study that is relevant to civic engagement and	**Total Score**

		Has poor reflective insights or analysis about the aims and accomplishments of the project handled.	importance of participation in civic life.	
Score				

Date : _____ **Faculty Mentor's Signature :** _____

Annexure VI

Student Feedback Form

SVKM's NMIMS
School of Business Management, Mumbai

***We Care*: Civic Engagement Internship – 2025**
Student Feedback Form

We Care: Civic Engagement Internship is a compulsory part of your MBA curriculum.
To review and revise the internship program, we request you to provide us with your feedback.
It is mandatory for each student to submit the feedback.

---

* Required fields

(Email Id will be captured by Google Forms automatically to send a copy of the response)

1. NMIMS Email Id* _____
2. SAP ID* _____
3. Student Name * _____
4. Program* a. MBA
   b. MBA HR
5. Division* _____
6. Roll No (A001/HR-A001)* _____

7. Name of the Internship Organization* _____
8. Placement City* _____
9. Placement State* _____
10. Name of the Organizational Mentor*_____
11. Name of the Faculty Mentor* _____

1. Internship

1.1 Total number of work hours *
(Please mention total number of work hours contributed during the entire duration of the internship. These hours should match with the hours mentioned in the Weekly Reports.)

_____

1.2 Project Category*
(Your broad area of work)

1. Business plan
2. Community development (Work with SHG, youth group, etc.)
3. Content development (Case study documentation/annual report, etc.)
4. Creatives (Brochure/Video/PPT etc.)
5. Educational support (Teaching, developing curriculum/study material etc)
6. Environment (Water management, water, tree plantation etc.)
7. Event Management (Sports, Annual day, Fairs etc)
8. HR Management / HR Policy
9. IT & Automation / Website Management
10. Marketing (Branding, social media management)
11. MIS - Data Management
12. Research – Primary/Secondary (Survey, data analysis)
13. Resource Mobilization (Fundraising/material/human resources)
14. Financial Management (Finance policy, budgeting, costing, etc.)
15. Training (Capacity building of SHGs, teachers, staff, other target beneficiaries)
16. Other project category

1.3 If you have selected 'Other project category' in Q 1.2, please specify.
(Not more than five words): _____

1.4 Identify the SDGs that apply to your internship work.*
(Select SDGs applicable to your internship project(s) only)

1. Goal 1: No Poverty
2. Goal 2: Zero Hunger
3. Goal 3: Good Health and Well-being
4. Goal 4: Quality Education
5. Goal 5: Gender Equality
6. Goal 6: Clean Water and Sanitation
7. Goal 7: Affordable and Clean Energy
8. Goal 8: Decent Work and Economic Growth
9. Goal 9: Industry, Innovation and Infrastructure
10. Goal 10: Reduced Inequality
11. Goal 11: Sustainable Cities and Communities
12. Goal 12: Responsible Consumption and Production
13. Goal 13: Climate Action
14. Goal 14: Life Below Water
15. Goal 15: Life on Land
16. Goal 16: Peace, Justice and Strong Institutions
17. Goal 17: Partnerships to achieve the Goal

2. Feedback on Internship Organization

Please rate your opinion on a scale of 1 – 5 for Q 2.1 to Q 2.3. Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

2.1 Satisfaction with the Internship Organization*

1. Induction about the Organization
2. Ease of communication with organizational mentor
3. Availability of required data/information
4. Utilization of your skills by the Organization

2.2 Allotment of Projects*

1. Importance of the project to the Organization
2. Clarity on expectations of the Organization
3. Autonomy given to complete the project
4. Support received from the organizational mentor to complete the project

2.3 Reports*

1. Clarity on the reporting format
2. Clarity on frequency and mode of reporting
3. Clarity about submitting weekly reports
4. Clarity about the final report

2.4 Which managerial/operational challenges faced by the organization did you observe during the internship?

(Mark top three challenges)

1. Poor functional systems/processes
2. Limited resources (Financial/non-financial)
3. Challenges in branding/marketing cause/products
4. Internal and external communication challenges
5. Poor use of technology/digitization
6. Data management
7. Lack of staff
8. Poor technology orientation for staff
9. Poor volunteer management
10. Other challenges

2.5 If you have selected 'Other challenges' in Q 2.4, please specify.

(Not more than five words): _____

2.6 What recommendations did you offer to overcome managerial/operational challenges?

1. Strategic plans/functional plans
2. Resource management ideas
3. Designed marketing/ promotional strategy
4. Provided inputs on technology integration/digitization
5. Provided inputs on MIS
6. Staff training/development program
7. Other recommendations

2.7 If you have selected 'Other recommendations' in Q 2.6, please specify.

_____

2.8 Key challenges you faced during the internship.

(Please select one/more options as applicable)

- Delay in work allotment
- Lack of clarity on task allotted
- Data for completing the assignment was delayed
- Difficulty in contacting organizational mentor
- My skills were not utilized appropriately by the Organization
- Other key challenges

2.9 If you have selected 'Other key challenges' in Q 2.8, please specify.

_____

3. Internship Learning

3.1 Specify which theoretical subjects were of use to you to complete your We Care: Civic Engagement Project*

(Please select one/more options as applicable)

- Ethical Issues in Management
- Microeconomics
- Managerial Communication I
- Financial and Management Accounting
- Marketing Management I
- Organizational Behaviour I
- Statistical Inference for Decision Making
- Contract, Competition and Consumer Laws
- Industry and Competitive Landscape Analysis

- Macroeconomics
- Managerial Communication II
- Financial Statement Analysis
- Business Research Methods
- Marketing Management II
- Organizational Behaviour II
- Business Analytics
- Optimization Modelling for Business Decisions
- Corporate Sustainability
- Strategic Management
- Business Communication & Analysis
- Corporate Finance
- Human Resource Management
- Enterprise Systems in the Digital Age
- Production & Operations Management
- Financial Markets and Modelling
- Sales and Channel Management
- Data Analytics for Business

3.2 Did you feel the internship learning experience to be beneficial?

1. Yes
2. No

3.3 If the answer to 3.2 is 'Yes', select the top three key learnings that you had.

1. Social awareness and sensitization
2. Got information about government schemes/policies
3. Management and sustainability of development organization
4. NGO project execution
5. Product development & marketing
6. Technology transfer
7. Personal growth
8. Professional growth
9. Utilization of theoretical learnings/management skills
10. Learned new skills
11. Other learning

3.4 If you have selected 'Other learning' in Q 3.3, please specify.

_____

3.5 Suggestions for Improvement of the We Care: Civic Engagement Internship program.

1. Strategic alignment of student's skills with organizations' requirement
2. Placement for one month or more
3. Appropriate project allocation
4. Active faculty engagement
5. Other suggestions
6. No Suggestions

3.6 If you have selected 'Other suggestions in Q 3.5, please specify.

_____

4. Faculty Mentor Feedback

4.1 When did you have meetings with your Faculty Mentor?*

Please select one/more options as applicable

1. Before the internship
2. During the internship
3. Did not meet the faculty mentor before and during the internship

4.2 How did the Faculty Mentor provide support to you during the internship?*

Please select one/more options as applicable

1. Provided inputs through physical/online meetings
2. Provided inputs via email/telephone
3. Intervened and helped me whenever needed
4. I did not require support

4.3 During the course of your internship, did you have trouble contacting your Faculty Mentor?*

Please select one/more options as applicable

1. Received prompt response from my mentor
2. Faced difficulty in contacting Faculty Mentor
3. Faculty Mentor never responded

Annexure VII

Internship Organization Feedback Form

SVKM's NMIMS
School of Business Management, Mumbai

We Care: Civic Engagement Internship – 2025
Internship Organization Feedback Form

- We Care Team sincerely appreciate your mentorship support for the MBA students from School of Business Management, NMIMS, Mumbai.
- Your feedback will help us to review and revise the internship program.
- We will appreciate if you can provide us with your feedback by Monday, February 24, 2025.

_____

** Required fields*

Email * _____

1. Name of the Internship Organization* _____
2. Placement City* _____
3. Placement State* _____
4. No. of interns placed*: _____

2. Feedback on Satisfaction with Intern's Performance

Please rate your opinion on a scale of 1 – 5 for Q 2.1 to Q 2.4. Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

2.1 Intern's Conduct*

6. Regularity and punctuality in reporting for work
7. Quality of interpersonal relations
8. Level of motivation to work with the Organization
9. Interest in learning about the Organization
10. Flexibility displayed in adjusting to the organizational norms

2.2 Quality of Work*

6. Provided innovative ideas
7. Displayed clarity in designing a plan of action
8. Adhered to project deadlines
9. Quality of tasks performed/deliverables submitted
10. Scope of application of recommendations given by student(s)

2.3 Reports*

5. Regularity and punctuality in daily reporting
6. Regularity in submission of weekly reports
7. Punctuality in the submission of the final report
8. Presentation and overall quality of the final report

2.4 Civic Engagement Learnings*

6. Understanding of social issues and their impact
7. Understand the role of placement organizations in addressing social issues
8. Understand the operational/managerial challenges of the placement organization
9. Provide feasible (workable) solutions or recommendations to the problems identified
10. Able to learn from the internship experience

3. Additional information

3.1 In what way did the Interns Contribute? (Mark as many as applicable)

1. Set up MIS/ Digital Systems
2. Trained Staff to use Digital systems
3. Developed content for Website/Annual Report/Case Studies etc.
4. Drafted Proposals/Developed Business Plan
5. Developed Creative Material (Brochures/PPTs/Videos/Posters, etc.)
6. Enhanced Social Media Visibility
7. Conducted Field Research
8. Carried out an Awareness Campaign
9. Value Addition in Skill Development
10. Other contribution

3.2 If you have selected 'Other contribution' in Q 3.1, please specify

(If you wish to mention specific intern's contribution, you can mention the name of the intern and state the contribution made.)

