



**SCHOOL OF
BUSINESS MANAGEMENT**



We Care: Civic Engagement Internship

Annual Report 2025-26

Report Writing Team

Dr. Meena Galliara, Director,
Jasani Centre for Social Entrepreneurship & Sustainability Management (JCSE&SM)

Ms. Anjalika Gujar, Community Development Manager, JCSE&SM

Mr. Aditya Parkar, Community Development Officer, JCSE&SM

Acknowledgement

The We Care: Civic Engagement Internship constitutes a mandatory and an integral component of the MBA Curriculum at the School of Business Management, NMIMS, Mumbai.

The We Care team places on record its sincere gratitude to the office bearers of SVKM and NMIMS, and to Dr. Ramesh Bhat, Former Vice Chancellor, NMIMS, for entrusting the team with the autonomy to execute the internship effectively.

The team acknowledges with appreciation the support extended by partner organizations across India, whose staff provided valuable internship opportunities and mentorship to students.

The support extended by Prof. Veena Vohra, Dean - Accreditation and Strategic Initiatives, and Prof. Chandrima Sikdar, Dean – Academics and Learning Experience, contributed significantly to maintaining student discipline throughout the internship. We express our sincere appreciation for their support. The guidance and mentorship offered by faculty colleagues are duly acknowledged for strengthening student learning outcomes during the internship.

We take this opportunity to express our gratitude to Mr. Tejash Somaiya, Deputy Registrar; Mr. Rajan Varghese, Assistant Registrar, Academic Admin team, and Secretarial staff of SBM for providing strong administrative support. Special acknowledgment is due to Ms. Sushma Louis for her active support in helping us with managing secretarial and documentation matters related to the internship.

The contribution of the Social Responsibility Forum (SRF) students is duly recognized. They played an important role in supporting the execution of internship-related activities, including conducting class-wise orientation sessions and facilitating student engagement with the We Care Competitions. The efforts of Mr. Bharath Surana, Ms. Neha Nair, Mr. Vipul Agarwal, Mr. Adarsh Jhunjhunwala, Mr. Ankit Choudhury, Mr. Chaitanya Dande, Ms. Mitisha Gupta, and Ms. Shobhita Gulati are specifically acknowledged for their active involvement and support throughout the year.

Finally, the team acknowledges the commitment and diligence demonstrated by the FTMBA (Core) and MBA (HR) students in successfully completing the internship requirements.

We Care Team,
Jasani Centre for Social Entrepreneurship
and Sustainability Management,
School of Business Management
NMIMS (Mumbai Campus)

Index

Contents

Section No	Title	Page No
	Acknowledgement	1
	Index – Contents	2
	List of Annexures	2
	List of Figures	2
	List of Tables	3
	Executive Summary	4
1	We Care: Civic Engagement Internship	6
2	Student Profile	7
3	Placements	10
4	Methodology	13
5	Student Feedback	18
6	Organizations Feedback	68
7	Post-Internship Evaluation	88
8	Augmentation	90
9	Agenda Ahead	95

List of Annexures

Annexure No.	Annexures	Page No.
Annexure I	Student Data Form	96
Annexure II	PAN India Distribution	99
Annexure III	Division-wise Workshops	100
Annexure IV	Faculty Mentors and Regional Mentors	101
Annexure V	Rubrics: We Care: Civic Engagement Internship	104
Annexure VI	Student Feedback Form	105
Annexure VII	Internship Organization Feedback Form	110
Annexure VIII	Internship Execution Schedule - Gantt Chart	112
Annexure IX	List of Projects	113
Annexure X	Resource Mobilization - Fundraising	134
Annexure XI	Theoretical Subjects Found Useful During the Internship	136
Annexure XII	Ignite: We Innovate for Good Competition	137
Annexure XIII	Lenses of Care: The We Care Documentary Film Fest	142
Annexure XIV	We Digitize: Making a Digital Difference Competition	145
Annexure XV	Impact: Students' Perspective	148
Annexure XVI	Impact: Internship Organizations' Perspective	150
Annexure XVII	We Care: Civic Engagement Internship: Glimpses	151

List of Figures

Fig No	Fig Title	Page No
Fig 2.1	Academic Background	7
Fig 2.2	Work Experience	8
Fig 2.3	Languages Known	8
Fig 2.4	Skillsets	9

Fig No	Fig Title	Page No
Fig 3.1	Cross-Sector	11
Fig 3.2	Development Sector	12
Fig 5.1	Satisfaction: Internship Organization	18
Fig 5.2	Satisfaction: Internship Organization-Parameters	18
Fig 5.3	Satisfaction: Allotment of Projects	19
Fig 5.4	Satisfaction: Allotment of Projects-Parameters	19
Fig 5.5	Satisfaction: Reports	20
Fig 5.6	Satisfaction: Reports-Parameters	20
Fig 5.7	Distribution of Projects	21
Fig 5.8	Target Audience	31
Fig 5.9	Sustainable Development Goals (SDGs)	38
Fig 5.10	Key Learnings- Rank Order	43
Fig 5.11	Key Learnings	44
Fig 5.12	Organizational Challenges-Rank Order	50
Fig 5.13	Organizational Challenges	51
Fig 5.14	Recommendations	57
Fig 5.15	Key Challenges: Students	60
Fig 5.16	Student Recommendations	64
Fig 5.17	Student-Mentor Meetings	67
Fig 6.1	Interns' Conduct	69
Fig 6.2	Interns' Conduct: Parameters	69
Fig 6.3	Quality of Work	71
Fig 6.4	Quality of Work: Parameters	72
Fig 6.5	Reports	73
Fig 6.6	Reports: Parameters	73
Fig 6.7	Learnings: Organizational Perspective	74
Fig 6.8	Learning Parameters: Organizational Perspective	75
Fig 6.9	Interns' Contribution	76
Fig 6.10	Suggestions: Internship Organizations	83

List of Tables

Table No.	Table Title	Page No.
Table 1	Distribution of Students: Program and Gender	7
Table 2	Selection Process Preferred by Organizations	10
Table 3	Feedback and Analysis	15
Table 4	Execution Schedule	15
Table 5	Students' Feedback: Objectives and Data Points	17
Table 6a	Fundraising	28
Table 6b	In-kind support	29
Table 7	Organizations' Feedback: Objectives and Data Points	68
Table 8	Ignite: We Innovate for Good 2026 - Winning Teams	90
Table 9	We Care Documentary Film Fest 2026 – Winning Teams	92
Table 10	We Care: Making Digital Difference 2026 – Winning Teams	93

Executive Summary

The We Care: Civic Engagement Internship for the Batch 2025-27 was scheduled from Tuesday, January 27, to Friday, February 20, 2026. In all, 797 students from the full-time MBA (Core) and MBA (HR) program were placed with 315 organizations across 20 States and four Union Territories under the supervision of 57 faculty mentors.

The scale and spread of this engagement translated into meaningful contributions across the social sector. Student's involvement indicates a clear pattern of addressing local needs and creating social impact.

One in two students stepped into roles that directly supported learning and growth and aligned with SDG 4: Quality Education. They provided academic support, conducted training sessions, and developed educational content. This enhanced access to quality learning opportunities, with students strengthening foundational learning, improving teaching-learning processes, and building capacities of learners and educators.

To address the felt needs of the community, four out of five students undertook projects in community development, entrepreneurship, youth start-up programs, and livelihood generation. These efforts contributed to improving economic opportunities (SDG 8: Decent Work and Economic Growth) and promoting social inclusion (SDG 10: Reduced Inequalities). This led to improved livelihood prospects and local economic participation.

To generate evidence, leverage innovation, and strengthen organizational capacities for adaptation to a rapidly evolving, technology-driven economy, one in every three students contributed to research, data, and technology initiatives. This aided in improving organizational efficiency.

Similarly, one in two students was engaged in projects aligned with SDG 3: Good Health and Well-being, supporting initiatives such as menstrual health campaigns, anaemia awareness drives, and child healthcare education. Engagement was equally strong in SDG 5: Gender Equality, with one in two students contributing to women's empowerment initiatives. One in three students focused on youth rehabilitation and projects supporting underserved groups, aligning with SDG 1: No Poverty. It helped in improving community awareness and access to support systems.

A strong focus on organizational sustainability and resource strengthening was also evident in student engagement. One in four students contributed to strengthening organizations' financial and resource planning through budget management, record-keeping, and business plan development. To address resource constraints faced by NGOs, about one in twelve students engaged in resource mobilization efforts. Collectively, 63 students mobilized ₹35,01,458/- through various fundraising strategies. This fund aided 29 NGOs across 15 states and one Union Territory. In addition, six students placed in two NGOs facilitated in-kind contributions worth ₹1,00,000/-

Overall, the cumulative contribution of 1,18,807 work hours has translated into improvements in program delivery, organizational capacity, and beneficiary-level outcomes.

The experiential learning was rated highly satisfactory by 715 (90 per cent) of students. The culmination of these experiences was reflected during the Poster Presentation event scheduled on February 28, 2026. From 328 Posters adjudged by a judging panel of 61 professionals from the Development and Corporate sectors, 39 teams were awarded prize money of ₹3,69,000/-.

Around 191 (94 per cent) of placement organizations expressed high satisfaction with the interns' conduct. To strengthen understanding of community contexts, build stronger relationships with stakeholders, and deliver more sustained outcomes, 2 out of 3 mentors emphasized extending the three-week internship duration.

1. About We Care: Civic Engagement Internship

Since 2010, the *We Care: Civic Engagement Internship* instituted by the School of Business Management, NMIMS, has been instrumental in sensitizing MBA students to develop pro-poor perspectives. The internship immerses students in the realities faced by vulnerable communities and encourages them to engage with pressing social challenges. By combining field exposure with management thinking, students not only understand the complexities of social issues but also design innovative solutions that can create meaningful impact. The specific objectives of the internship are listed below:

Objectives:

1. To develop analytical skills for identifying root causes of social issues and evaluating their broader societal impact.
2. To foster social sensitivity and an inclusive mindset among students.
3. To enable the application of management frameworks in designing innovative solutions to social challenges.

In the academic year 2025-26, the internship was scheduled between Tuesday, January 27, and Friday, February 20, 2026. During 22 working days, students were expected to contribute 7-8 hours per day, engaging directly with various development sector organizations (NGOs/CSR Departments/Government Organizations).

In all, 797¹ students from the full-time MBA (Core) and MBA (HR) program were placed with 315 organizations across 20 States and four Union Territories and cumulatively contributed 1,18,807 work hours to social sector organizations. Students worked under the guidance of the respective Organizational Mentors and 57 Faculty Mentors from the institute. As part of the reporting process, students submitted three weekly reports and a final project report. They reported 1,18,807 hours of work. During the internship, 62 students raised a total fund of ₹20,99,133/- through the CSR fund, crowdfunding, individual donations, and product sales.

The subsequent section summarizes the student profile.

¹ I) Excludes 12 students : 1) Eleven students, who were readmitted into the first year of the program, completed the internship in February 2025; 2) Mr. Adarsh Rajdeep left the program during the internship due to academic reasons. II) Four students deferred the internship in February on medical and personal grounds. Their internship was scheduled in June 2026 : 1) Ms. Tanmai Prabhune, 2) Mr. Ayush Kabra, 3) Mr. Aman Agarwal, and 4) Ms. Manavi Deora.

2. Student Profile

In all, 797 students from the full-time MBA (Core) and MBA (HR) programs completed the internship. Table 1 presents the program and gender-wise distribution of students.

Table 1: Distribution of Students: Program and Gender

Program	Female	Male	Total	Percentage
MBA (Core)	252	400	652	82%
MBA - HR	78	67	145	18%
Total	330	467	797	
Percentage	41%	59%		

Students' details, including their academic backgrounds, work experience, and skill sets, were collected via a Google Form between June 20 and 30, 2025. Refer to Annexure I for the Student Data Form.