_____

3.3 **Suggestions for improvement of the We Care: Civic Engagement Internship**

1. Pre-internship meeting is important
2. Placement for one month or more
3. Improvement in student's discipline and motivation
4. Strengthen orientation about social sector
5. Active faculty engagement
6. Other suggestion

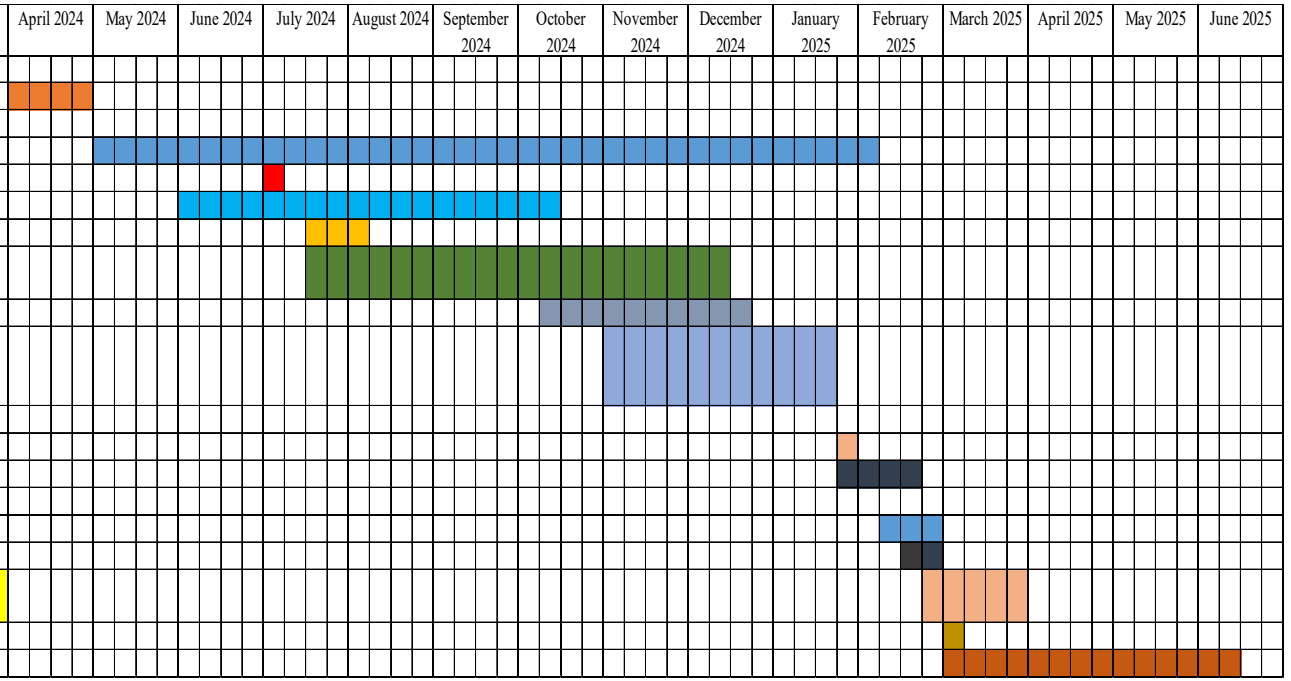
3.4 If you have selected 'Other suggestion' please specify

_____

Annexure VIII

Internship Execution Schedule – Gantt Chart

Internship Execution: Schedule of Tasks	Timeline
Planning	
Initial Planning	April 1, 2024 to April 30, 2024
Pre Internship Activities:	
Sourcing Internship	May 1, 2024 to December 5, 2024
We Care Orientation	July 1, 2024 to July 5, 2024
Collating Student Details	June 3, 2024 to October 11, 2024
Sourcing Students' CVs	July 17, 2024 to August 07, 2024
Placement Process: Placements, Reallocation	July 17, 2024 to December 11, 2024
Appointment of Faculty	October 14, 2024 to December 23, 2024
Code of Conduct & Guidelines: Designing & Disseminating	November 4, 2024 to January 21, 2025
Activities During	
Reallocation of Students	January 27, 2025 to January 29, 2025
Internship Execution	January 27, 2025 to February 19, 2025
Post Internship Activities:	
Feedback From	February 15, 2025 to February 24, 2025
Feedback From Students	February 17, 2025 to February 22, 2025
Faculty Mentors' Assessment	February 24, 2025 to June ___, 2025
Poster Presentation	March 1, 2025
We Care Annual Report	March 02, 2025 to June 20, 2025



Annexure IX

List of Projects

Sr.No	Name of the Organization	City	State/Union Territory	Final Project Title
1	People in Need Foundation (PNF)	Guntur	Andhra Pradesh	Empowering Marginalized Communities: A Holistic Approach to Housing and Water Accessibility
2	Sahiti Charitable Trust	Rajahmundry	Andhra Pradesh	Empowering Youth Through Skill Development and Career Support
3	People's Action for Social Service (PASS)	Tirupati	Andhra Pradesh	A Case Study on Social Issues and Rehabilitation of Women and Children
4	Navajeevan Bala Bhavan Society	Vijayawada	Andhra Pradesh	From Slums to Stadium: A Sports Initiative for Marginalized Children
5	Abhayam Welfare Society	Visakhapatnam	Andhra Pradesh	Assessing Educational Initiatives in Rural Areas and Providing Strategic Recommendations
6	Kid Power	Visakhapatnam	Andhra Pradesh	HR Policy Framework for Kidpower India
7	North Eastern Buddhist Cultural Association	Dibrugarh	Assam	A Study on Rehabilitation and Social Welfare Initiatives in North Eastern Buddhist Cultural Association Centre
8	Rashtriya Gramin Vikas Nidhi (RGVN)	Guwahati	Assam	Enhancing Grassroots Development: Insights from My Internship at RGVN
9	Shishu Sarothi	Guwahati	Assam	Inclusive Education and Skill Development for Children with Disabilities
10	Deshabandhu Club	Silchar	Assam	Enhancing Inclusive Education and Welfare at SAMARTH Respite Home
11	Nayee Asha	Arrah	Bihar	Strategic Plan and Training Program for E-Rickshaw Drivers
12	Gramin Evam Nagar Vikas Parishad (GENVP)	Patna	Bihar	Skill Development of Ultra-poor and Homeless People
13	Mashal	Patna	Bihar	Mashal: Empowering Lives, Transforming Communities
14	National Association of Street Vendors of India (NASVI)	Patna	Bihar	Street Vendor Empowerment and Capacity Building at NASVI
15	R. C. Foundation	Saharsa	Bihar	Transforming Communities: RC Foundation
16	Don Bosco Navjeevan Centre	Chandigarh	Chandigarh	Empowering Lives Through Education and Healthcare Initiatives
17	Indian National Portage Association (INPA)	Chandigarh	Chandigarh	Inclusive Development: Advancing Opportunities for disabled students

Sr.No	Name of the Organization	City	State/Union Territory	Final Project Title
18	Society for Promotion of Youth & Masses (SPYM)	Chandigarh	Chandigarh	Psycho-social Intervention Among Drug Users
19	Society for Service to Voluntary Agencies (SOSVA)	Chandigarh	Chandigarh	Evaluating the Impact of the Injecting Drug Users (IDU) Program and Improving Community Support
20	Nav Aastha Jan Vikas Seva Samiti	Ambikapur	Chhattisgarh	Integrated Engagement at Nav Aastha Jan Vikas Seva Samiti: Finance, Environment, and Events
21	Sneh Sampada Vidhyalaya	Bhilai	Chhattisgarh	Fundraising and Awareness for Differently Abled
22	Shikhar Yuva Manch (SYM)	Bilaspur	Chhattisgarh	Promoting Menstrual Health Awareness in Rural Areas of Chhattisgarh
23	Apna Ghar Aashram	Raipur	Chhattisgarh	Enhancing Core Functions at Apna Ghar Ashram
24	Indian Red Cross Society	Silvassa	Dadra and Nagar Haveli	Empowering Change: My Journey at IRCS Silvassa
25	Voluntary Health Association of Goa (VHAG)	Vasco Da Gama	Goa	Enhancing VHAG's Digital Outreach and Developing an Anaemia Prevention Strategy for Rural Goa
26	Ahmedabad Management Association (AMA)	Ahmedabad	Gujarat	Village Need Identification Survey 2024-2025 in Pisawada and Nesda, Dholka Taluka, Ahmedabad District
27	Blind People's Association	Ahmedabad	Gujarat	Enabling Independence: Impact of Smart-On Glasses and Micro-Enterprises for the Differently-Abled
28	Centre for Social Justice (CSJ)	Ahmedabad	Gujarat	Strengthening Inclusion Through Legal Advocacy and Policy Execution
29	Humankind	Ahmedabad	Gujarat	Digital Literacy and Vocational Support for Women and Students
30	Saath Charitable Trust	Ahmedabad	Gujarat	Promoting Financial Inclusion and Micro-Entrepreneurship: Internship Reflections from Saath Charitable Trust
31	Gram Vikas Trust	Bharuch	Gujarat	Impact Assessment of Bicycle for Girls' Education Program
32	Shaishav Trust	Bhavnagar	Gujarat	Empowering Children Through Education and Leadership Case of Shaishav Trust
33	Maa Foundation	Chala, Vapi	Gujarat	Reducing Inequities in Rural Areas Through Education and Skill Development
34	Shrimad Rajchandra Love and Care (SRLC)	Dharampur	Gujarat	Bridging Data & Compassion: Amplifying SRLC's Global Impact Through Annual Reporting
35	Arya Samaj	Gandhidham	Gujarat	Operational Support for Children at Jeevan Prabhat Orphanage
36	Marwadi Yuva Manch	Gandhidham	Gujarat	Community Empowerment Activities at Marvadi Yuva Manch
37	Chaitanya Charitable Trust	Jamnagar	Gujarat	Facilitating Government ID Access for Underprivileged Families
38	Tata Chemicals Society for Rural Development (TCSRD)	Mithapur	Gujarat	Empowering Women Artisans & Enhancing Agricultural Profitability

Sr.No	Name of the Organization	City	State/Union Territory	Final Project Title
39	Saurashtra Medical & Educational Charitable Trust (SMECT)	Rajkot	Gujarat	Enhancing Digital Engagement and Process Optimization for Saurashtra Medical & Educational Charitable Trust
40	Navsarjan Xaviour's Cell for Human Development	Surat	Gujarat	Empowering Communities: Our Internship Journey at Navsarjan
41	Shree Mahadev Educational & Rehabilitation Public Charitable Trust	Surat	Gujarat	Transforming Lives: Empowerment for the Intellectually Challenged
42	Bal Bhavan Society	Vadodara	Gujarat	Enhancing Digital Outreach and Engagement at Bal Bhavan Society
43	Deepak Foundation	Vadodara	Gujarat	Impact Assessment of Financial and Social Initiatives at Deepak Foundation
44	Hope Foundation	Vadodara	Gujarat	Strengthening Communication and Social Responsibility at Hope Foundation
45	Mahavir International (Mahavir Foundation Trust)	Vadodara	Gujarat	Digitization for Improving Operations and Outreach at Mahavir Foundation Trust
46	Sahaj Society For Health Alternatives	Vadodara	Gujarat	Right to Education Survey and Donor Presentation Support at Sahaj
47	Adarsh Samaj Sahayog Samiti	Faridabad	Haryana	Digital Presence Improvement, SOP Implementation, Community Outreach, Course Structuring, Learning Enhancements, and Fundraising
48	Nav Srishti	Faridabad	Haryana	Beneficiary Engagement Initiatives at Nav Srishti
49	Roshni Educational Society	Faridabad	Haryana	Enhancing Skills for Underprivileged Children
50	Aarohan	Gurugram	Haryana	Building Corporate Connections: Developing a Database for CSR Partnerships
51	Bharat Memorial Charitable Trust, "Neev"	Gurugram	Haryana	Empowering Communities: BMCT - NeeV's Social Initiatives
52	Dream Girl Foundation	Gurugram	Haryana	Empowering Underprivileged Children Through Education, Nutrition, and Healthcare.
53	Khushboo Welfare Society	Gurugram	Haryana	Bridging Communities and Corporates: Strengthening CSR and Awareness at Khushboo
54	VIDYA	Gurugram	Haryana	Creating VIDYA’s 40-Year Impact Handbook and Building a Government Scheme Database for Enhanced Program Reach
55	Vision for Health Welfare and Special Needs (VISHWAS)	Gurugram	Haryana	Mental Health Awareness at VISHWAS