2.1 Geographic distribution

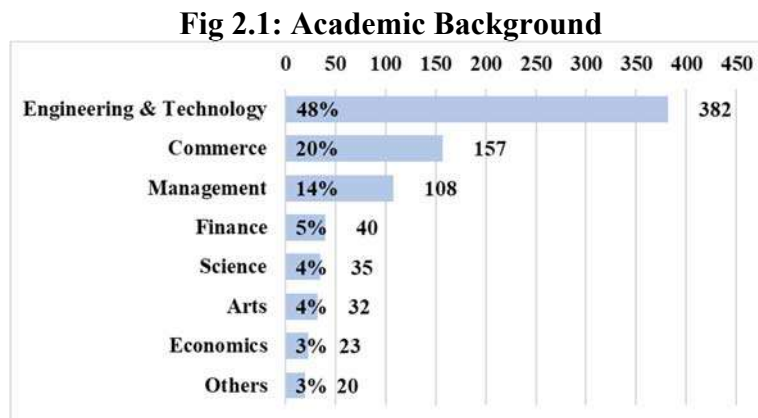
The data on the geographical spread of students reveals that students came from 171 cities, located in 21 States and four Union Territories. Further analysis shows that a little more than one-fourth of the students resided in Maharashtra. Fifty-seven students came from 56 cities in which prior We Care Placements had not been done.

2.2 Age Group

The data reveals that 427 students (54 per cent) were in the age group above 25 years, while the remaining were in the 20 to 24-year age group.

2.3 Academic Background

The data reveals that 754 students (95 per cent) completed their graduation, and the remaining were post-graduates. Fig 2.1 presents the academic disciplines of the students. As depicted, a little less than 50 per cent had an Engineering and Technology background.



Others Include Pharmacy, Chartered Accountancy, Architecture, Healthcare, Law, and Mathematics

2.4 Experience

The work experience data indicate that three-fourths of students (75 per cent, 601) had prior experience in IT, Operations, Finance, Marketing, and so on (See Fig. 2.2). The rest were freshers.

Fig 2.2: Work Experience



Multiple Responses, Total \neq 100%

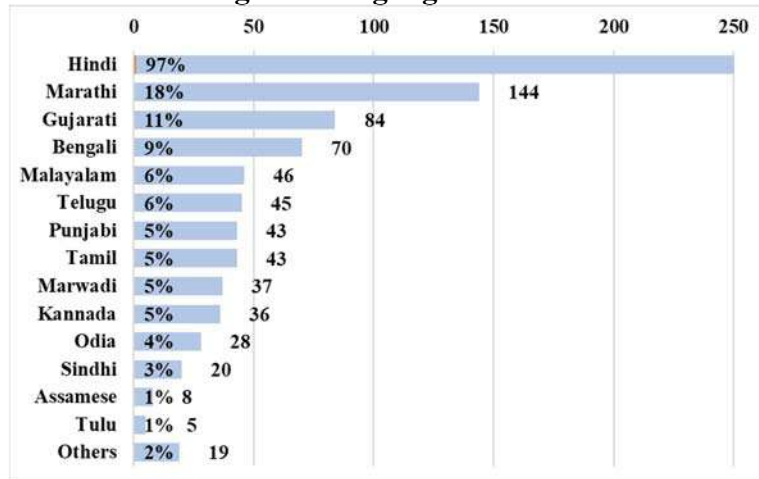
Others include Education, Analytics, Media, Agriculture, Automobile, Pharmaceuticals, Merchant Navy, Skill Development, Government, Entertainment, Fashion, and Dental.

Previous volunteering experience with development organizations was reported by 196 students (24 per cent).

2.5 Languages Known

Apart from English, 773 students (97 per cent) reported fluency in Hindi. Fig 2.3 depicts the languages known by the students.

Fig 2.3: Languages Known

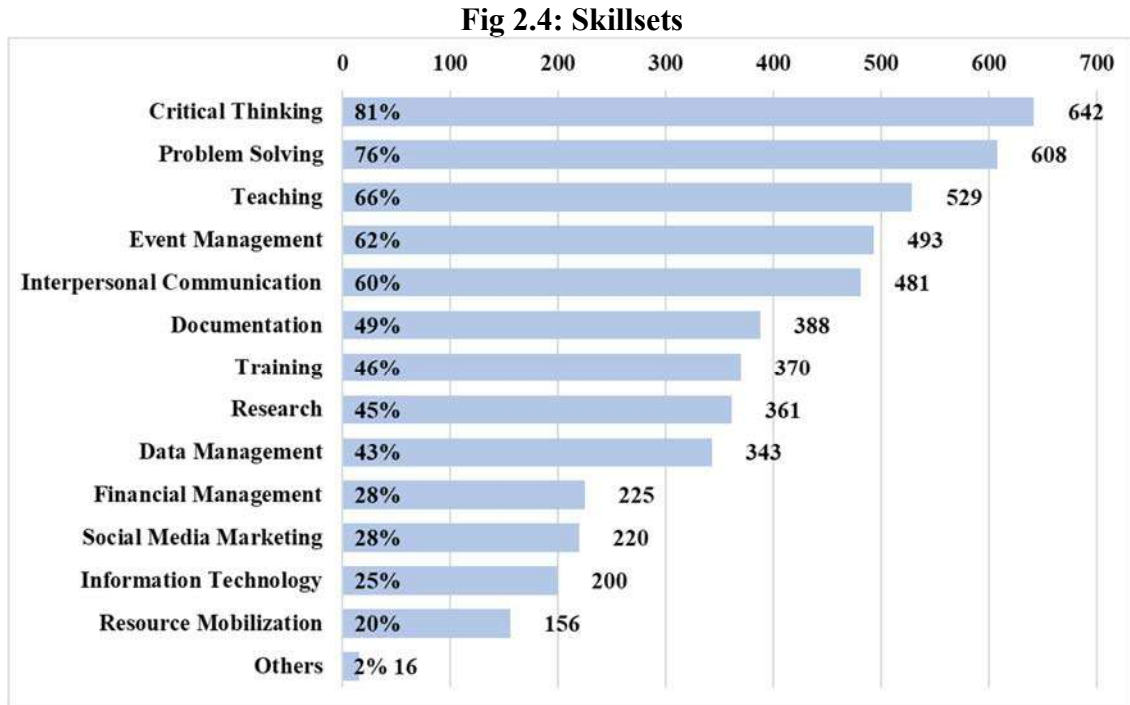


Multiple responses, Total \neq 100%

Others include Local languages: Angika, Arabic, Banjari (Gormati), Bhojpuri, Haryanvi, Konkani, Kutchi, Maithili, Malvani, Sambalpuri, and Urdu; International languages: German, Nepali, and Spanish.

2.6 Skills

Data on students' skill sets is presented in Fig. 2.4. It can be inferred from the data that three in every four students reported having critical thinking (81 per cent, 642) and problem-solving skills (76 per cent, 608).



Multiple responses, Total \neq 100%

Others include Sports, Human Resource Management, Artificial Intelligence (AI), Legal, Performing Arts, Creative Skills, and Health Management Skills.

Section 3 provides an overview of the internship placement profile.

3. Placements

3.1 Placement Process

After collecting the students' information, the placement process was conducted in three segments:

- A) Demand Estimation
- B) Capturing Student Preferences
- C) Placement Facilitation

To explore internship opportunities, the We Care Team approached associated NGOs well in advance in April-May 2026. Information on required skills, suggested projects, and the placement process was sought from over 1,250 organizations (refer to Annexure II). From these, 655 organizations confirmed the availability of internship opportunities and shared their requirements. Table 2 presents the preferred selection process preferred by the organizations.

Table 2: Selection Process Preferred by Organizations

Sr. No.	Placement Process - Parameters	No. of Org.	Per Cent
1	Confirmation based on review of CVs	499	76%
2	Pre-placement Interview	68	10%
3	Submission of Online/Offline Form	49	7%
4	Submission of Statement of Purpose (SOP)	58	9%

Multiple responses ≠ 100%

A total of 58 organizations expected students to pay an internship fee ranging from ₹350/- to ₹10,000/-. Organizations with fees above ₹5,000/- were not considered for placements, in the interest of students.

In the Student Data Form, students reported 60 public or private sector organizations where they or their parents were employed. They were encouraged to explore internship placements with their CSR Departments. Based on available internship opportunities, six PSUs and six private sector organizations were contacted for placements.

Students were requested to suggest NGOs in their hometowns. Based on a diligence check of 121 NGOs suggested by the students, 51 credible NGOs were contacted to explore internship opportunities for management students. From these, 17 organizations confirmed the availability of internships.

City-wise organization details, including internship requirements, were shared with students to collect their preferences. The We Care team made efforts to ensure a strategic match between the placement requirements and students' preferences and skills.

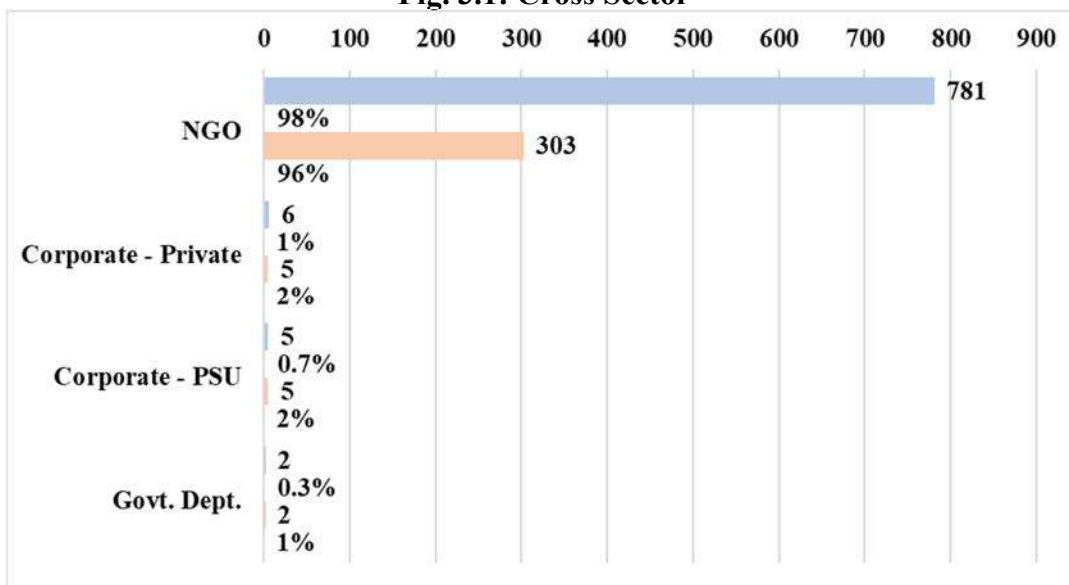
Due to the unavailability of credible NGOs/internship opportunities in students' hometowns, they were consulted for alternative locations. A total of 48 students were placed in the vicinity, and 25 students were relocated to alternative cities or to Mumbai.

3.2 Placement Profile:

In all, 797² students from the full-time MBA (Core) and MBA (HR) program were placed with 315 organizations across 20 States and four Union Territories. Five organizations³ placed students at different locations. The state-wise distribution of students and internship organizations is provided in Annexure III.

From 315 organizations, 224 (70 per cent) were previously associated with We Care, and the remaining were newly onboarded. Fig. 3.1 and 3.2 present the sector-wise distribution of organizations and students.

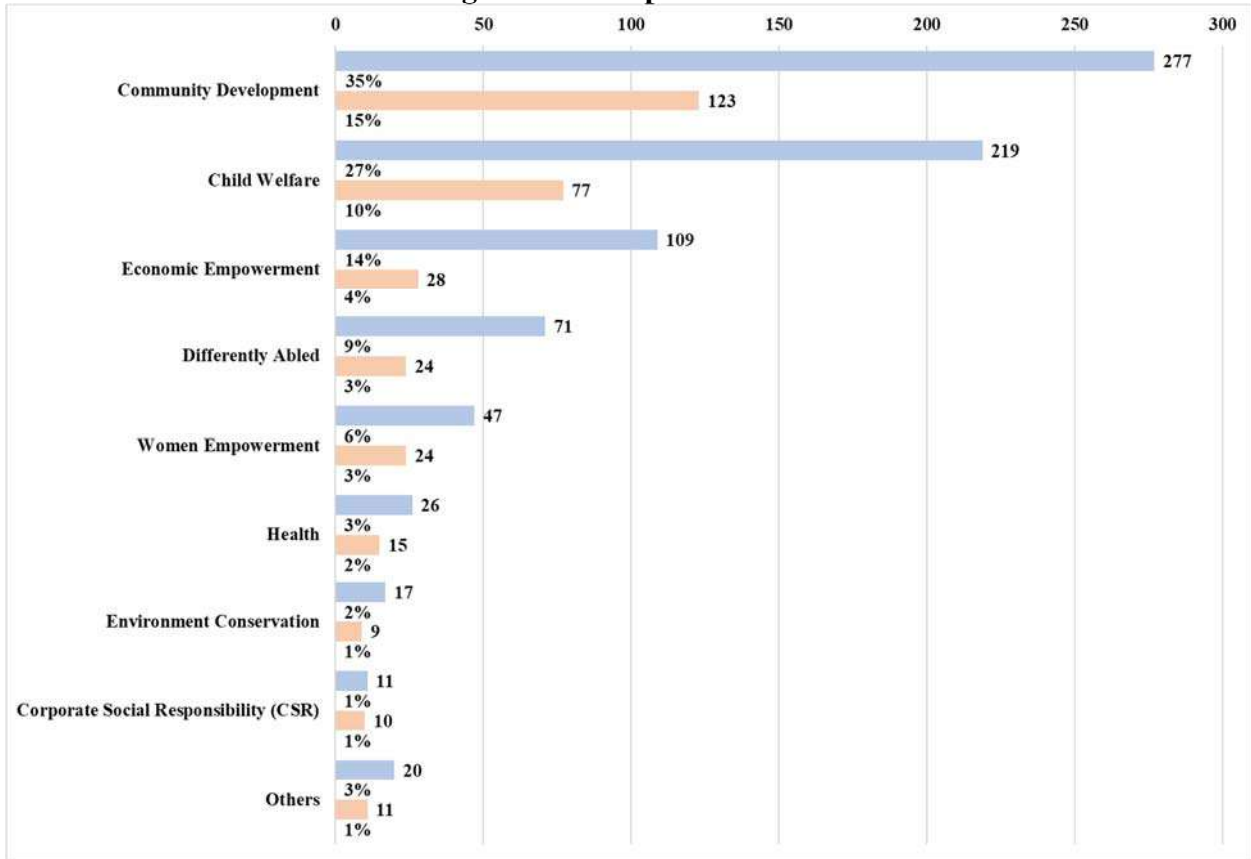
Fig. 3.1: Cross Sector



² I) Excludes 12 students : 1) Eleven students, who were readmitted into the first year of the program, completed the internship in February 2025; 2) Mr. Adarsh Rajdeep left the program during the internship due to academic reasons. II) Four out of 797 students deferred the internship in February on medical and personal grounds. Their internship was scheduled in June 2026 : 1) Ms. Tanmai Prabhune, 2) Mr. Ayush Kabra, 3) Mr. Aman Agarwal, and 4) Ms. Manavi Deora.

³ 1) Jan Shikshan Sansthan (JSS) - Chas (Jharkhand), Sultanpur (Uttar Pradesh), 2) Milaan Foundation - Hubballi (Karnataka), Bhopal (Madhya Pradesh), Lucknow (Uttar Pradesh), 3) Salaam Bombay Foundation (SBF) - Mumbai, Pune (Maharashtra), and with Partner NGOs in Bengaluru (Karnataka), Kolkata (West Bengal), 4) VIDYA - India - Gurugram (Haryana), Bengaluru (Karnataka), Powai-Mumbai (Maharashtra), 5) World Wide Fund (WWF) - Kolkata (West Bengal), Tezpur (Assam)

Fig. 3.2: Development Sector



Others include Legal Aid Support, Consultancy Services, Destitute Home, and Potable Water Solutions.

4. Methodology

4.1 Batch Orientation

As part of the Foundation Program for the MBA (Core) and MBA (HR) Batch 2025–2027, a brief orientation about the We Care: Civic Engagement Internship was conducted on June 5, 2025. Dr. Meena Galliara, the We Care Head, conducted the orientation session. She briefly specified the objectives of the We Care internship and its importance for the MBA program.

To inspire the students, two senior students shared their internship experiences. Mr. Sumit Sharma shared his experience working with children at Empowering Minds in Ghaziabad. Reflecting on her internship with Aashwast, Pune, Ms. Sharvari Naik briefly described her team’s learnings from impactful community-based projects aimed at enhancing the emotional and social well-being of senior citizens.

A short video on Dolphin Tanki, the Jasani Centre’s flagship initiative in partnership with the Salaam Bombay Foundation, was screened during the session. The initiative showcased the mentorship support offered by SBM students to resource-poor entrepreneurs to pitch their business ideas for seed funding.

4.2 Orientation Workshops

To provide detailed orientation, the Social Responsibility Forum (SRF) team conducted workshops in 12 divisions between June 23 and 27, 2025 (See Annexure III). This mandatory orientation included detailed discussions on the internship, internship projects, the Code of Conduct, leave policy, and academic action against defaulters.

4.3 Internship Placement

The Internship Placement had three components:

A) Demand Estimation:

- Contacting NGOs from the database to explore the internship opportunities and collecting their requirements.
- Students whose parents were employed in public & private sector companies, or if they themselves were employed, were encouraged to explore the possibility of internship placement with their companies’ CSR departments/Corporate Foundations.
- Students were also requested to share details of NGOs in their hometowns. NGOs were added to our database after their credibility check and obtaining their consent to accommodate our students.

B) Capturing Student Preferences

- Sharing NGO details with internship opportunities, internship fees, and other conditions/requirements with students.
- Collecting placement preferences from the students.

C) Placement Facilitation :

Efforts were made to ensure strategic alignment between students' preferences and the requirements of the organizations. Subsequently, students' CVs were shared with the respective organizations for consideration. The organizations reviewed the applications, shortlisted candidates based on their CVs, and confirmed their placements thereafter. Throughout the process, support was extended to students in completing pre-placement requirements, including attending interviews and submitting online or offline application forms. In some cases, students were guided to draft Statements of Purpose (SOPs), as required by the organizations.

4.4 Mentoring

To mentor students before and during the internship, 58 faculty members were assigned as Faculty Mentors. On an average, each faculty member mentored 14 students. Four Regional Mentors were appointed to support the faculty members (Refer Annexure IV).

4.5 Monitoring

To monitor students' progress and concerns, the We Care Core Team and SRF We Care Heads consistently communicated with Organizational Mentors and students via phone, email, and WhatsApp. Students were requested to submit their weekly reports through Google Forms.

Based on individual weekly reports submitted by students, the We Care team compiled the overall weekly reports and disseminated them to Faculty Mentors and students.

4.6 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 23, 2026, and March 31, 2026.

As part of the evaluation, the students presented their internship learnings during We Care: Civic Engagement Poster Presentation scheduled on February 28, 2026. In all, 328 Posters were adjudged by 61 judges from the Development and Corporate sector.

4.7 Feedback Analysis

Feedback was collected from 793 students and 203 organizations using Google Forms (Refer Annexures VI & VII).

Table 3: Feedback and Analysis

Student Feedback	Analysis
Key variables:- a) Total working hours b) Funds raised during the internship	---
c) Projects undertaken d) 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) Challenges faced by the organization b) Learnings gained by the students.	Descriptive statistics were used to analyze the data.
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 the internship	Descriptive statistics were used to summarize the responses.

The complete Process for the We Care: Civic Engagement Internship is illustrated in Table 4. The Gantt Chart for Internship Execution is mentioned in Annexure VIII.

Table 4: Execution Schedule

Internship Execution: Schedule of Tasks	Timeline
Initial Planning	
Demand Estimation: Associated NGOs	April 30 to May 13, 2025
Sourcing New Organizations	May 12 to October 13, 2025
Pre-Internship Activities:	
Collating Student Details	June 20, 2025, to June 30, 2025
We Care Orientation Workshops	June 23, 2025, to June 27, 2025
Collating Students' CVs	July 11, 2025, to August 04, 2025
Placement Process: Placements and Reallocation of NGOs	July 12, 2025, to January 21, 2026
Students' Pre-internship Meetings with Organizational Mentors	August 18, 2025, to January 24, 2026

Internship Execution: Schedule of Tasks	Timeline
Code of Conduct & Guidelines: Designing & Disseminating	October 17, 2025, to November 11, 2025
Appointment of Faculty Mentors	November 04, 2025, to December 22, 2025
Counseling of the students for the pre-internship meeting with the organization	November 10, 2025, to December 05, 2025
Students' Pre-internship Meetings with the Faculty Mentors	December 10, 2025, to January 23, 2026
Class-wise interaction by SRF about a) We Care Competitions and b) Poster Presentation.	December 18, 2025, to December 23, 2025
Activities During Internship:	
Internship Execution	January 27, 2026, to February 20, 2026
Reallocation of NGO	January 27, 2026, to January 29, 2026
Post Internship Activities:	
Feedback From Students	February 17, 2026, to March 06, 2026
Feedback From Organizations	February 18, 2026, to March 31, 2026
We Care: Civic Engagement Poster Presentation	February 28, 2026
Post Internship Evaluation (Viva) by Faculty Mentor	February 23, 2026, to March 31, 2026
Designing Annual Report	March 2, 2026, to May 31, 2026

5. Student Feedback

Students' feedback plays an important role in reviewing and improving the We Care: Civic Engagement Internship. The feedback was collected through a Google Form designed to capture students' experiences across various aspects of the internship (Refer to Annexure IV). Table 5 presents the Student Feedback objectives and data points on which the data were collected.

Table 5: Students' Feedback Objectives and Data Points

Feedback Objectives	Feedback Data Points
1. To assess students' experience with the internship organization, project execution, and reporting process	<ul style="list-style-type: none"> • Total work hours contributed • Project categories • Satisfaction with internship organization • Satisfaction with project execution • Satisfaction with reporting process
2. To understand students' observations regarding organizational functioning and challenges	<ul style="list-style-type: none"> • Managerial/operational challenges observed • Key challenges faced by students during internship
3. To examine the practical application of classroom learning	<ul style="list-style-type: none"> • Integration of theoretical subjects • SDGs aligned with internship work
4. To capture students' learning outcomes from the internship experience	<ul style="list-style-type: none"> • Key learnings from internship • Nature of work and exposure gained
5. To review contributions made by students during the internship	<ul style="list-style-type: none"> • Types of projects undertaken • Fundraising involvement
6. To understand the effectiveness of mentorship support	<ul style="list-style-type: none"> • Interaction with faculty mentors • Type of support received from mentors
7. To gather suggestions for improving the internship program	<ul style="list-style-type: none"> • Recommendations for improving the We Care Internship

This section presents insights from the feedback submitted by 793 students who completed the internship in February 2026.