Sr.No	Name of the Organization	City	State/Union Territory	Final Project Title
56	The Inspire India NGO	Hisar	Haryana	Shape Your Future: Upskilling Initiative for Underprivileged Students
57	M. D. D. Bal Bhavan	Karnal	Haryana	Child Support and Skill Development Program at M.D.D. Bal Bhawan
58	Association For Social Health In India (ASHI)	Panchkula	Haryana	Fostering Holistic Care for Orphan & Underprivileged Children
59	Sarvani NGO	Panchkula	Haryana	Welfare & Empowerment Activities for Women and Children at Sarvani NGO
60	Kalyani Education Welfare Trust	Panipat	Haryana	Project Tarang: E-Learning Platform for Students
61	Karamsetu Foundation	Rewari	Haryana	Empowering Communities Through Education and Social Impact Initiatives
62	R. P. Education Society	Rohtak	Haryana	Blood Donation Campaigns for R P Education Society
63	Jan Shikshan Sansthan	Sirsa	Haryana	Empowering Communities Through Skill Development
64	Spread Smile Foundation	Sonipat	Haryana	Educational and Sustainable Initiatives for Community Development at Smile Foundation
65	Human Rights Protection Cell And Welfare Association (ASHHRAYA)	Una	Himachal Pradesh	Inclusive Learning and Engagement Program for Children with Disabilities
66	The – Sara	Jammu Tawi	Jammu & Kashmir	Evaluating the Impact of 'Safe Periods 365' on Menstrual Awareness among Adolescent Girls
67	Manav Seva Ashram	Bokaro	Jharkhand	Empowering Lives: Transforming Manav Seva
68	Jan Shikshan Sansthan	Chas	Jharkhand	Empowering Communities Through Skill Development
69	Bal Kalyan Sangh	Dhanbad	Jharkhand	An Exploratory Survey on Child Welfare and Family Vulnerability in Urban Margins of Khunti District
70	Adarsh Seva Sansthan	Jamshedpur	Jharkhand	Survey on Child Protection and Basic Amenities in Sonari and Jamshedpur Slums
71	Relearn Foundation	Jamshedpur	Jharkhand	Survey on Examining Students' Needs to Enhance Learning Outcomes at Sahaaj Pathshala
72	Sankalp	Jamshedpur	Jharkhand	Empowering Underprivileged Students Through Education and Support
73	Society for Promotion of Art Research into Socio Economic - Cultural Heritage (SPARSH)	Jamshedpur	Jharkhand	Research on SPARSH's Initiatives to Uplift the Marginalized Communities

Sr.No	Name of the Organization	City	State/Union Territory	Final Project Title
74	ASHRAY - South Vihar Welfare Society for Tribal	Ranchi	Jharkhand	Policy and Module Development Project in Alignment with UDISE+ Standards and Enhance ASHRAY's Digital Presence
75	Chotanagpur Sanskritik Sangh	Ranchi	Jharkhand	Developing Sustainable, Community-Led Models for Climate Resilience and Social Upliftment
76	Citizens Foundation	Ranchi	Jharkhand	Improving HR Systems, Digital Processes and Community Engagement at Citizens Foundation
77	Jharkhand Swabhiman	Ranchi	Jharkhand	HIV/AIDS Awareness and Intervention Program at Jharkhand Swabhiman
78	Rajalakshmi Children Foundation	Belagavi	Karnataka	Strengthening RCF's Digital Outreach, Donor Engagement, and Program Impact
79	Agastya International Foundation	Bengaluru	Karnataka	Documenting Student Stories and Donor Mapping for Agastya International Foundation
80	Assisted Living For Autistic Adults (ALFAA)	Bengaluru	Karnataka	Documentation of ALFAA Annual Report 2025
81	Cube Academy Private Limited (SBF Partner)	Bengaluru	Karnataka	Financial Education for School Students
82	Deenabandhu	Bengaluru	Karnataka	TRRAINHer Ascent: Developing Computer Literacy and Soft Skills Among Marginalized Women
83	R. K. Foundation	Bengaluru	Karnataka	Empowering Educators Through Digital Literacy
84	VIDYA	Bengaluru	Karnataka	Case Research on Shakti Program and Developing Backend Systems for Sanskriti Program at VIDYA
85	SGBS Unnati Foundation (SUF)	Bidar	Karnataka	Empowering Rural Youth Through Skill Development Program
86	Welfare Services Ernakulam	Ernakulam	Kerala	Elevating Brand Presence: A Promotional Plan for Sahrudaya Silk Kendra
87	Fishermen Community Development Programme (FCDP)	Kollam	Kerala	Supporting Sales and Community Development Initiatives for Women Entrepreneurs at FCDP
88	Total Response to Alcohol and Drug Abuse (TRADA)	Kottayam	Kerala	Leveraging Digital Strategy & Community Engagement at TRADA
89	Association for the Welfare of the Handicapped (AWH)	Kozhikode (Calicut)	Kerala	Analyzing Finances and Sponsorship Data for Free Birds Open Shelter Home for Boys
90	Devashrayam Charitable Society	Palakkad	Kerala	Vocational Training Through Aashrayam Initiative at Devashrayam

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91	Fourth Wave Foundation (Project VENDA)	Palarivattom (Kochi)	Kerala	Study and Awareness on Substance Abuse and Child Protection at Thrissur District
92	Bodhana - Tiruvalla Social Service Society	Thiruvalla	Kerala	Research to Understand Field Challenges and Suggestions to Improve Bodhana Projects
93	Kerala Federation of the Blind	Thiruvananthapuram	Kerala	Contributing to Data Digitization, Administrative Support, and Social Media Outreach at Kerala Federation of the Blind
94	Divyam Foundation	Thodupuzha	Kerala	Strategic Marketing of Idimeen: A Traditional Pounded Fish Product
95	Atma Foundation Thrissur	Thrissur	Kerala	Assisting with Fundraising Activities, Financial Literacy Training, and Content Creation at ATMA Foundation
96	Green Tigers	Betul	Madhya Pradesh	Ham Hai Hariyali Ke Sher: Strengthening Green Tigers' Mission Through Content, Research & Community Engagement
97	Aadhar Gyan Dhatri Samiti	Bhopal	Madhya Pradesh	Enhancing Digital Awareness, Corporate Engagement, and Data-Driven Impact at Aadhar Gyan Dhatri Samiti
98	Aim for the Awareness of Society (AAS)	Indore	Madhya Pradesh	Data Analysis and Annual Report Preparation at AAS Indore
99	Anand Service Society	Indore	Madhya Pradesh	Content Creation and Fundraising for Deaf Children at Anand Service Society
100	Barli Development Institute For Rural Women	Indore	Madhya Pradesh	Empowering Rural Women: A Report On Barli's Impact and Sustainability
101	Nurture Equality Education Vision (NEEV)	Indore	Madhya Pradesh	Crowdfunding Campaign and Social Media Management for NEEV
102	We for You Social Society	Indore	Madhya Pradesh	Community Research & Needs Assessment for Skill Development
103	Manav Jeevan Vikas Samiti	Katni	Madhya Pradesh	Promoting Sustainable Agriculture and Livelihoods Through ALIVE
104	Spandan Samaj Seva Samiti	Khandwa	Madhya Pradesh	Digitalization & Community Empowerment Initiatives for Tribal Communities
105	New Life Center	Ratlam	Madhya Pradesh	Educational Support for NLC and Promotion of Organic Farming Through the NABARD Watershed Development Initiative
106	Samarthan - Centre for Development Support	Sehore	Madhya Pradesh	Interventions in Waste Management and Smart Agriculture for better future
107	India Health Action Trust (IHAT)	Shahdol	Madhya Pradesh	Opportunities and Challenges for Mobilising CSR Grants in Shahdol
108	Northern Coalfields Limited (NCL)	Singrauli	Madhya Pradesh	Brief Impact Assessment of District Disability Rehabilitation Centre

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109	Kripa Social Welfare Services	Ujjain	Madhya Pradesh	Empowering Communities: Social Impact Through Awareness and Capacity Building
110	Academy of Learning and Development	Andheri	Maharashtra	Content Development and Promoting Bake Sale for Academy of Learning and Development
111	Ambuja Cement Foundation	Andheri	Maharashtra	Development of SOPs and Cost Analysis for Skill and Entrepreneurship Development Institutes (SEDI) Courses
112	Animedh Charitable Trust (ACT)	Andheri	Maharashtra	Content and Dashboard Development to Promote Women Artisans' Work at Animedh Charitable Trust
113	Ashadeep Association	Andheri	Maharashtra	Transforming Lives Through Education for Underprivileged Children
114	Bookwallah Organization	Andheri	Maharashtra	Fundraising and Social Media Marketing Initiatives for Bookwallah
115	Sol's ARC (Assessment and Remedial Centre)	Andheri	Maharashtra	Curriculum Development, AI Chatbot Optimization and Social Media Marketing for Sol's ARC
116	Committed Communities Development Trust (CCDT)	Bandra	Maharashtra	Community Engagement, Health Monitoring, and Child Protection Initiatives for Adolescent Girls
117	The Spine Foundation	Bandra	Maharashtra	Strengthening Financial Management and Digitization at Spine Foundation
118	Yuva Parivartan	Bandra	Maharashtra	Website Search Engine Optimization and Donor Data Analytics for Yuva Parivartan
119	Indian Oil Corporation Limited	Bandra-Kurla Comples (BKC)	Maharashtra	Impact Assessment of Indian Oil Corporation Limited (IOCL) Healthcare Projects
120	Vijay Krida Mandal (VKM)	Bhandup	Maharashtra	Resource Mobilization for the Help Old People Emotionally (HOPE) - Old Age Home Project
121	Sujaya Foundation	Byculla	Maharashtra	Empowering Differently-Abled Youth Through Digital Proficiency and Soft Skills Training
122	Kotak Education Foundation	Deonar	Maharashtra	Youth Empowerment Through Digital Learning Solutions and Human Resource
123	Taru Naturals	Deonar	Maharashtra	Marketing Research & Competitive Analysis for Taru Naturals
124	Indian Development Foundation (IDF)	Goregaon	Maharashtra	Donor Data Analysis and Report Drafting for CSR Projects at IDF
125	Vikas Sahyog Pratishthan	Goregaon	Maharashtra	Impact Assessment, Content & Website Development for Vikas Sahyog Pratishthan
126	Ratna Nidhi Charitable Trust	Grant Road	Maharashtra	Impact Assessment of the Wisdom Tree Initiative: Facilitating Library Access in Schools