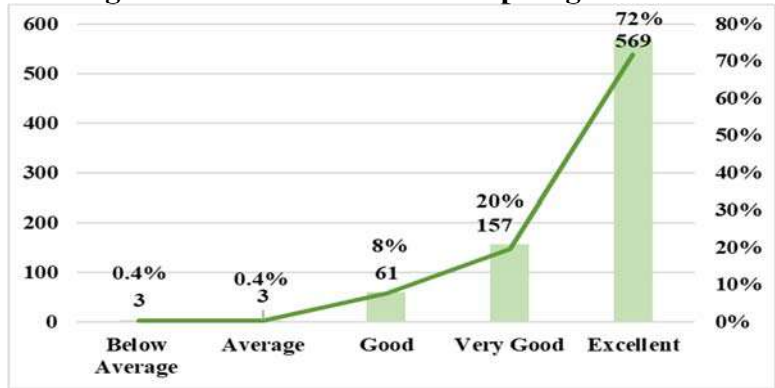
5.1 Students' Level of Satisfaction

Students' level of satisfaction was assessed using a five-point Likert scale, ranging from Below Average (1) to Excellent (5). The assessment was based on students' responses regarding their experience with the internship organization, project execution, and reporting process.

a) Satisfaction: Internship Organization

As per the overall responses, 72 per cent of students rated their experience as Excellent and 20 per cent as Very Good. See Fig. 5.1.

Fig. 5.1: Satisfaction: Internship Organization

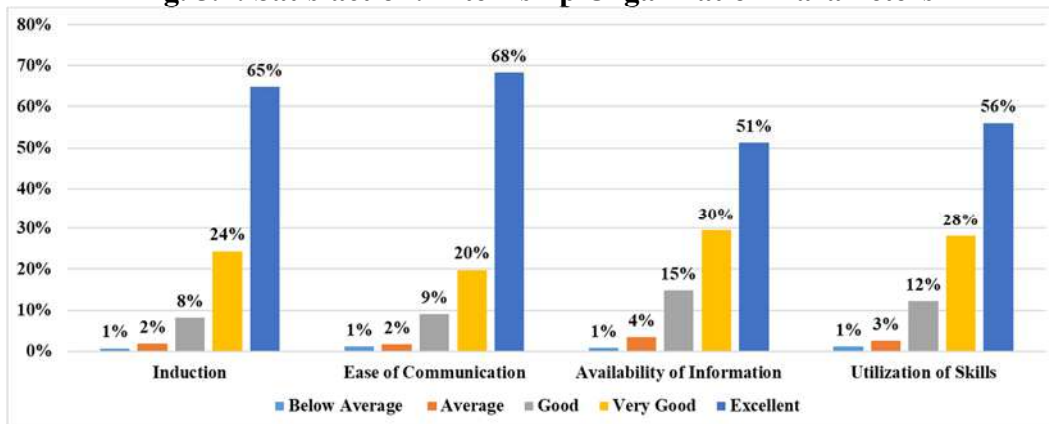


Students’ satisfaction with their internship organization was assessed using the following four parameters:

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

The parameter-wise analysis shows that more than 60 per cent of students rated Induction and Ease of communication as Excellent. See Fig. 5.2.

Fig. 5.2: Satisfaction: Internship Organization-Parameters



With regard to the utilization of skills, Nischay Dogra, who interned with Spread Smile Foundation Trust, Sonipat, shared, “*The organization leveraged my skills adequately and timely allotted tasks, no challenge observed.*”

Whereas some students felt that their skills were not utilized optimally. Shobanadri Mannemuddu, an intern with People’s Action for Social Service (PASS), Tirupati, opined, “My skills could be utilized with respect to field visits.”

Some students faced challenges in accessing and using information. For instance, Shubham Behl, who interned with RA Foundation, Mumbai, shared, “*Data used for management was incomplete at the beginning.*” Diya Acharya, Hope Foundation, Vadodara, mentioned, “*Data was not*

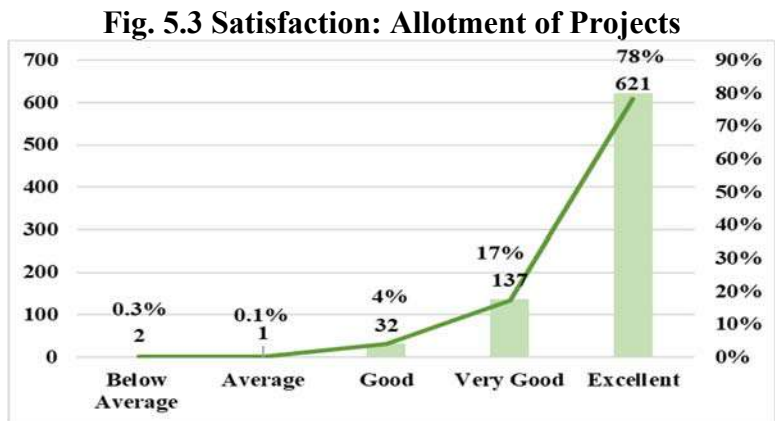
digitized and was written in Gujarati, so it was tough to translate.” Students placed with Swami Vivekananda Vani Prachar Samity, Durgapur, observed that the data was scattered, so streamlining it took multiple rounds of cleaning and refinement.

b) Level of Satisfaction: Allotment of Projects

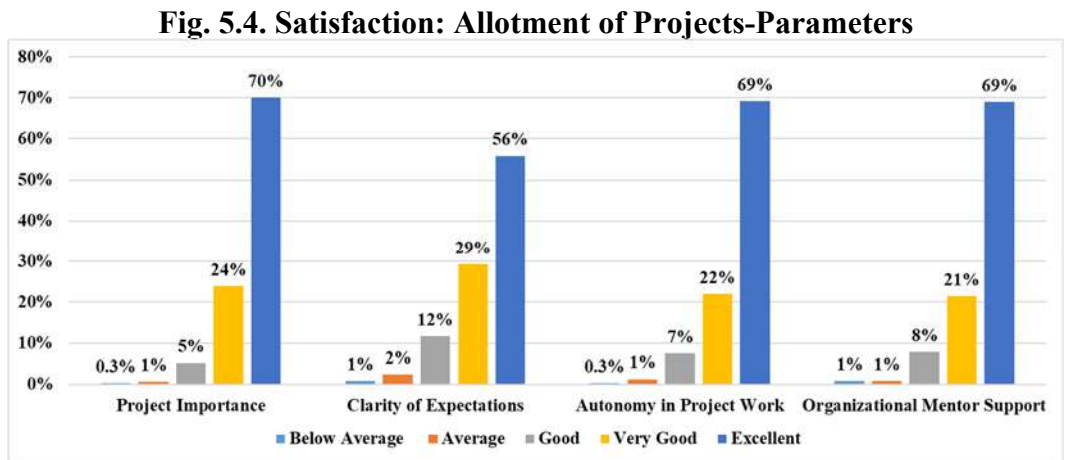
Students’ satisfaction with the allotment of projects was assessed using four parameters:

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

The overall ratings indicate that 78 per cent of students rated the project allocation as Excellent, followed by 17 per cent who rated it as Very Good. Fig. 5.3 shows the level of student satisfaction with their project allocation.



The parameter-wise analysis provides further insights into students’ satisfaction with project allotment. Students reported a satisfactory experience with the project allocation. See Fig. 5.4.



The qualitative feedback indicates that students felt valued because the projects assigned to them were important to the organization, and they were given autonomy to execute them.

A few students faced project-related challenges. For example, students placed with Umang, Jaipur, reported a delay in project allocation and a lack of clarity in the tasks allotted. Aashish Apte, placed with Salaam Bombay Foundation (SBF), Mumbai, reported a lack of clarity in tasks allotted. Pranav Verma, who interned with Sewa Bharati, New Delhi, stated, “*Challenges faced included delay in work allotment, lack of clarity on tasks allotted.*”

c) Level of Satisfaction: Reports

Students’ satisfaction with clarity on reporting and submission of reports was assessed using four parameters:

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

The overall ratings indicate that 71 per cent of students rated reporting as Excellent, followed by 23 per cent who rated it as Very Good. Fig. 5.5 shows the level of student satisfaction for reporting.

Fig. 5.5: Satisfaction: Reports

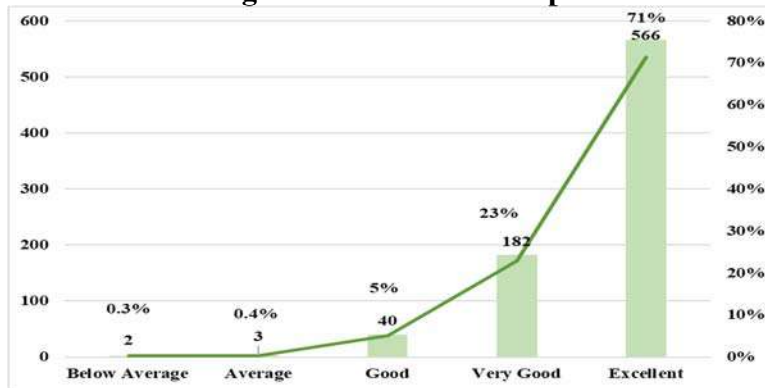
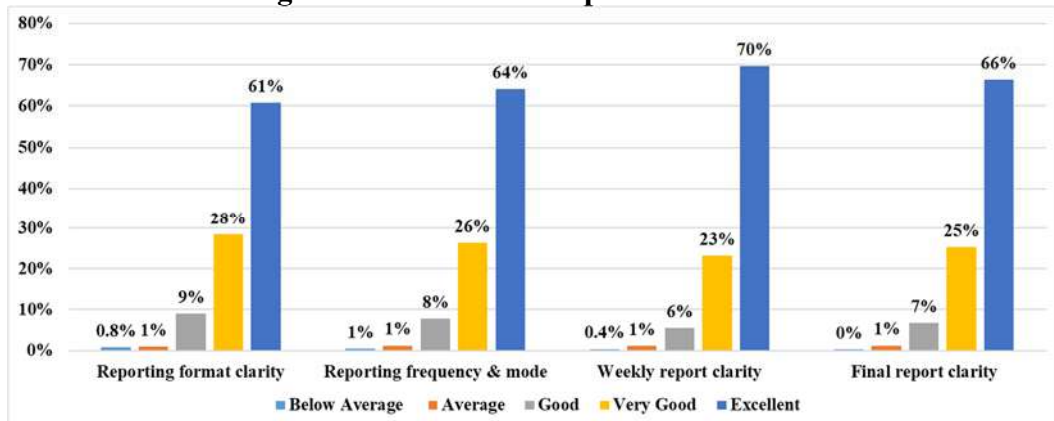


Fig. 5.6 provides further insights into the parameter-wise analysis of students’ satisfaction with the reporting process.

Fig. 5.6: Satisfaction: Reports-Parameters

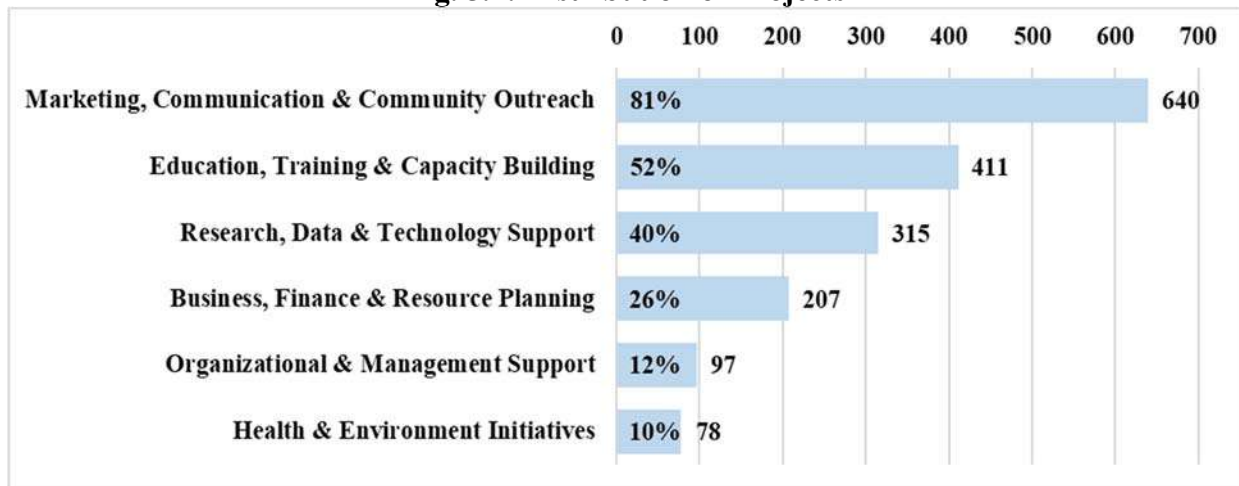


Overall, students reported a positive level of experience across most aspects of the internship. A very few students reported lower satisfaction due to delays in project allocation and a lack of clarity in assigned tasks. The next chapter presents the projects undertaken by the students.