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127	Garbage Concern Welfare Society	Kandivali	Maharashtra	Lead Generation for Fundraising: Earth Healers Waste Management Project
128	Srujna	Kandivali	Maharashtra	Empowering Rural Women Entrepreneurs Through Branding, and Resource Management
129	Umang Charitable Trust	Kandivali	Maharashtra	Drafting and Content Development for Umang Charitable Trust Annual Report 2024-25
130	Aftertaste Foundation	Malad	Maharashtra	Business Development and Sales Support for Artisans from Marginalized Communities
131	Salaam Bombay Foundation (SBF)	Nariman Point	Maharashtra	Dolphin Tanki 4.0: Providing Mentorship to Young Entrepreneurs from Urban Slums in Business Planning and Pitch Presentation
132	Salaam Bombay Foundation (SBF)	Nariman Point	Maharashtra	School Level Entrepreneurship: Helping Students with Market Analysis and Business Planning
133	Salaam Bombay Foundation (SBF) (Financial Literacy Group 1)	Nariman Point	Maharashtra	Enhancing Financial Literacy Among Underprivileged Adolescents
134	Salaam Bombay Foundation (SBF) (Financial Literacy Group 2)	Nariman Point	Maharashtra	Financial Literacy Program for Empowering Students from Marginalized Communities
135	Salaam Bombay Foundation (SBF) (Financial Literacy Group 3)	Nariman Point	Maharashtra	Financial Skills for Life: Empowering Adolescents for Economic Success
136	Mann - Center for Individuals with Special Needs	Santacruz	Maharashtra	Curriculum and Content Design for Skill Development Program, and Documentation for Mann
137	Training and Educational Centre for Hearing Impaired (TEACH)	Sion	Maharashtra	SOP Documentation and Training Material Development for Educators of Deaf and Hard-of-Hearing Students
138	Muktangan	Worli	Maharashtra	Content Creation and Impact Stories for Muktangan's Education Program
139	Swami Brahmanand Pratishthan	CBD Belapur	Maharashtra	Visual Content Creation, Financial Budgeting, and Fundraising Initiatives for Swami Brahmanand Pratishthan
140	Youth for Unity and Voluntary Action (YUVA)	Kharghar	Maharashtra	Making YUVA's Library (Knowledge Resources) More Accessible Through Online Cataloging and Barcoding
141	Palms Care Foundation	Koparkhairane	Maharashtra	Teaching Children and Community Welfare Activities in Slum Settlements, and Providing Technical Support for the Organization's Online Presence

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142	Sujaya Foundation	Nerul	Maharashtra	Digital Literacy and Communication Training for Underprivileged Students and Data Management
143	Aarna Foundation	Thane	Maharashtra	Developing Content for Social Marketing and Fundraising and Creatives for School Curriculum at Aarna Foundation
144	Seva Sahayog Foundation	Thane	Maharashtra	Research on CSR Fund Spending in Maharashtra and Documentation
145	Udaan Welfare Foundation	Thane	Maharashtra	Strengthening Udaan Welfare Foundation's Educational and Operational Functions Through Content Development, Documentation and Training
146	Sampada Trust	Ahmednagar	Maharashtra	Impact Assessment: Households for Livelihoods Through Microfinance Intervention in Kada Region
147	Social Action Rural Integration Training & Awareness (SARITA)	Amravati	Maharashtra	Study: Sludge Free Dam, Sludge-full Farms Project and Ekal Mahila Project for Widow Women Skill Development
148	Voluntary Action For Rehabilitation and Development (VARHAD)	Amravati	Maharashtra	Need Assessment Survey : Impact of Incarceration on Children of Prisoners and Need for Educational Support
149	Harshal Gramin Vikas Bahuddeshiya Sanstha	Chandrapur	Maharashtra	Evaluation and Social Impact Assessment of Schemes Under Inter District Annual Plan (Genereal)
150	Sanjeevani Institute for Empowerment and Development (SIED)	Maharashtra	Chhatrapati Sambhaji Nagar	Building Digital Presence: Creating Official Website of Sanjeevani Institute for Empowerment and Development
151	Savitribai Phule Mahila Ekatmata Samaj Mandal (SPMESM)	Chhatrapati Sambhaji Nagar	Maharashtra	Creating a Financial Projection Model for Livelihood Project
152	Jan Shikshan Sansthan	Dhule	Maharashtra	Enhancing Event Reports and Operational Efficiency of Jan Shikshan Sansthan Training Centre at Dhule
153	Seva Bharati	Ichalkaranji	Maharashtra	Enhancing Awareness and Adoption of Ayurveda & Panchakarma
154	Vardhishnu - Social Research & Development Society	Jalgaon	Maharashtra	Developing a Project Management Dashboard and Enhancing Social Media Outreach.
155	Helpers of the Handicapped	Kolhapur	Maharashtra	Strengthening Financial Sustainability: Increasing Visibility and Streamlining Product Sales
156	Swayamsiddha Mahila Mandal	Latur	Maharashtra	Establishing Economic Independence of Small-scale Food Business

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157	Agresar Foundation	Nagpur	Maharashtra	Enhancing Digital Presence of Agresar and it's Sunsidiary- E-Stree
158	Aroha	Nagpur	Maharashtra	Aroha and Rangresha E-Commerce Initiative: Enhancing Digital Presence by Updating Websites
159	Yuva Rural Association (YRA)	Nagpur	Maharashtra	Designing Structured Financial Policy, Content Strategy and MIS System
160	Dr. Hedgewar Seva Samiti	Nandurbar	Maharashtra	Developing Business Plans and Detailed Project Reports (DPRs) for Farmer Producer Organizations (FPOs)
161	Navjeevan World Peace & Research Foundation	Nashik	Maharashtra	Strengthening NGO Projects: Maternal and Child Healthcare, Elderly Welfare, and Orphan Girls' Rehabilitation
162	Pragati Abhiyan	Nashik	Maharashtra	Business Plan for Tribal Agricultural Development
163	Gram Swaraj Foundation	Parbhani	Maharashtra	Impact Assessment of the Rural Development Initiatives by Gram Swaraj Foundation
164	Aashwast	Pune	Maharashtra	Improving Community Engagement and Business Operations Leveraging Management Insights
165	Annapurna Pariwar	Pune	Maharashtra	Market Research and Designing Strategy for New Initiative-Individual-based Personal Loan
166	Doorstep School Foundation	Pune	Maharashtra	Streamline Organizational Policies Based on Policy Effectiveness and Employee Needs Assessment Surveys.
167	Institute of Health Management Pachod (IHMP)	Pune	Maharashtra	Enhancing Maternal and Reproductive Healthcare Through Community Engagement
168	Sparsh Balgram	Pune	Maharashtra	A Bridge of Change: Enhancing Digital Presence, Corporate Engagement & Social Welfare
169	Yug Foundation	Pune	Maharashtra	Menstrual Health Awareness Campaign and Educational Need Assessment
170	Lok Panchayat	Sangamner	Maharashtra	Empowering PwDs: Digital Vocational Training for Inclusive Employment
171	Yerala Projects Society	Sangli	Maharashtra	Yeralavani: Listeners' Ratio Assessment of the Community Radio Service Initiative.
172	Lokkalyan Charitable Trust	Satara	Maharashtra	Improving Healthcare Access for Migrant Communities: Challenges, Interventions, and Impact
173	Sarathi Youth Foundation	Solapur	Maharashtra	Comprehensive Analysis and Strategic Development of Digital and Community Outreach Initiatives at Sarathi Youth Foundation
174	Maharogi Sewa Samiti	Warora	Maharashtra	Human Resource Management System (HRMS) Implementation at Anandwan

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175	Aarohan	New Delhi	NCT Delhi	Digital Engagement, Documentary on Aarohan and Donor Reports for Project Saathi and Project Rainbow
176	AIMS Media Pvt. Ltd.	New Delhi	NCT Delhi	Sustainable Financial Model for WWAD 2025 – A Nationwide Inclusive Fashion Pageant
177	Anchal Charitable Trust	New Delhi	NCT Delhi	Strengthening Outreach and Data Management of Anchal Charitable Trust
178	Ashish Foundation for the Differently Abled Charitable Trust (AFDA)	New Delhi	NCT Delhi	Digitizing Student Database, Evaluation System and Boosting NGO's Digital Presence
179	ASHRAY - South Vihar Welfare Society for Tribal	New Delhi	NCT Delhi	Project Plan: Good Health and Hygiene and Research on Career Aspirations for Career Guidance Initiatives for Underprivileged Girls
180	Child Survival India	New Delhi	NCT Delhi	Child Health Assessment: Detection of Malnutrition Cases and Digitization of Database
181	Deepalaya	New Delhi	NCT Delhi	HR Dashboard Creation, Financial Compliance and Customer Relationship Management (CRM) Optimization
182	Delhi Council for Child Welfare (DCCW)	New Delhi	NCT Delhi	Impact Analysis : Palna Wekids, Supervised Homework Scheme (SHS) & Vocational Training Program (VTP) at Trilokpuri (East Delhi), and Madipur (West Delhi)
183	Empowerment for Rehabilitation, Academic & Health (EFRAH)	New Delhi	NCT Delhi	Strengthening Projects: Education, Skill Development and Reintegration of Dropout Students
184	Gyandeep Growth Foundation	New Delhi	NCT Delhi	Empowering Underprivileged Children’s Future Through Digitization and Streamelining Operations
185	Indo-Global Social Service Society	New Delhi	NCT Delhi	Content Development: Newsletters, Research Report, and Information, Education, and Communication (IEC) Material on POSH Awareness
186	Janhit Society for Social Welfare (JSSW)	New Delhi	NCT Delhi	Empowering Communities Through Education, Financial & Digital Literacy
187	Manjula Social Welfare Foundation	New Delhi	NCT Delhi	Empowering Change: Educational Support, Skill Building Workshops, Fundraising and Donor Engagement
188	Nipun	New Delhi	NCT Delhi	Surveys: NIPUN's Impact Assessment and Socio-Economic Need Assessment in Kapashera

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189	Pratigya Educational Initiative Society	New Delhi	NCT Delhi	Learn to Earn: Making Underprivileged youth Job-ready at Sultanpuri Center and Imparting Information Technology (IT) Training at Shahbad Dairy Centre
190	Prayas Juvenile Aid Centre (JAC)	New Delhi	NCT Delhi	PRAYAS - A Journey of Growth, Compassion and Transformation: Enhancing Digital and Community Outreach
191	Prerna Social Development and Welfare Society	New Delhi	NCT Delhi	Organizing Education Awareness Initiatives in Delhi's Underserved Communities
192	Sahyog - Care for You	New Delhi	NCT Delhi	Youth Empowerment Program: Business Process Outsourcing (BPO) Communication Improvement
193	Salaam Baalak Trust	New Delhi	NCT Delhi	Child Outreach Project and Digital Literacy Initiative
194	Shiksha Rath	New Delhi	NCT Delhi	Strengthening Education Initiative and Digital Outreach
195	Shubhakshika Education Society	New Delhi	NCT Delhi	Digitization and Boosting Digital Literacy Among Employees and Students.
196	Sri Aurobindo Society	New Delhi	NCT Delhi	HR Analysis Report and Marketing for Sri Aurobindo Society
197	Subhag Foundation	New Delhi	NCT Delhi	Empowering Communities Through Education and Digital Inclusion
198	Uttejana Foundation	New Delhi	NCT Delhi	Uttejana Foundation, Education and Well-Being: A Path Towards Better Future
199	Development & Environment Futures Trust (DEFT)	Bhubaneswar	Odisha	Empowering Women Entrepreneurs in Odisha for Sustainable Livelihood: Business Model for M/s Annapurna SHG
200	Spring Health	Bhubaneswar	Odisha	Designing Financial Model, Investor Pitch Deck, and Marketing Material for Spring Health
201	Basundhara	Cuttack	Odisha	Case History Compilation and Documentation for Children under Basundhara's Specialized Adoption Agency (SAA) and Registered Indian Placement Agency (RIPA)
202	Abhivyakti Foundation	Amritsar	Punjab	HIV/AIDS Prevention For People Who Inject Drugs (PWID) And Female Sex Workers (FSW)
203	Help Educational Society	Bathinda	Punjab	Skill Gap Analysis and Recommendations to Strengthen Vocational Education & Training (VET) for Industry Relevance
204	ASHA-CHINH Welfare Society	Ludhiana	Punjab	Advocating Safety and Learning: Road Safety Awareness Workshops, Digital Literacy Training
205	Swabhiman Education NGO	Ludhiana	Punjab	Strengthening Legal Awareness and Digital Advocacy for POCSO Victims
206	Nivedita Trust	Sahibzada Ajit Singh Nagar (SAS Nagar)	Punjab	Exploring Strategic Partnership Opportunities for Women Empowerment at Nivedita Trust

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207	Pryshth	Sahibzada Ajit Singh Nagar (SAS Nagar)	Punjab	Karwaan: Organizing Event to Celebrate Decade of Pryshth - A Paper Plane Foundation
208	All India Pingalwara Charitable Society	Sangrur	Punjab	Understanding and Analysing the Various Patient Care Services Offered at All India Pingalwara Charitable Society
209	Jan Chetna Sansthan	Abu Road	Rajasthan	Empowering Rural Communities Through Awareness, Education, and Sustainable Livelihoods
210	Ibtada	Alwar	Rajasthan	Enhancing Financial Transparency, Donor Management and Digital Outreach
211	Indian Foundation	Bhilwara	Rajasthan	Community Development: Strengthening Operations of Indian Foundation
212	CHAHAT NGO	Bhiwadi	Rajasthan	NGO Internship: Bridging Digital Outreach and Community Impact
213	Nav Yug Vikas & Anusandhan Sansthan (NYVAS)	Bikaner	Rajasthan	Budget Management and Financial Strategy
214	Aashray Home Care	Jaipur	Rajasthan	Social Media Outreach, Fundraising, and Stakeholder Engagement for Ashray Home Care
215	Disha	Jaipur	Rajasthan	Disha Foundation’s Outreach, Impact Documentation, and Strategic Recommendations for Growth
216	I-India	Jaipur	Rajasthan	Mentorship and Educational Assistance to Underprivileged Children
217	Naya Sawera	Jaipur	Rajasthan	Sarthak Old Age Home: Creating Awareness and Resource Mobilization for Upcoming Old Age Home
218	Umang	Jaipur	Rajasthan	Empowering Individuals With Disabilities: Promoting Education, Skill Development, and Inclusion
219	Sambhali Trust	Jodhpur	Rajasthan	Empowering Children Through Sambhali Trust's Educational and Skill Development Initiatives
220	Shri Karni Nagar Vikas Samiti	Kota	Rajasthan	Digitization, Educational and Special Support: Mamta Boys Hostel, Sahachari Cerebral Palsy Centre, and Shraddha Old Age Home
221	Shubhashraya Foundation	Kota	Rajasthan	Understanding Operations and Budget Allocation for Infrastructure Development of New Vedic School and Old-age Home
222	Aashadeep	Rajasthan	Sri Ganganagar	Expanding the Environmental Activities and Public Participation: Digital Outreach and Community Engagement

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223	Narayan Seva Sansthan	Udaipur	Rajasthan	Facilitating Educational and Healthcare Initiatives and Impact Assessment
224	Arvind Foundation	Chennai	Tamil Nadu	Empowering Futures Through Vocational and Educational Support for Students with Disabilities
225	Association for Non-Traditional Employment for Women (ANEW)	Chennai	Tamil Nadu	Strengthening Operations: Digital Marketing, Outreach, Career Readiness Training and Placements
226	Shraddha Maanu Foundation	Chennai	Tamil Nadu	Learning Outcome Assessment at Vipasana Micro Centres (VMCs) and Strategic Plan for SMF Fellowship 2025
227	Vidyarambam Trust	Chennai	Tamil Nadu	Developing Human Resource Standard Operating Procedure Manual and Enhancing Digital Presence
228	Sakthi-Vidiyal	Madurai	Tamil Nadu	Every Right for Every Child: Social Audit, Stakeholder Engagement, and Training Workshops under the Department of Child Participation
229	Social Awareness And Voluntary Education (SAVE)	Tiruppur	Tamil Nadu	Marketing Strategy for Child Rights Cell (CRC), South Indian Textile Garments Supply Chain (SITGSC), and Gender-Based Violence (GBV) Projects
230	Ashray Akruti	Hyderabad	Telangana	Event Management and Digital Strategy for Educational Innovation: Integration of AI and Smart Board
231	Center for Action Research and People's Development (CARPED)	Hyderabad	Telangana	Research on Street Vendors: Livelihood, Legal and Financial Challenges
232	Hyderabad Council of Women Welfare	Hyderabad	Telangana	Developing MIS Portal for Student Database Management
233	Indian Development Foundation (IDF)	Hyderabad	Telangana	Awareness Campaigns: Road Safety and Menstrual Hygiene Management
234	Dream Force Foundation	Mahabubnagar	Telangana	Empowering Education: Making Science Accessible to All
235	Divya Disha	Secunderabad	Telangana	Bonded Labour Rescue and Reintegration: Protecting the Rights of Children, Youth and Women
236	Mahita	Secunderabad	Telangana	School Health and Wellness Programs: Insights from Andhra Pradesh and Telangana for UNICEF
237	Ek Pahel	Agra	Uttar Pradesh	Project Swabhiman: Structured Business Model for Candle-Making Initiative
238	The Mother's Foundation	Agra	Uttar Pradesh	Empowering Lives: A Journey of Education, Awareness, and Social Upliftment

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239	The Wings of Desire	Aligarh	Uttar Pradesh	Project YES Ignite: Fundraising Strategy and Stakeholder Management
240	Supporting Association for Thematic and Holistic Initiatives (SATHI UP)	Ayodhya	Uttar Pradesh	Financial and Management Literacy among Rural Women in Harringtonganj, Milkipur, Ayodhya
241	Social Action for Knowledge Building & Awareness Raising (SAKAR)	Bareilly	Uttar Pradesh	Empowering Women and Girls: Promoting Education and Equality in Communities
242	Pakka Foundation	Faizabad	Uttar Pradesh	Litter- Free Ayodhya: Empowering Women Through Sustainable Livelihoods
243	The Suyash Welfare Trust	Firozabad	Uttar Pradesh	Project SuYash: Comprehensive Support to Children with Disabilities for Registration and Communication Network
244	Saksham- A Helping Hand Foundation	Ghaziabad	Uttar Pradesh	Health Awareness and Educational Support for Underprivileged Children and Communities in Urban Slums
245	Nirbhed Foundation	Ghaziabad	Uttar Pradesh	CSR Outreach for Child Welfare and Educational Support
246	Tapovan Education Foundation	Ghaziabad	Uttar Pradesh	Bridging the Digital Divide: Empowering Educators at Tapovan
247	Empowering Minds (EM)	Ghaziabad	Uttar Pradesh	Annual Impact Report: Case Studies to Analyze the Academic and Personal Growth of Students
248	Aarohan	Greater Noida	Uttar Pradesh	Digital Infrastructure & Education Quality Enhancement
249	Bundelkhand Social Welfare Society	Hamirpur	Uttar Pradesh	Learning Through Service: Education, Digital Literacy & Community Awareness Insights
250	Pragati Path	Jhansi	Uttar Pradesh	Upgrade the Living of Rural India: Facilitating Jal Jeevan Mission, Agriculture and Capacity Building (ATMA) and Health Initiatives
251	Atma Vani	Kanpur	Uttar Pradesh	Development of Quality Education: Assess and Improve the Education System in Rural and Underprivileged Areas
252	India Development Alternatives Foundation (IDAF)	Kanpur	Uttar Pradesh	Driving Change at the Grassroots: Awareness Campaigns on TB Prevention, Atal Vayo Abhyuday Yojana
253	Shramik Bharti	Kanpur	Uttar Pradesh	Bridging the Gap: Digital Transformation and Economic Empowerment at Shramik Bharti
254	Bharatiya Varishtha Nagarik Samiti (BHAVANA)	Lucknow	Uttar Pradesh	Service, Learning, and Impact: Facilitating BHAVANA's Blanket, Food Distribution and Health Initiatives