5.2 Project Undertaken

Students undertook various projects during the We Care: Civic Engagement Internship, in line with the organization’s requirements. The major project areas included 1) Marketing, Communication & Community Outreach; 2) Education, Training & Capacity Building; 3) Research, Data & Technology Support; 4) Business, Finance & Resource Planning; 5) Organizational & Management Support; and 6) Health & Environment Initiatives. (See Fig. 5.7). The detailed list of projects is provided in Annexure IX.

Fig. 5.7: Distribution of Projects



Multiple Responses. Total ≠ 100%

A) Marketing, Communication & Community Outreach

During the internship, 640 students were involved in marketing and branding, designing creatives, managing social media, and supporting branding efforts to increase organizations’ visibility. In other words, 4 out of 5 students were involved in marketing, communication, and community outreach activities.

They contributed to community engagement by interacting with community members, conducting awareness sessions, and supporting outreach efforts to increase program participation. Additionally, students worked on content development by drafting reports, case studies, and communication materials to improve documentation and stakeholder communication.

Marketing & Branding

Students conducted market research, designed marketing and social media strategies, and strengthened marketing and branding activities. They developed content, designed creatives, managed social media handles, and enhanced sales promotion. This helped organizations to

increase visibility and digital presence. By leveraging these strategies, students enhanced the organization's visibility with stakeholders. For instance, students placed with Nurture Equality Education Vision (NEEV), Indore, stated, *"We planned and executed campaigns, created social media content, and improved posting through a content calendar to increase the organization's social media engagement and reach."* Students placed at Tiruvalla Social Service Society - Bodhana, Thiruvalla, stated, *"We worked on branding and marketing of Bodhisree products by developing brochures and creating a marketing strategy to improve visibility and increase sales."* Students placed in Samarthanam Trust for the Disabled, Bengaluru, mentioned, *"We analyzed social media platforms, studied other NGOs, and developed reel ideas, awareness content, and a content strategy to increase reach, engagement, and visibility of the organization."*

Creative work was also an important part of students' contributions. They were able to utilize their creative skills for the organization. Students who interned with Sudeeksha Nai Raah Foundation in Azamgarh created PowerPoint presentations to document activities and present project outcomes. Students placed with Gram Vikas Trust, Bharuch, mentioned, *"We designed creatives for the Sparsh Sakhi initiative and developed awareness posters for their health camps."* Students who interned at The Bridge India, Gurugram, stated, *"We created banners, certificates, and social media creatives using Canva and AI tools to ensure consistent branding for the Kaun Banega Social Sector Champion (KBSSC) event."* Students placed with Rajalakshmi Children Foundation, Belagavi, mentioned, *"We reviewed the organization's website, reports, and social media content and suggested improvements to enhance online visibility."* At Jyothi Jeeva Poorna Trust, Kottayam, students stated, *"We designed creatives and planned social media content to promote the Millet café and increase engagement."*

Students supported staff members in improving their market approach. For instance, students placed at Anadi Foundation, Bihar, mentioned, *"We conducted interviews with artisans to understand their productivity and marketing awareness. We conducted a session on pricing, customer identification, and costing components to improve their market approach."*

Communication (Content Development)

Students developed different types of content for the internship organization. They drafted reports, case studies, and documents. They worked on writing, compiling, and organizing content to improve the organization's documentation.

Students worked on report writing and documentation. Students interned with Bal Bhavan Society, Vadodara, mentioned, *"We prepared an annual impact report by consolidating program data, engagement records, and qualitative observations to communicate outcomes to stakeholders."* Students placed in Dream Girl Foundation in Gurugram, also informed, *"We drafted the annual report by consolidating donation data, financial utilization, outreach metrics, and impact stories to improve transparency and communication with stakeholders."*

Students also worked on organizing and improving content from existing data. Students placed at The Inspire India, Hisar, mentioned, *"We converted four years of raw data into annual reports and created clear and presentable documents to show the organization's growth and financial history."* Students interned with the Association for Social and Health Advancement, Kolkata, stated, *"We*

redesigned the annual report by improving layout, structure, and content clarity to make it easier to read and better represent the organization's work."

Students also developed a website and communication materials. Students placed at BREADS, Bengaluru, mentioned, *"We compiled mental health content, developed educational material, and prepared case studies and reports to improve communication with stakeholders."* Students interned with ANEW, Chennai, informed, *"We developed newsletter templates with clear content sections to improve impact communication and stakeholder engagement."*

Overall, the experience built students' professional skills and understanding of the social sector while creating a positive impact for the NGOs.

Community Outreach

In Community Outreach activities, students interacted with community members to understand their needs and challenges. They conducted awareness sessions on health, hygiene, safety, and social issues. Students helped in outreach activities and organized sessions to increase awareness and participation in community programs.

Students contributed to promoting awareness and supporting rural health initiatives. Students placed at Udit Kunj Foundation, Kaithal, mentioned, *"We created a registration desk where we collected patient details and recorded basic vitals like height, weight, BMI, and blood pressure to save doctors' time and build a village-level health database. We also coordinated with village leaders to inform residents and increase participation in the camps."* Students interned with Aarambh Education & Community Development Society, Bhopal, informed, *"We conducted a survey to measure changes among participants to assess the impact of the Youth Empowerment Program."*

Students conducted awareness sessions for women on financial independence. Students placed at Wings For Dreams, Pune, mentioned, *"After interacting with women in the community, we realized the need for financial independence. For that, we conducted an awareness session on Bima Sakhi Yojana and explained how women could earn income through it. We also supported planning an exhibition to help women showcase and sell their products."* Students interned with Vikas Sahyog Pratishthan, Mumbai, conducted surveys and interacted with parents, teachers, and members of the School Management Committee (SMC). They mentioned, *"We conducted stakeholder surveys across multiple locations to understand the impact of the organization's education and community programs and for future interventions."*

Students placed at Srujna Charitable Trust in Mumbai stated, *"We conducted informal discussions with women beneficiaries to understand their experiences and challenges and support community engagement efforts."*

B) Education, Training & Capacity Building

During the internship, 410 students, i.e., one in every two students, worked on education, training, and capacity-building activities. They supported classroom teaching, developed study materials, and helped students improve their understanding of core subjects. Beyond academics, they also

conducted skill-based training sessions on communication, digital skills, and financial literacy. This improved their confidence and employability skills. Their contributions extended to provide beneficiaries with livelihood support and entrepreneurship ideas for generating income.

Educational Support

During the internship, students contributed to educational support by creating study materials, assisting in classrooms, and conducting academic assessments. They identified gaps in reading, writing, and numeracy, and provided practice sessions to strengthen learning. For example, students were involved in classroom teaching and student learning activities. They explained basic concepts in subjects like Mathematics and English. For instance, students who interned with Tapovan Education Foundation in Ghaziabad stated, *“We conducted daily academic classes in Mathematics and English for children from pre-primary to Class VII.”* Students placed in the Human Life Foundation in Jaipur engaged in activity-based learning. They informed, *“We created personalized lesson plans using storytelling and gamification strategies to increase children’s participation.”*

Students placed at the Relearn Foundation in Jamshedpur worked on assessing children’s learning levels. They stated, *“There was a gap between students’ class level and their actual learning level, so we developed assessment papers and tested students to understand their reading, writing, and numeracy skills.”* Students placed in Suyam Charitable Trust, Tiruvallur, reported that some children needed extra help in certain subjects. So we conducted sessions for them to improve their understanding of core subjects.” Students placed at Share and Care Foundation, Bhilai, mentioned, *“We conducted remedial and activity-based sessions where students were encouraged to read aloud, participate in group discussions, and answer questions, which helped in improving communication confidence and classroom participation.”*

Students also facilitated teacher training and delivered sessions on digital literacy and enhanced basic computer skills using simple digital tools. Students interned with Shiksha Rath in New Delhi informed, *“Our team conducted computer sessions and introduced basic tools. We taught basic computer skills, including Microsoft Word and Excel, and introduced students to AI-based learning tools.”*

Training & Capacity Building

Students conducted training programs to improve employability skills. Explaining their work, students placed at Sarthak Foundation, Lucknow, stated, *“We delivered sessions on communication, digital literacy, and career awareness, including resume building, mock interviews, and workplace communication.”* Students placed at Salaam Bombay Foundation in Mumbai mentioned, *“We conducted role-play exercises, speaking drills, and mentoring sessions to improve confidence, communication, and presentation skills among young entrepreneurs.”* Students interned with the Hyderabad Council of Human Welfare reported, *“We designed and conducted activities like self-introduction, one-minute speaking, and mock interviews to reduce stage fear and improve confidence and communication skills among trainees.”*

Students also worked on vocational training to build the practical skills of children. Students placed at the Smile Foundation in Kolkata conducted sessions under the STeP program. They stated, *“We managed modules on employability skills, maintained records. Also, we provided training in retail,*

soft skills, and digital basics to the students.” Students placed at Deenabandhu Social Service Organization, Bangalore, informed, “We conducted retail management training, guided students through app-based learning modules, and organized practical exposure through retail store visits.”

A few students also worked on financial literacy and digital awareness. For example, students placed at Azad Foundation, Jaipur, stated, *“We conducted financial literacy sessions covering budgeting, savings, banking, UPI, and financial planning through practical activities and discussions.”* Students placed with Social and Development Research & Action Group (SADRAG), Noida, mentioned, *“We conducted financial awareness sessions to help women understand costing, profit, and savings, which supported better financial decision-making.”*

Students also provided training to teachers and trainers to improve their skills. Students placed at Tapovan Education Foundation, Ghaziabad, mentioned, *“We conducted a training program for teachers on computer skills, email communication, managing student data on the portal, and using digital tools independently.”* Students interned with Jan Shikshan Sansthan, Bokaro, informed, *“We conducted capacity building sessions for trainers to improve teaching methods and encouraged learners to use digital tools like LinkedIn and AI platforms for skill development and job opportunities.”*

Livelihood Support

During the internship, students helped beneficiaries explore income opportunities and develop small business ideas to enhance earnings and self-employment. For instance, students placed at Kothamangalam Social Service Society (KSSS), Kerala, mentioned, *“We created awareness about the Jeeva Income Generation Project among persons with disabilities, conducted follow-up calls with beneficiaries, verified applications, and documented responses to support small income-generating activities.”*

Students who interned with the Elmhirst Institute of Community Studies in Santiniketan, West Bengal, worked on livelihood-linked community initiatives. They informed, *“We observed livelihood activities such as stitching and vocational training and assessed income-generating initiatives like selling products at local fairs to understand how they support self-reliance among women.”* Students also conducted entrepreneurship training and awareness sessions. At Light of Life Trust, students mentioned, *“We conducted a session on entrepreneurship and employment where we explained how to identify business ideas, understand pricing, and access government schemes like PM SVANidhi and Mudra Yojana.”*

Students also worked to promote entrepreneurship among rural communities. At Northern Region Farm Machinery Training and Testing Institute, Hisar, students informed, *“We engaged rural youth and women through activities that promoted agri-entrepreneurship and self-employment and introduced them to opportunities in agricultural mechanization and food processing.”*

Students also supported livelihood improvement through program analysis. Students placed at Raising Voice Foundation, Howrah, mentioned, *“We conducted livelihood workshops and introduced monitoring and follow-ups to improve participation and support women in moving towards financial independence.”* They also stated, *“We worked on identifying barriers such as*

financial constraints and suggested solutions like income-linked support and market linkages for products.”