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255	Caring Souls Foundation (CASOF)	Lucknow	Uttar Pradesh	Transforming Awareness: Improving Online Presence and Creating Awareness Materials
256	Ehsaas	Lucknow	Uttar Pradesh	Compassion Festival: Social Welfare, Environmental Consciousness, and Digital Outreach
257	Let's Give Hope Foundation	Lucknow	Uttar Pradesh	Empowering Lives: Education, Healthcare & Sustainable Impact with Let's Give Hope
258	Milaan Foundation	Lucknow	Uttar Pradesh	Girl Icon Program: Impact Assessment
259	Sahbhagi Shikshan Kendra	Lucknow	Uttar Pradesh	Strengthening Health & Disaster Resilience
260	Kalyanam Karoti	Mathura	Uttar Pradesh	Expansion and Fundraising Strategies for Kalyanam Karoti
261	Janhit Foundation	Meerut	Uttar Pradesh	Strengthening Community Development and Child Welfare Initiatives at Janhit Foundation
262	Parivartan The Change Society	Moradabad	Uttar Pradesh	Bridging Social Realities Through Development Initiatives with Parivartan the Change
263	The Humanity Welfare Society	Muzaffarnagar	Uttar Pradesh	Enhancing Government Vaccination Adoption Among Parents
264	AROH Foundation	Noida	Uttar Pradesh	Driving Impact: Facilitating Aroh Foundation's Initiatives
265	Love Care Foundation	Noida	Uttar Pradesh	Empowering Children Through Educational Assistance
266	Social and Development Research and Action Group (SADRAG)	Noida	Uttar Pradesh	Operational support, Branding, and Outreach Initiatives at Social and Development Research and Action Group
267	Society for Animal Health Agriculture Science and Humanity (SAHASH)	Noida	Uttar Pradesh	Preventive Diagnosis Drive: Awareness Campaign and Policy Analysis
268	Spark Minda Foundation	Noida	Uttar Pradesh	Report on Spark Minda Foundation's Community Empowerment Initiatives
269	National Thermal Power Corporation	Rihand Nagar	Uttar Pradesh	Designing National Thermal Power Corporation CSR Report
270	Social Welfare Department	Saharanpur	Uttar Pradesh	Coaching Secondary Students and Competitive Exams Aspirants
271	Sanjeevani Social Welfare Society	Varanasi	Uttar Pradesh	Beyond Good Intentions: Strengthening Therapy Services for Children with Disabilities
272	Social Action and Research Centre (SARC)/Women's Empowerment Center	Varanasi	Uttar Pradesh	Environmental Awareness, NGO's Digital Presence, and Promoting Literacy
273	Prayas	Vrindavan	Uttar Pradesh	Impact Evaluation of the Aashayein Educational Initiative

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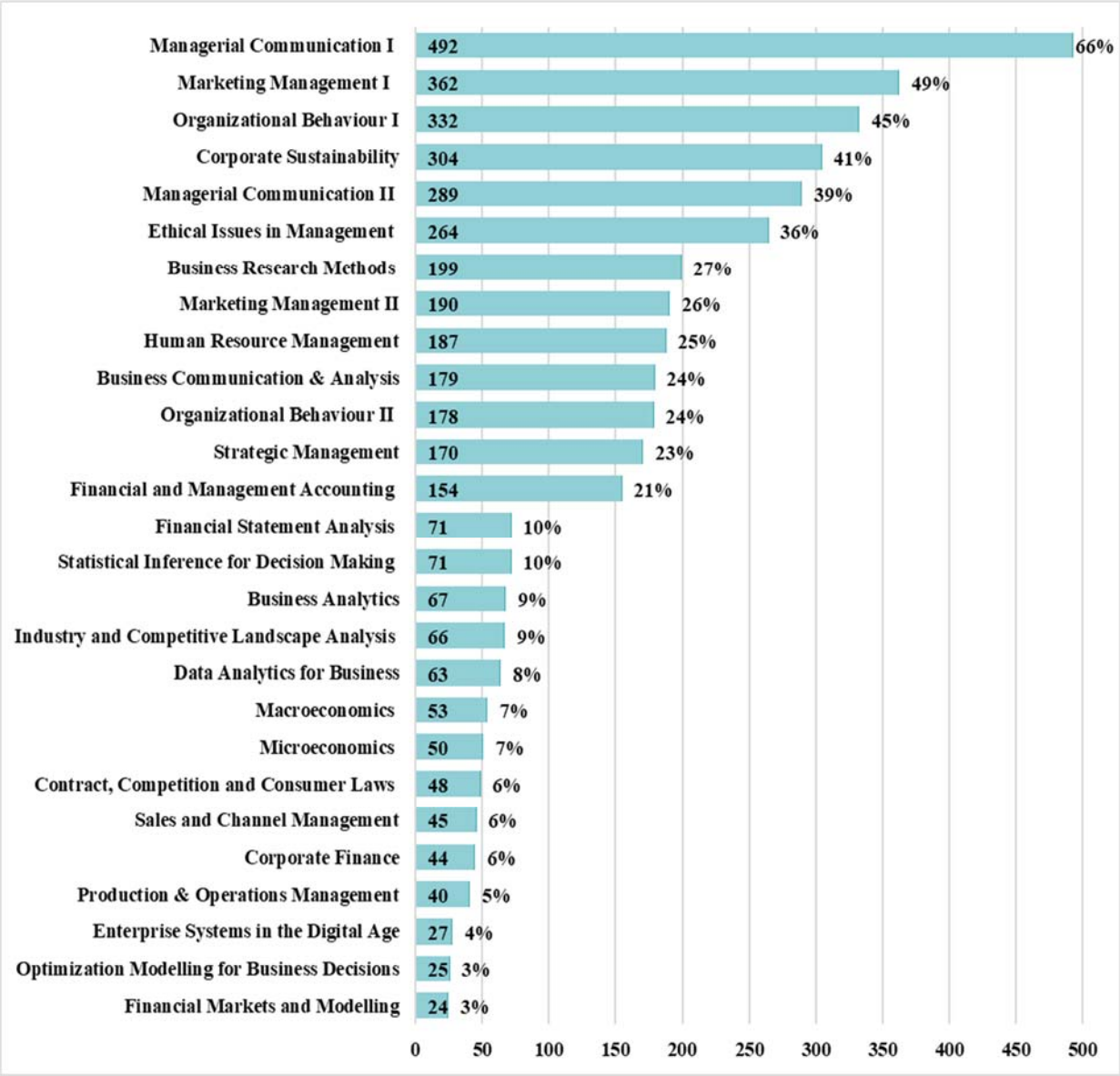
274	Josh Welfare Society (Formerly - Shri Shaay Society)	Dehradun	Uttarakhand	Study on Josh Welfare Society's Impact in Dehradun
275	Bhoomi Sanstha	Haldwani	Uttarakhand	Marketing and Branding Strategy for Kumaon Honey, Beekeeping Project
276	Ghanshyam Oli Child Welfare Society	Pithoragarh	Uttarakhand	Research on Child Labor and Begging Awarness
277	Setu Foundation	Rishikesh	Uttarakhand	CSR Database and Fundraising Campaign
278	Anushruti Academy for the Deaf	Roorkee	Uttarakhand	Fundraising Campaign and Proposal for Starting a Graduation Programme
279	United H.O.P.E. Foundation	Asansol	West Bengal	Community Engagement and Social Impact at United H.O.P.E Foundation
280	Asansol Burdwan Seva Kendra	Bardhaman	West Bengal	Food Security & Livelihood Project: Impact and Challenges
281	Sarvik Vivekananda Gram Seva Sanstha	Belur	West Bengal	Corporate Funding Proposals and Impact Documentation
282	Swami Vivekananda Vani Prachar Samity	Durgapur	West Bengal	Caring with SVVPS: Educational Support
283	Don Bosco Ashalayam	Howrah	West Bengal	Teaching Underprivileged Children at Commnity Schools
284	Samaritan Help Mission	Howrah	West Bengal	Empowering Young Minds Through Education and Digital Engagement
285	Adore India	Kolkata	West Bengal	Youth Leadership Program (YLP) & E-Volv Outreach and Volunteer Engagement
286	Bhoruka Public Welfare Trust	Kolkata	West Bengal	Impactful Engagement in Public Health and Vocational Training at Bhoruka Trust
287	BITAN	Kolkata	West Bengal	Socio-Economic and Health Issues of the Waste Picker Community and the Informal Labour at Kolkata and Howrah
288	Community Action Society	Kolkata	West Bengal	Social Media Campaign and Impact Documentation
289	Hive India	Kolkata	West Bengal	Fundraising Proposal Development for Elderly Care Home
290	Hope Kolkata Foundation	Kolkata	West Bengal	Enhancing Sponsorship and Educational Programs
291	Mass Welfare Society	Kolkata	West Bengal	Educational Assessment and Intervention Project
292	Tomorrow's Foundation (SBF Partner)	Kolkata	West Bengal	Skill Development: Financial Literacy and Entrepreneurship

Sr.No	Name of the Organization	City	State/Union Territory	Final Project Title
293	Smile Foundation	Kolkata	West Bengal	Smile Twin e Learning Programme (STeP) - Facilitating Education, Documentation and Effectiveness Assessment
294	Turn Stone Global	Kolkata	West Bengal	Understanding and Supporting Intellectual Disabilities at Bodhipeet Home
295	World Wildlife Fund (WWF) - India	Kolkata	West Bengal	Plastic Use Audit and Awareness Campaign
296	Unmish - For all with special needs	Kolkata	West Bengal	Event Management: Buddy Marathon 2025 for Individuals with Special Needs
297	Association for Social and Health Advancement (ASHA)	Kolkata	West Bengal	CSR Funding and International Grant Proposals
298	Bodhi Peet	Kolkata	West Bengal	Educational, Art-based and Computer Skill Sessions for Children with Intellectual Disabilities
299	Jayaprakash Institute of Social Change (JPISC)	Kolkata	West Bengal	Awareness Campaigns: The German Doctors' Mental Health Project and National Institute of Social Defence (NISD) Social Awareness Program
300	Prayasam	Kolkata	West Bengal	Pitch deck for Expansion Planning of Prasaad – The Community Kitchen
301	Towards Future	Kolkata	West Bengal	Enhancing Financial, Digital, and Sustainable Strategies for Towards Future
302	Krishnanagar Centre for Social Studies and Research (KCSSR)	Krishnanagar	West Bengal	Oral Health Check-Up and Hygiene Awareness, Health and Social Awareness
303	Purulia Protigya Foundation	Purulia	West Bengal	Addressing Education Gaps, Enhancing Engagement, and Driving NGO Growth
304	Youth of India Foundation	Siliguri	West Bengal	Educate and Upskill Children in the New Chumta Tea Plantation Community
305	Pather Panchali	Uttarpara	West Bengal	Developing Strategies: Marketing, Outreach, Fundraising and Donor Management

Annexure X

Theoretical Subjects Found Useful During the Internship



Annexure XI

We Innovate for Good Competition 2025

A) List of Participants and Winners

Sr. No.	Team Name	Student Name	Status
1	RK Foundation	Amritha S P	Winners
2		Ashwin Ganesan	
3		Pratham Rathi	
4		Sohan R	
5	Ehsas	Dheeksha Rajeshkumar	1st Runners Up
6		Meha Mathur	
7		Reagan Rodrigues	
8		Vipul Agrawal	
9	vanshika.kothari	Vanshika Kothari	2nd Runners Up
10	Flint Buster	Prearna Kumari	Finalists
11	CtrlAltDefeat	Kinjal Jain	Finalists
12		Sarthak Singh	
13	The Challengers	Aman Dua	Participants
14		Simran Kaur	
15		Yashika Miglani	
16	shobhit.jain038	Shobhit Jain	Participants
17	amol.kawade593	Amol Kawade	Participants
18	Goal Diggers	Aryan Yadav	Participants
19		Harsh Deep Ahuja	
20	FinLit	Bhumi Agrawal	Participants
21		Yuvraj Singh	
22	indraneel.nallam490	Indraneel Nallam	Participants
23	I Care	Nikita	Participants