C) Research, Data & Technology Support

A total of 310 students, i.e., one in every three students, contributed to research, data, and technology initiatives. They collected and analyzed primary and secondary data, managed information using MIS tools and dashboards, and developed systems to improve tracking and reporting. By leveraging digital solutions and, in some cases, exploring AI and automation, they streamlined processes and enhanced workflow efficiency.

Research - Primary/Secondary

During the internship, students undertook research projects by collecting primary data through surveys, interviews, and field visits. They analyzed both primary and secondary data to produce impact assessment reports and research documents. In this context, students worked on data collection and program analysis. Student placed at Jan Jagran Sansthan, Patna, Abhishek Raj worked on the Child Sponsorship Program. He informed, *“We collected socio-economic details of beneficiary children, including family income, education status, and background. To review records to understand gaps in the program.”* Students interned with the Center for Social Justice in Ahmedabad conducted a survey. They informed, *“We conducted a household transport survey across 80 households and collected data to understand daily travel challenges and issues faced by rural communities.”*

Students conducted field visits for needs assessment. Students interned with ARPHEN in Navi Mumbai conducted a door-to-door survey. They stated, *“We collected data of 90 children on schooling status, documents, and educational needs, and analyzed it to identify gaps and support planning for reopening the Balwadi center.”* Students placed in Inaturewatch in Navi Mumbai study environmental issues. They stated, *“We conducted surveys and field observations on forest fires and littering and prepared reports based on the findings for project evaluation and future planning.”* Students placed at Agastya International Foundation in Bangalore conducted an impact assessment of science learning sessions. They informed, *“We collected responses from students through interviews and analyzed them to understand changes in classroom participation, curiosity, confidence, and understanding of concepts.”*

Operations, Data & Technology

A few students worked on data management, systems, and technology-based tasks. They used MIS tools, developed dashboards to improve processes, and used digital tools to improve data handling and operations. For example, students worked on MIS and data management to organize and use data. Students placed at Aashwast Services LLP, Pune, mentioned, *“We collected data from multiple sources, cleaned and standardized it, and designed MIS formats and dashboards to track clients, services, and operations.”* Students interned with Animedh Charitable Trust, Mumbai, stated, *“We created a centralized Children Scholarship Dashboard using five years of data and developed Excel sheets to track beneficiaries and report program outcomes.”*

Students placed at Choti Si Asha, Bareilly, informed, *“We created a simple inventory tracking sheet and a basic production planning format to help staff manage stock and plan the production*

of handcrafted products by women artisans.” Students placed in VIDYA, Mumbai, mentioned, *“We built a centralized Excel-based operations dashboard by combining data from multiple programs’ reporting and analysis.”*

Students interned with Catalysts for Social Action in Mumbai worked on a database. They informed, *“We merged data from multiple spreadsheets, removed duplication, and created a structured master database for donor management.”* Students placed in Towards Future, Kolkata, mentioned, *“We compiled and cleaned student data and created a Power BI dashboard to present program outcomes and trends.”*

Some students also explored AI-based and digital tools to improve reporting and strengthen organizational processes. For instance, students placed at Aastha Parivaar, Mumbai, informed, *“We conducted an introductory session on Artificial Intelligence and demonstrated tools like ChatGPT, Gemini, and Gamma for translation, report writing, and presentation creation.”* Mr. Harsh Shah interned with the Salaam Bombay Foundation in Mumbai and worked on AI automation. He mentioned, *“I designed and built an automated workflow system using AppSheet connected with Google Sheets to manage student promotions and tracking.”*

D) Business, Finance & Resource Planning

Around 207 students were involved with strengthening financial and resource planning by managing budgets, records, and business plans. They empowered communities through microfinance and self-help groups. Some students were engaged in resource mobilization. They networked with donors, drafted proposals, and supported fundraising efforts.

Finance & Planning Activities

Students strengthened the financial management system for sustaining the NGO. For instance, at UMANG, Jaipur students also worked on costing and financial record management. They shared, *“We conducted a costing analysis of products by studying raw material costs, labor inputs, and pricing, and suggested changes to ensure sustainable pricing.”* At a Mumbai-based NGO, Mann - Center for Individuals with Special Needs, students shared, *“We reviewed and verified order entries, cross-checked vouchers with Tally records, and identified and corrected mismatched financial data.”* At Vanvasi Kalyan Ashram, Bhiwani, students informed, *“We recorded expenses, organized financial documents, and supported donor data and communication for fundraising activities.”*

Students also contributed to strengthening Self-Help Group (SHG) systems and improving their financial management practices. Those who interned with Kripa Social Welfare Services, Ujjain, mentioned, *“We conducted an operational audit of an SHG-run grocery store, carried out interviews and group discussions, and developed a governance model with role allocation, profit-sharing, and financial tracking systems.”* Explaining this further, students placed in Shramik Bharti, Kanpur, stated, *“We studied the SHG model and identified gaps in financial management, data integrity, and manual processes, and suggested improvements such as digital tools and structured financial systems.”*

Students also worked on business planning and financial planning. Students placed at Uttejana Foundation, Delhi, mentioned, *“We redesigned the project blueprint, developed a detailed*

workflow plan, structured workshop modules, and created a social media and outreach strategy to strengthen project planning.” Students interned with Salaam Bombay Foundation, Mumbai, working on the Dolphin Tanki 5.0 project stated, “We conducted business planning workshops where mentees identified costs, calculated breakeven points, and developed basic business models. This planning includes value proposition, customers, and revenue streams.”

Besides developing financial management systems, students also contributed to drafting funding proposals. At Savitribai Phule Mahila Ekatmata Samaj Mandal, Chhatrapati Sambhajnagar, mentioned, *“We worked on CSR proposals where we structured budgets, defined impact indicators, and created monitoring and evaluation plans to support funding for projects.”* Students interned with Prerna Social Development and Welfare Society, New Delhi, informed, *“We drafted a detailed WASH proposal and structured the budget into CAPEX, OPEX, and administrative costs to make it suitable for CSR funding applications.”*

Resource Mobilization

Students contributed to fundraising by identifying potential donors, preparing donation appeals, and reaching out through calls, messages, and personal interactions. They identified CSR partners, developed pitching materials, and engaged stakeholders to secure financial assistance. Some also assisted in organizing exhibitions and events, where they promoted causes and encouraged contributions through merchandise and sales. A few facilitated in-kind support by connecting organizations with donors, sponsors, and service providers for essential resources and cost savings. See Table 6: Fundraising for details.

Table 6a: Fundraising

Sr. No.	Organization Name, City	No. of Students	Amount Mobilized (₹)	Key Contribution
1	Bangalore Rural Educational and Development Society (BREADS), Bengaluru	4	13,82,000	Secured CSR funds from DIGIO toward computer literacy for underprivileged children
2	Purbottar Vikash Parishad, Tinsukia	2	5,50,000	Secured CSR support for computers and printers
3	PlanAtEarth, Aluva	1	5,00,000	Raised funds through Ocean Art Exhibition, paintings, and merchandise
4	Saurashtra Medical and Educational Charitable Trust, Rajkot	2	3,00,000	Mobilized funds through donor engagement
5	Caring Souls Foundation, Lucknow	2	2,00,000	Raised funds through outreach and donor engagement
6	SHUBHDA, Ajmer	2	1,07,916	Identified donors, prepared appeals, and maintained donor records
7	24 NGOs (See Annexure _)	52	4,61,542	Fundraising
	Total Funds Mobilized	65	35,01,458	

Table 6b: In-kind support

Sr. No.	Organization Name, City	No. of Students	Value (₹)	Key Contribution
1	Access Life Assistance Foundation, Pune	1	1,30,000	1. Drafted pitching material leading to donations 2. Arranged artists who waived fees
2	Umang, Jaipur	5	15,000	Contributed medicines
		6	1,45,000	Through donations and cost savings

E) Organizational & Management Support

Around 97 students assisted with HR processes such as recruitment, policy development, and event coordination. This helped in strengthening organizational efficiency and operations.

Management & Organizational Support

Students worked on HR process documentation and recruitment management. Explaining this, students placed at Mukhtangan, Mumbai, mentioned, *“We documented HR processes such as recruitment, onboarding, appraisal, and exit, and created SOPs and flowcharts to standardize these processes.”* Students interned with Sahyadri Foundation, Nagpur, informed, *“We managed the end-to-end recruitment process by conducting job analysis, creating job descriptions, screening 300 applications, conducting tests and interviews, and onboarding a District Coordinator.”*

Students also worked on improving HR systems and recruitment workflows. Students at Milaan Foundation, Lucknow, mentioned, *“We digitized the recruitment process by creating a centralized system to track applications, screened more than 100 applications, and shortlisted candidates using structured evaluation methods.”* Students interned with the Center for Youth and Social Development in Bhubaneswar stated, *“We organized and cleaned resume data, created separate structured sheets for different roles, conducted telephonic interviews using a checklist, and developed SOPs for recruitment and office processes.”*

Students worked on reviewing and revising HR documents. Elaborating on this, Ashray Akruiti, Hyderabad, students mentioned, *“We analyzed existing HR practices and drafted policies such as attendance, leave, exit, POSH, and wage compliance to improve governance and ensure legal compliance.”*

Contributing for event management students placed in Srujna Charitable Trust, Mumbai, shared, *“We conducted outreach calls, coordinated with donors and stakeholders, managed event-related data, and prepared reports and communication material for the Sheroes event.”* Students placed at Agaram Foundation mentioned, *“We handled outreach communication, coordinated with speakers, and managed scheduling and logistics to ensure smooth execution of the International Conclave.”* At Underprivileged Advancement by Youth (UPAY), Nagpur, students coordinated a sports event. They said, *“We coordinated the UMANG Sports Day by managing around 400 student participants and aligning 38+ volunteers. We were involved in various roles, including registration, event supervision, and prize distribution. We created task allocation sheets, designed*

certificates, managed registration desks, coordinated activities, and handled scheduling to ensure smooth execution of the event.”

F) Health & Environment Initiatives

Around 78 students, i.e., one in ten, contributed to health and environmental initiatives. They assisted in conducting health camps, screenings, hygiene and nutrition sessions, and preventive care awareness sessions. In environmental efforts, they participated in organizing cleanliness drives, tree planting, waste management, and conservation activities.

Health

In the context of health-related activities, students placed at Tender Heart NGO, Faridabad, mentioned, *“We supported a health camp by handling mobilization, registration, and coordinating beneficiary flow for check-ups. We distributed sanitary napkins and supported awareness on menstrual hygiene.”* Students interned with Udit Kunj Foundation, Kaithal, mentioned, *“We managed registration desks, recorded basic vitals like height, weight, BMI, and blood pressure, and coordinated medical camps across villages. Also, We conducted health and road safety seminars and distributed healthcare kits to beneficiaries.”*

NGOs also engaged students in health awareness and outreach activities. For example, the Citizens Foundation, Ranchi, student team mentioned, *“We supported registration and coordination of a blood donation camp and helped manage donor flow and data collection. We conducted awareness sessions for pregnant women on nutrition, immunization, and preventive healthcare.”* Similarly, students placed at Ottapalam Welfare Trust, Kerala, mentioned, *“We supported cancer screening and eye care camps by managing registration, documentation, and patient flow. We also participated in mental health outreach visits and interacted with beneficiaries to understand challenges.”*

Environment Initiatives

A few students were engaged with environmental activities related to cleanliness, plantation, conservation, and community awareness. Explaining this, students placed at Nipun Foundation Charitable Trust, Rohtak, mentioned, *“We conducted field visits to 12–16 parks to identify issues like garbage accumulation, drainage problems, and infrastructure gaps. Also, later carried out cleaning, waste removal, plantation, and minor repair activities along with community participation.”* Students placed at PlanAtEarth, Aluva, mentioned, *“We visited more than 25 coastal homes to create awareness about apiculture and participated in cleanup drives at Mangrove Park and nearby beaches, which helped increase community participation and reduce waste in the area.”*

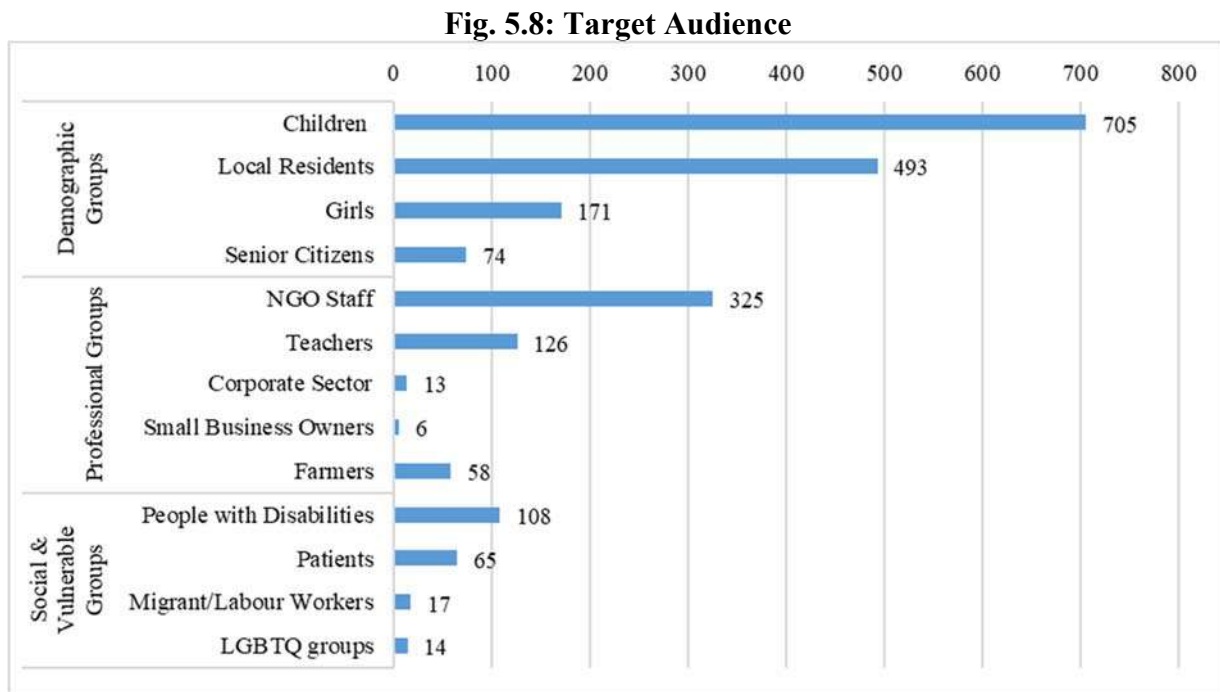
Students who interned with Green Tigers, Betul students mentioned, *“We conducted plantation drives, planted over 100 saplings, participated in river cleaning initiatives, and conducted awareness sessions in schools to promote environmental conservation.”* Students placed in Siruthuli, Coimbatore, shared, *“We worked on water channel rejuvenation by supporting desilting, channel widening, bund strengthening, and monitoring activities to improve water flow and groundwater recharge.”*

WWF, Kolkata, student interns said, “We participated in plogging and cleanup drives, collected waste, and conducted community surveys to understand waste disposal behavior and environmental awareness.” Similarly, those placed at Samarthanam Trust for the Disabled, Bengaluru, reported, “We worked on sustainability initiatives by studying waste segregation and composting systems, conducting field visits, and developing CSR proposals for decentralized waste management and environmental awareness.”

Students created a significant impact by improving community health access and promoting environmental stewardship through their internships.

5.3 Target Audience

During the internship, students actively engaged with a diverse range of target audiences across A) Demographic, B) Professional, and C) Social and Vulnerable groups. The outreach efforts demonstrate a strong emphasis on inclusivity, with particular focus on children, women, and grassroots stakeholders (See Fig. 5.8).



Multiple Responses. Total ≠ 100%

A) Demographic Groups

Children

Children were the largest target group during the internship. Nearly nine out of every ten students (705 students; 89 per cent) engaged with children and adolescents across government schools, communities, de-addiction centres, crèches, and learning centres. Students supported children through academic learning, recreational activities, health camps, and individual mentoring. To illustrate this, students placed at Navajeevan Bala Bhavan Society, Vijayawada, stated, “We conducted educational, recreational, and engagement activities with children at the Navajeevan

De-Addiction Centre, Nuzividu, taught basic Telugu and mathematics, organised sports, indoor games, and creative activities. We also prepared individual case studies of each child at the de-addiction centre, documenting their background, causes of addiction, personal challenges, and the role of the NGO in their recovery.”

Students placed at Share and Care Foundation, Bhilai, mentioned, *“We conducted regular teaching sessions and provided individual attention to help children have a clear understanding of the concepts. Children actively participated in drawing and storytelling competitions. These activities helped improve creativity, communication skills, and confidence while encouraging self-expression.”*

For adolescents, students focused on health awareness, life skills, and community-based support. Students who interned with Aastha Parivaar, Mumbai, noted, *“We undertook a field visit to Ambujwadi slum areas to observe an Adolescent Reproductive and Sexual Health (ARSH) awareness session. We also conducted a short awareness session for children on cybercrime risks and online safety practices.”* Students who interned with Children of the World India Trust, Nerul, reported, *“We talked to children from every age group to understand their feedback on food, made a month-end report with pictures, and created a documentary on a day in the life of the children. We also participated in counselling sessions with older students focusing on personality development, respectful behaviour, and aspirations.”*

Local Residents

Residents formed the second largest target group during the internship. Nearly three out of every five students (493 students; 62 per cent) engaged with residents, including women, youth, marginalised communities, rural communities, and parents or caregivers, through field visits, skill sessions, awareness activities, and community outreach. In this regard, students placed at Tata Chemicals Society for Rural Development (TCSR), Mithapur, stated, *“We worked on the SHG Federation project by studying federation models, analysing registration and compliance frameworks, and drafting key sections including background, rationale, objectives, and problem statement. We also supported Women’s Day SHG programme planning and activity design, and assisted in producing a Women’s Day video for TCSR’s Instagram handle with content coordination and subtitle writing.”*

Rajeshwari Anjana, who interned with Kripa Social Welfare Services, Ujjain, informed that, *“I conducted field visits in Ratna Kheri, Kanipura, Parasnagar, and Bapunagar to study the functioning and challenges of multiple Self-Help Groups (SHGs). Carried out qualitative interviews and discussions with women SHG members, adolescent girls, and children to understand ground-level issues such as limited access to loans, gender-based restrictions, school dropouts, learning gaps, and digital addiction. I prepared structured field reports based on these interactions.”* Students placed at Northern Region Farm Machinery Training and Testing Institute (NRFMTTI), Hisar, mentioned, *“We completed engagement with unemployed youth of the region for skill development in agricultural mechanisation. We aimed to promote agri-entrepreneurship and self-employment, in collaboration with the Syngenta Foundation. We also created awareness among farmers to visit the Krishi Mela to familiarise them with modern agricultural technologies, farm machinery, and sustainable farming practices.”*

Girls

Girls formed an important focus group during the internship. More than one in every five students (171 students; 22 per cent) engaged specifically with girls across residential homes, government schools, slum communities, and community centres through counselling, academic support, awareness sessions, and creative programmes focused on girls' well-being and development. To illustrate this, students placed at Seva Bharti, Jabalpur, stated, *"We taught the chapter 'Kathmandu' in English to Class 9 girls, supported teaching of 'Heron's Formula' and 'Triangles' in Mathematics, and assisted students individually to address learning gaps and improve problem-solving confidence. We also designed a Thank You Letter to be presented to donors who visit Ladli Basera."*

Students who interned with Community Action Society, Kolkata, reported, *"We interviewed girls from every class, prepared reports, and planned to organise a donation drive with schools."* Students working with Basundhara, Cuttack, prepared counselling reports and individual care plans for POCSO victims and other girls on campus, and monitored their well-being through regular interaction. Students placed at Abhilasha Foundation, Mumbai, stated, *"We designed two brochures - one highlighting the care of girls at the orphanage home, and another presenting an overview of the organisation's key community initiatives. We also generated a training curriculum and detailed activities for social media marketing for the girls and staff."* Students placed at Love Care Foundation, Ghaziabad, mentioned, *"We taught Maths, Science, and English to the students, helped in enhancing their communication skills, conducted activities for the students to learn more about their surroundings, and made creatives for girl child support and mid-day meals."*

Senior Citizens

Senior citizens formed another key target group during the internship. Nearly one in every ten students (74 students; 9 per cent) engaged with senior citizens in old-age homes, community centres, and healthcare settings through companionship, recreational activities, health awareness sessions, and daily care assistance. For instance, students who interned with Jharkhand Swabhiman, Ranchi, stated, *"We volunteered at the Old Age Home, Chiraundi, focusing on maintaining cleanliness and cooking nutritious meals for residents, which helped promote empathy and care for senior citizens. We also helped in preparing breakfast and interacted with elders during our visit."*

Adithyakumar, placed at Kottapuram Integrated Development Society (KIDS), Thrissur, reported that he travelled to Munambam to conduct the Sayamprabha programme and organised gaming sessions to promote social engagement among senior citizens. He also delivered cancer awareness sessions at St. Jude Church to support elderly health education. In alignment with this, Students placed at Shri Karni Nagar Vikas Samiti, Kota, mentioned, *"We engaged with elderly residents at the old age home through regular conversations and companionship, assisted them with daily activities, and helped in serving meals during lunch hours, ensuring their individual food preferences and needs were met."* Students placed at Aashwast, Pune, noted, *"We created content and supporting material for the 'Happy Adda' weekly event, including ideation of games and exercises for senior citizens."*

B) Professional Groups

NGO Staff

NGO staff represented the largest professional group engaged during the internship. Nearly two out of every five students (325 students; 41 per cent) worked with NGO staff across various organisational functions, contributing to staff capacity building and digital tool adoption to strengthen internal systems and improve team effectiveness. In this regard, students placed at Bangalore Rural Educational and Development Society (BREADS), Bengaluru, stated, *“We worked on JD creation, database cleanup, database optimisation, personnel file maintenance, and annual report design. We also visited DB Best Academy to gain insights into how underprivileged individuals are empowered through skill-based training programmes in areas like BPO, hospitality, and retail management.”*

Students who interned with Bookwallah Organization, Mumbai, elaborated, *“We led the development of a scalable trauma-informed storytelling training programme by translating the organisation’s on-ground methodology into structured online and in-person modules, facilitator guides, assessments, and defined learning journeys.”* Students placed at Tata Community Initiatives Trust - Tata STRIVE, Mumbai, indicated that they worked on the induction deck for new staff by improving language, improving visual flow, and making policy-related content more engaging and accessible for new joiners.

Teachers

Teachers formed the second largest professional group engaged during the internship. Nearly one in every six students (126 students; 16 per cent) worked with teachers, primarily supporting their capacity in digital tools, subject delivery, and classroom management through training sessions, classroom assistance, and systems development to reduce administrative workload. For instance, students placed at Aseema, Mumbai, stated, *“We conducted remedial classes in English, Mathematics, and History for Standard I, III, and V students, provided foundational support in reading, writing, and numeracy, supported teachers in content preparation, and helped decorate classrooms with teaching and learning materials.”*

Students who interned with Vidya Integrated Development for Youth and Adults (VIDYA), Gurugram, noted that they conducted AI training sessions for teachers and NGO staff covering practical use of digital tools for academic and organisational work. They also worked with the Vidya School academic team to co-create a new sub-course on the use of AI in academics for NIOS students. In alignment with this, students placed at Kannur Association for Integrated Rural Organisation and Support (KAIROS), Kannur, mentioned that they conducted field visits to Anganwadi centres and interacted with Anganwadi teachers to identify vulnerable households and shortlist deserving beneficiaries under the Save a Family Plan.