B) Ideas Presented by Winning Teams

Winning Team (Team Members) NGO Name	Abstract: Idea presented
Team: R.K. Foundation (Ashwin Ganesan, Amritha SP and Sohan R) NGO Name: R.K. Foundation, Bengaluru	Developed a digital platform linking NGOs, companies, colleges, and schools to enhance skill development and training. It addresses issues like outdated curricula, lack of teacher skills, and ineffective CSR tracking. The structured workflow ensures schools request training, NGOs validate sessions, and companies provide skill development. Risks such as compliance, cybersecurity, and financial sustainability are mitigated through secure frameworks and diversified funding. The marketing strategy leverages digital outreach, influencer collaborations, and CSR engagement, while funding comes from CSR contributions, government grants, and data monetization. Long-term goals include expanding into technical education, fostering public-private partnerships, and ensuring large-scale adoption. NGOs play a key role in implementation, tracking impact, and providing effective execution, ultimately improving student employability and hiring efficiency.
Team: Ehsaas (Dheeksha Rajeshkumar, Vipul Agrawal, Reagan Rodrigues and Meha Mathur) NGO Name: Salaam Bombay Foundation, Mumbai	Presented 'Mamta', a tech-enabled platform training women as caregivers to support maternal and childcare needs while creating employment opportunities. The project addresses maternal and childcare challenges while creating employment for women from disadvantaged backgrounds. It trains women as certified caregivers and connects them with mothers through a tech-enabled caregiving platform. The model ensures economic empowerment, professional caregiving, and a scalable digital solution. The market focuses on urban and semi-urban working women needing quality childcare. The phased implementation begins with a pilot in Mumbai, expanding to Tier 1 & 2 cities and later scaling Pan-India. The marketing strategy includes digital campaigns, corporate tie-ups, and community outreach, while

Winning Team (Team Members) NGO Name	Abstract: Idea presented
	revenue streams come from one-time bookings, corporate childcare partnerships, and training fees. The project is backed by grants, CSR funding, and impact investors. Growth plans involve subscription-based maternity care, a caregiver marketplace, and franchise training centres. The expected impact includes 1,000+ trained caregivers, 80% service fulfilment, and a 70% retention rate, with risk mitigation through caregiver screening, referral programs, and compliance measures.
Team: BITAN (Vanshika Kothari) NGO Name: BITAN, Kolkata	Proposed 'Second Chapter: Saving Books, Shaping Lives', an enterprise focused on reducing paper waste and bridging the education gap by recycling and redistributing partially used books. It is a social enterprise focused on reducing paper waste and bridging educational gaps by collecting, recycling, and redistributing used books and notebooks to underprivileged students. The project addresses critical issues such as education inequality, financial burdens on rural families, and high dropout rates. With a sustainable revenue model based on CSR funding, government grants, and recycling sales, the initiative aims to support low-income students, boost literacy rates, and promote environmental conservation by reducing deforestation and carbon footprints. The step-by-step implementation plan involves book collection through donation drives, processing for reuse, and systematic distribution in rural and disaster-hit areas. The platform follows a structured workflow, engaging key stakeholders like schools, NGOs, corporate CSR partners, and volunteers. The initiative aligns with Sustainable Development Goals (SDGs) by improving education access, reducing waste, and empowering communities. Growth opportunities include expansion into corporate partnerships, scaling operations, and leveraging behavioural change for long-term sustainability. With targeted goals to reach over 100,000 students in five years, SecondChapter promotes a

Winning Team (Team Members) NGO Name	Abstract: Idea presented
	circular economy while fostering social impact through skill development, community engagement, and rural upliftment.

Annexure XII

Lenses of Care: The We Care Documentary Film Fest 2025

List of Participants and Winners

Sr. No.	Team Name	Name	Status
1	Chennai Express	Prashaanth K	Winners
2		Sathvikaa PGK	
3	muskan.asnani643	Muskan Asnani	1st Runners Up
4	Ehsas	Dheeksha Rajeshkumar	2nd Runners Up
5		Meha Mathur	
6		Reagan Rodrigues	
7		Vipul Agrawal	
8	viniyanshika.singh073	Amritash Srivastava	Finalists
9		Ansharah Siddiqui	
10		Diwanshu Singh	
11		Viniyanshika Singh	
12	Nava Jeevanam	Aman Verma	Finalists
13		Bharat Surana	
14	rida.khan505	Mahima Gupta	Finalists
15		Pranshoo Gupta	
16		Rida Nadeem Khan	
17	The Challengers	Aman Dua	Participants
18		Simran Kaur	
19		Yashika Miglani	
20	shobhit.jain038	Shobhit Jain	Participants
21	RK Foundation	Amritha S P	Participants
22		Ashwin Ganesan	
23		Pratham Rathi	
24		Sohan R	
25	Rural AYODHYA	Bhumi Agrawal	Participants
26		Yuvraj Singh	
27	vrushali.patil397	Ansh Podar	Participants
28		Shivansh Bajpai	
29		Vrushali Patil	
30	khushi.khemani655	Ashi Jain	Participants
31		Astitva Singh	

Sr. No.	Team Name	Name	Status
32		Khushi Khemani	
33	indraneel.nallam490	Indraneel Nallam	Participants
34	CtrlAltDefeat	Kinjal Jain	Participants
35		Sarthak Singh	

Annexure XIII

We Care: Making a Digital Difference Competition

List of Participants and Winners

Sr. No.	Team Name	Name	Status
1	I Care	Nikita	Winner
2	ankit.choudhury033	Ankit Choudhury	1st Runners Up
3	The Challengers	Aman Dua	2nd Runners Up
4		Simran Kaur	
5		Yashika Miglani	
6	ehSaaS	Dheeksha Rajeshkumar	Finalists
7		Meha Mathur	
8		Reagan Rodrigues	
9		Vipul Agrawal	
10	RK Foundation	Ashwin Ganesan	Finalists
11		Amritha S P	
12		Pratham Rathi	
13		Sohan R	
14	vanshika.kothari	Vanshika Kothari	Finalists
15	Digi AYODHYA JI	Bhumi Agrawal	Participants
16		Yuvraj Singh	
17	khushi.khemani655	Ashi Jain	Participants
18		Astitva Singh	
19		Khushi Khemani	
20	indraneel.nallam490	Indraneel Nallam	Participants
21	Nava Jivanam	Bharat Surana	Participants
22	Ray of Hope	Hemant	Participants
23	CtrlAltDefeat	Kinjal Jain	Participants
24		Sarthak Singh	

Annexure XIV

Impact: Students' Perspective

We Care: Civic Engagement Internship – 2024-25

"We were deeply moved by the simplicity and enthusiasm with which the Sahaj team operates. It was truly humbling to witness that despite limited resources, the organization makes significant strides in livelihood, education, and health through ambitious projects. The zeal and commitment exhibited by Sahaj reinforced our belief that even a single person or entity can make a difference in the world. We are inspired to carry this energy forward and positively impact our communities. We look forward to staying in touch and exploring opportunities to support your mission in any way possible."

--- Pranav Maru, Sahaj Society For Health Alternatives (SAHAJ), Vadodara, Gujarat

"This internship with Annapurna Pariwar has been an incredible learning experience, and we sincerely appreciate the opportunity to contribute to the organization's impactful work.
We thank the Organizational Mentor for the guidance and support throughout this journey. We are grateful for the insights we have gained and the hands-on experience in microfinance, market research, and fieldwork."

--- Kaivalya & Rutvik, Annapurna Pariwar, Pune, Maharashtra

"I would like to extend my heartfelt gratitude to M.D.D. Bal Bhawan for the invaluable opportunity to be part of the We Care: Civic Engagement Internship. This experience has been truly enriching, allowing me to meaningfully contribute while learning extensively from the dedicated efforts of your esteemed organization."

--- Shreya, M.D.D. Bal Bhawan, Karnal, Haryana

We thank you for the enriching experience we had at Sujaya Foundation. Over the past month, we were exposed to a different side of the world—a humbling and educational experience. We have taken away many valuable lessons and insights from our We Care internship."

---- Dhruv Poojari, Sujaya Foundation, Nerul

"*Our overall experience at Muktangan was enriching and transformative. It instilled in us a sense of social responsibility and a renewed belief in the power of education to drive positive change. Muktangan's model demonstrated that when education is tailored to the needs of the community and driven by passionate individuals, it can break the cycle of poverty and empower future generations. This internship has left a lasting impression on our perspectives on education and social responsibility. It has motivated us to seek avenues to contribute to bridging educational disparities through volunteering or supporting similar initiatives in the future*."

--- Aashvi Shah, Niyati Shah, Shivam Saria, and Tanvi Khare, Muktangan, Mumbai

"*When we first met the founder of the NEEV, they shared three major challenges: lack of awareness, fundraising struggles, and the need for more volunteers. My team and I worked to overcome these by building a strong digital presence, launching a campaign that gained media attention, conducting school visits, and expanding the volunteer network. This internship reminded me that change doesn't happen overnight but takes thoughtful ideas, strong collaboration, and steady effort. The major takeaway was understanding that true growth extends beyond personal success because our achievements gain meaning when they contribute to something larger than ourselves*."

--- Harsh Wardhan Somani, Nurture Equality Education Vision (NEEV), Indore

"*One of the most important learnings was using data-driven decision-making in social programs. Data visualization tools such as Tableau are handy for making the data more interpretable and providing actionable insights for stakeholders. Meaningful community engagement is essential to the program's planning and evaluation. Involving the local population assures that the interventions are sustainable and locally relevant. Program success relies largely on the uptake and input of the targeted communities. Lastly, we realized that strategic partnerships, especially with organizations such as UNICEF, Government Departments, and business CSR programs, showed a significant impact on the welfare of deprived populations*."

--- Akash Pulipalupula, Ellanki Harsha Vardhan, Rohith Surisetty, and Mahita, Hyderabad

"*The internship experience helped us enhance our professional skills, understand the role of NGOs in societal development, and gain practical exposure to project implementation, stakeholder engagement, and advocacy. More importantly, we saw how small interventions can lead to significant social transformation when executed with the right intent and community participation. We are grateful for the opportunity to work with vulnerable communities, empower adolescent girls, prevent child exploitation, and strengthen child protection systems. This internship has been both professionally rewarding and personally fulfilling, reinforcing our commitment to social responsibility and ethical leadership in our future careers*."

--- Sanskriti Pathak, Nemil Shah, Parv Sahu, Shreyas Nair, Committed Communities Development Trust (CCDT), Mumbai

"*The internship at Shramik Bharti provided a profound understanding of Farmer Producer Organizations (FPOs), their role in empowering small and marginal farmers, and the impact of government schemes like the Central Sector Scheme for 10,000 FPOs. The internship offered insights into the importance of collective bargaining and financial management. Working on digitizing FPOs and expanding their market reach through e-commerce integration, branding, and financial structuring highlighted the power of digital transformation in agriculture. The internship strengthened collaboration, communication, and leadership skills. This internship not only enhanced our professional competencies but also instilled a deeper sense of social responsibility, making it a truly transformative experience*."

--- Jatin Pamnani, Akshay Katiyar, Shruti Shukla, Rohan Gupta, Shramik Bharti, Kanpur

During our internship, we were amazed to see how much potential these children possessed. They were highly talented at coming up with ideas that would ordinarily elude an adult's head. We saw a dust pan with a comb that could automatically collect hair, a broom with a waste plastic bottle that had been stuck to the broom's handle using a hairdryer to keep the sticks from falling apart, and a mirror with led lights in its place to make it easier to get ready in the child's dark room. These difficulties may appear insignificant to some, but to a child, identifying them and devising solutions that cost nothing is a talent. What we value most about Agastya is that they inspire students to come up with solutions. They don't just give them the answers/solutions. This allows the students to think and struggle, ultimately improving their confidence and ability to make decisions."

--- Amit, Anokhi Prashant Rathi, Karan B Shah, and Sona Vinayagam, Agastya International Foundation, Bengaluru

"*When interacting with individuals at Blind People's Association (BPA), we were moved by the sheer determination of several individuals. Instead of focusing on their disabilities, they use the available resources to achieve, most of the time beating their non-disabled peers. Their determination has taught us the importance of a positive attitude and resilience in overcoming challenges*."

--- Rachit Ranjan, Param Shah, and Tilak Jagani, Blind People's Association, Ahmedabad

"*One of the most influential learnings was from the rural school visit in Khalapur District as part of the Tata Steel Foundation's Live Project. Seeing on-ground education interventions, we witnessed firsthand the struggles of children from migrant and disadvantaged communities, such as financial limitations and lack of exposure to quality learning spaces. Interactions with teachers, parents, and students taught us how Learning Enhancement Centers (LECs) and model school initiatives are changing education in these regions. We also learned about VSP's sustainable agriculture and livelihood development work, where they offer organic farming training, livestock distribution, and irrigation support*."

--- Ansh Podar, Vrushali Patil, and Shivansh Bajpai, Vikas Sahyog Pratishthan, Mumbai

"*Working with Taru Naturals deepened our appreciation for the challenges facing small-scale organic producers, and the vital role market access plays in sustainable development. We observed how price disparities between producer regions and consumer markets create both opportunities and ethical considerations regarding value distribution. The organization's commitment to returning fair value to farmers while building viable international markets demonstrates a practical approach to addressing income inequality in agricultural communities. Although our project focused on market analysis rather than direct producer engagement, the organization's transparent approach provided valuable visibility into grassroots realities. We were particularly struck when we discovered how market access and fair pricing affected economic outcomes and social dynamics within farming communities."*

--- Arjun Vardhan and Siddharth Ananth, Taru Naturals, Mumbai

"*We came to understand the multi-faceted nature of disparities in education that are more than just a lack of schools but also result from poverty, ignorance of parents, and societal restrictions. Most of the children we met were never enrolled in school, though some were lagging due to irregular attendance or discontinuation in their learning. Being exposed to these things firsthand deepened our comprehension of grassroots-level issues and the necessity for community-level interventions. On a personal basis, it taught us how to be more responsible and intentional. It demonstrated that it is possible to change even under scarce resources and that even small efforts make a difference. We are more likely to become involved in social causes, contribute to educational reforms, and give to organizations that work towards empowering oppressed communities in the future*."

--- Kashish Bajaj and Promit Bhowmick, Don Bosco Ashalayam, Howrah

"*On a personal level, We Care: Civic Engagement internship significantly broadened our social-issue perspective. Interacting directly with beneficiaries and understanding the daily realities of those affected by socio-economic challenges instilled a deeper empathy and commitment to social justice. I witnessed the struggles of vulnerable children and the critical role that supportive, well-structured policies play in their lives. This exposure has made us more resilient and adaptable, reinforcing our belief in the power of clear, compassionate communication*."

--- Yandamuri Radhikaprasad, Kidpower India, Visakhapatnam

"*I learned how to modify teaching techniques and create customized learning materials to cater to individual abilities and preferences. For example, I developed Teaching Learning Materials (TLMs) in the Special Teaching Unit, such as 3D shapes and tactile sensory materials. These tools helped students grasp concepts more effectively and catered to different learning styles, particularly tactile learners and those with visual impairments or autism. Moreover, working in the Early Intervention Unit, I learned how to tailor activities and exercises to sustain the interest and engagement of hyperactive children. This hands-on experience taught me the importance of flexibility, creativity, and personalization in creating inclusive learning environments*."

--- Mahak Patodia, Shishu Sarothi, Guwahati

Annexure XV

Impact: Internship Organizations' Perspective

We Care: Civic Engagement Internship – 2024-25

"All three interns have performed well. In addition to the assigned projects, they have also completed the data analysis of 100 schools regarding the School Health and Wellness Programs in Andhra Pradesh and Telangana. The analysis results have been shared with UNICEF and the relevant departments." --- **Mahita, Hyderabad, Telangana**

"It was a pleasure and inspiring engagement with the interns. Their commitment and unwavering focus on tasks motivated us as a team." --- **Sahaj Society For Health Alternatives, Vadodara, Gujarat**

"All four interns demonstrated impressive work ethics, collaboration skills, and a passion for making a positive impact. Each of them brought outstanding dedication, intelligence, and creativity to the table."--- **Sarvani NGO, Panchkula, Haryana**

"Commitment, dedication and hard work done by the interns is amazing, and we are greatly happy about it." --- **Kripa Social Welfare Services, Ujjain, Madhya Pradesh**

"As a doctor, Dr. Pritam consistently performed exceptionally well during dental camps and awareness programs, often exceeding the expectations of his assigned duties. Known for his punctuality and unwavering dedication, he stood out not only for his medical expertise but also for his ability to lead and manage various initiatives." ---- **Krishnanagar Centre for Social Studies and Research (KCSSR), Krishnanagar, West Bengal**

"We need interns like Ishita (Honest & Hard worker). She also took great interest in all our outdoor activities and made herself available to attend various tasks."--- **CHAHAT NGO, Bhiwadi, Rajasthan**

"Congratulations, team We care, for you have provided good quality interns year after year. Thank you!" --- **Yuva Parivartan, Mumbai, Maharashtra**

"All students from your institute understand and do the work with discipline. We want more students from your institute to be sent to our Organization for internship." --- **Janhit Foundation, Meerut, Uttar Pradesh**

"All the aspects of your program are good. Keep it up". --- **Assisted Living For Autistic Adults (ALFAA), Bengaluru, Karnataka**

"The interns were an incredible help to our Organization. They are both intelligent, diligent, and smart workers and have done so much work for us. Especially Sidhant's work is worth mentioning. He was outstanding and extraordinary since he went out of his way to help us and did mammoth amounts of work in the short period he worked with Taru Naturals. He applied strategic inputs, which has really helped us scale. I sincerely hope the best for them and would like to support this program and NMIMS. Thank you so much, We Care team!" --- **Taru Naturals Mumbai, Maharashtra**

"All three participants did their utmost to assist the Organization in developing project proposals for its various enterprises." --- **Prayasam, Kolkata, West Bengal**

"The interns dedicated a significant amount of their time to engaging with students, providing instruction across various subjects and enhancing their learning experience. In addition to academic support, they also conducted awareness sessions on critical topics such as 'Good Touch and Bad Touch,' equipping students with essential knowledge on personal safety and well-being. Their efforts have made a meaningful impact, fostering educational growth and student awareness." --- **Love Care Foundation, Noida, Uttar Pradesh**

Annexure XVI

We Care: Civic Engagement Internship: Glimpses
2024-25

A) Field Execution

	
Customer engagement, market research, and financial analysis for Nidan Sanchay Cooperative under National Association of Street Vendors of India (NASVI), Patna (Bihar)	Slums visits under Navajeevan Bala Bhavan, Vijayawada (Andhra Pradesh)
	
Interactive session with peers and other IDU field staff - Society for Service to Voluntary Agencies (SOSVA), Chandigarh	Need assessment study for Gramin Evam Nagar Vikas Parishad (GENVP), Patna (Bihar)

	
Dr. Pritam Das conducted oral health check-ups and hygiene awareness at Krishnanagar Centre for Social Studies & Research (KCSSR), Krishnanagar (West Bengal)	English-speaking workshop for 86 students at Hope Kolkata Foundation, Kolkata (West Bengal)
	
Capacity-building session on effective marketing strategies focusing on packaging and labelling at Jan Shikshan Sansthan (JSS), Bokaro (Jharkhand)	Raised ₹7,000 during fundraising campaigns at Thrissur, Kerala, to expand ATMA Foundation's donor base
	
Interns designed multilingual posters in English, Hindi, and Bengali for the Earth Hour and World Water Day (March 23) awareness campaign by World Wildlife India, Kolkata	Disha – Career guidance counselling for standard 9 to 12 students under Maa Foundation, Chala, Vapi (Gujarat)

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<tr><td>  </td><td> 
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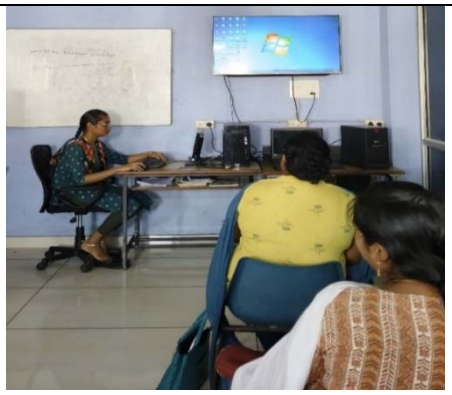
<tr><td>Training session for Self-Help Group members the with the officials of Asansol Burdwan Seva Kendra, Bardhhaman</td><td>Inventory management & packaging for FPO under Mashal, Patna (Bihar)</td></tr>
<tr><td>  </td><td> 
</td></tr>
<tr><td>Conducting session under Skill Development Program at Sahiti Charitable Trust, Rajahmundry (Andhra Pradesh)</td><td>Beneficiary interaction to review Mashal’s impact on their lives, Nehru Nagar, Patna,</td></tr>
<tr><td colspan="2"> 


</td></tr>
<tr><td colspan="2">Students volunteered at ATMA Foundation’s ‘Dine and Connect’ event to strengthen NGO’s relationships with donors, corporate partners, and government officials. (Thrissur, Kearala)</td></tr>
</table>

B) We Care: Civic Engagement Poster Presentation