Corporate Sector

A small proportion of students (13 students; 2 per cent) engaged with the corporate sector, supporting organisations in CSR outreach, partnership building, and corporate training needs assessment. To illustrate this, students placed at Ahmedabad Management Association (AMA), Ahmedabad, stated, *“We sent emails to corporates to set up meetings, met a few corporates to*

understand their training needs, and collected information from 16 corporates using a survey form.”

Students who interned with Hope Foundation, Vadodara, indicated that they compiled a database of pan-India and regional CSR and philanthropic funders, identified potential NGO partners for collaborative opportunities, and developed a portfolio of initiatives for women’s empowerment and child education to present to corporate partners.

Small Business Owners

Minimal student participation (6 students; 1 per cent) was observed in activities involving small business owners and retailers, including market research and product promotion. As part of these activities, students placed at Sambhali Trust, Jodhpur, noted, *“We identified and listed hotels and restaurants to expand Jodhpur Artisans’ reach and create sustainable work opportunities for women. We visited hotels and boutiques, interacted with decision-makers, explained the NGO’s work and product range, and explored collaboration and bulk order possibilities.”*

Students who interned with Gramin Evam Nagar Vikas Parishad (GENVP), Patna, reported that they mapped 18 retailers, assessed commercial opportunities related to the women’s livelihood project, and conducted field interviews to understand the needs and challenges of small business owners.

Farmers

Nearly one in every fourteen students (58 students; 7 per cent) engaged with farmers through agricultural training, exposure visits, market linkage activities, and awareness of modern farming techniques to strengthen farmers’ knowledge and improve livelihood opportunities. In alignment with this, students placed at Rashtriya Gramin Vikas Nidhi (RGVN), Guwahati, reported, *“We conducted background research on hydroponic farming models, studied the day-to-day operations, cost structure, and revenue model of an operational hydroponics facility in Sualkuchi, planned and coordinated an exposure visit for farmers from Rampur, and collected field-level insights and farmer feedback during the visit.”*

Students who interned with Bhagirath Gramvikas Pratishthan, Kudal, noted that they undertook field visits to the villages of Ghavnale and Zarap to understand goat-rearing practices through direct discussions with six local farmers, and identified key gaps in systematic breeding, regular weight tracking, and organised marketing.

C) Social and Vulnerable Groups

People with Disabilities

People with disabilities formed the largest group within the social and vulnerable category. Nearly one in every seven students (108 students; 14 per cent) worked with people with disabilities across special schools, rehabilitation centres, vocational training units, and community programmes through direct teaching, therapy support, livelihood research, and awareness activities focused on inclusion and empowerment. To illustrate this, students placed at Sol’s ARC (Assessment and Remedial Centre), Mumbai, stated, *“We reviewed the baseline assessment dataset of Children with Special Needs for Grades 1 to 5, analysed baseline completion status, identified key reasons for*

non-completion such as migration, health issues, and home-based schooling. We also updated the tracker and completed PwD data mapping for Asodar, Gujarat, including Aadhaar and UDID verification.”

Students who interned with Sujaya Foundation, Vashi, informed, *“We created a progress tracker and dashboard to track the learning and behaviour improvements in the students, assisted in teaching Mathematics and General Knowledge concepts to intellectually disabled students, and assisted in yoga sessions for the children.”* Keerat Kaur Virk, placed at the Society for Welfare of the Handicapped, Patiala, mentioned, *“I conducted teaching sessions and quizzes for visually and hearing-impaired students and also learned about assistive devices used to support visually impaired individuals.”*

Students placed at Ashish Foundation for the Differently Abled Charitable Trust (AFDA), NCT of Delhi, stated, *“We researched companies and organisations on platforms such as LinkedIn to identify suitable employment opportunities for children with special abilities. We also provided classroom support to teachers, assisted children during occupational therapy and physiotherapy activities, and documented children’s daily activities through photos and videos for record-keeping.”*

Patients

Nearly one in every twelve students (65 students; 8 per cent) engaged with patients and high-risk groups across hospitals, health camps, and community health settings through data collection, awareness sessions, camp organisation, and clinical support activities. Accordingly, students placed at Hemophilia Society, Jammu, articulated, *“We collected primary data to understand better hemophilia and the challenges faced by patients and families through three separate survey forms designed for doctors, patients, and NGO representatives using Google Forms. We also interacted with patients’ families to understand challenges related to treatment access, financial issues, and disease management, and engaged with patients and visitors in hospitals to spread awareness about hemophilia and the importance of timely treatment.”*

Students who interned with Society for Promotion of Youth and Masses (SPYM), Chandigarh, noted that they conducted structured clinical data entry, built a concise evidence-backed funding deck to support corporate partnerships and donor outreach, and conducted a Failure Mode and Effects Analysis (FMEA) of the patient journey to identify high-risk drop-off and relapse points. Aparna P R, placed at Ottapalam Welfare Trust, Palakkad, mentioned, *“I assisted in organising cancer screening camps, eye care camps, and mental health outreach activities. I managed data entry during camps and field visits and conducted a survey to understand gaps in preventive healthcare awareness and mental health support among vulnerable populations.”*

Migrant/Labour Workers

Work involving migrant and labour workers was undertaken by 17 students (2 per cent). Their activities included documentation assistance, welfare registration, and community outreach to support access to government schemes and improve living and working conditions. For instance, students placed at NIRMANA, New Delhi, stated, *“We organised a Pravasi Bandhu Helpdesk, helping migrant and construction workers with welfare registrations, E-Shram cards, and BOCW labour welfare registers, and assisted beneficiaries with documentation and application processes.”*

We also conducted field visits to the Bawana site and carried out household surveys across multiple cooperative societies to assess the documentation and welfare registration status of worker households.”

Aiswarya Ajith Kumar, who interned with Jawaharlal Memorial Social Welfare and Public Cooperation Centre, Thalayolaparambu, mentioned, *“I spent time with children at the crèche whose parents were migrant workers, interacting with them, helping with small activities, and observing how the centre supports their daily care and emotional comfort. I was also engaged with the Kumaranelloor Migrant Suraksha Project, where I interacted with migrant workers and had meaningful discussions about their challenges, support requirements, and their involvement in the upcoming AIDS awareness camp.”*

LGBTQ Groups

Very few students (14 students; 2 per cent) engaged with LGBTQ groups through documentation, awareness generation, and community outreach activities. To support this, students placed at Nipun, New Delhi, stated, *“We drafted case studies for vocational, daycare, and transgender community programmes, created posters on digital literacy, and took photos and videos for the NGO.”* Students who interned with Jharkhand Swabhiman, Ranchi, noted that they analysed the distribution and demand of contraceptive barrier methods for high-risk groups, including female sex workers, transgender people, and MSM, and completed forms related to counselling and diagnosis of sex workers under the Targeted Intervention programme, maintaining confidentiality and sensitivity towards vulnerable and high-risk groups.

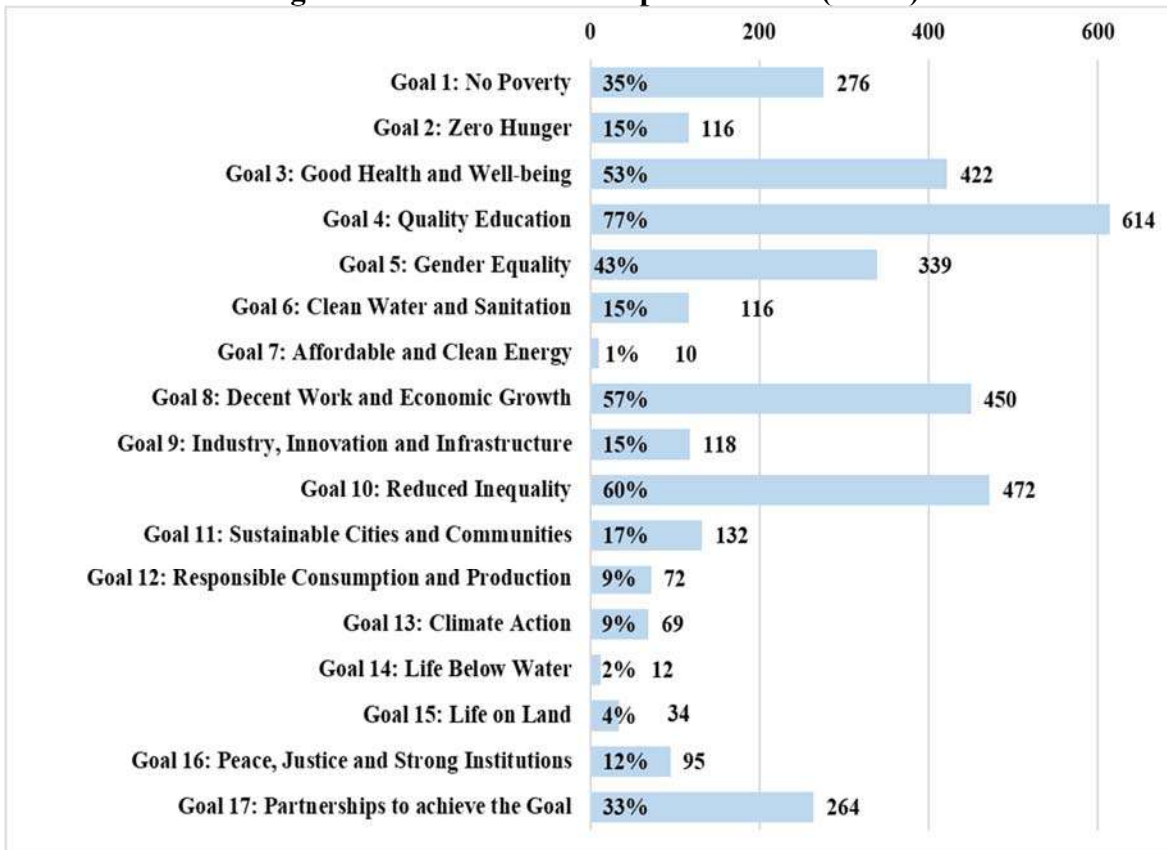
Beyond the primary groups, students also engaged with a range of other community members through their internship projects. Students working with animal welfare organisations supported rescue, rehabilitation, and awareness activities. They focused on rural and marginalised communities, conducted field visits, household surveys, and community outreach to understand ground-level needs and support ongoing development programmes.

The next chapter presents the alignment of these activities with the Sustainable Development Goals (SDGs).

5.4 Sustainable Development Goals (SDGs)

During the internship, students worked on diverse projects aligned with multiple Sustainable Development Goals. The highest engagement was observed in Goal 4: Quality Education with 614 students (77 per cent), followed by Goal 10: Reduced Inequalities with 472 students (60 per cent), Goal 8: Decent Work and Economic Growth with 450 students (57 per cent), and Goal 3: Good Health and Well-being with 422 students (53 per cent). Student-wise engagement across all Sustainable Development Goals is presented in Fig. 5.9.

Fig. 5.9: Sustainable Development Goals (SDGs)



Multiple Responses. Total \neq 100 per cent

Goal 4: Quality Education

Goal 4 was the most engaged SDG, with nearly three out of every four students (614 students; 77 per cent) contributing to quality education through teaching, remedial support, digital literacy, and curriculum development across schools, learning centers, and community spaces. Students worked directly with children, adolescents, and teachers to strengthen foundational learning and improve educational access for underserved communities. For instance, Siddharth Bhattacharya, placed at McLeod Russel India Limited, Margherita, informed that he worked on education and health infrastructure development across the Dirok and Dehing Tea Estates, supporting access to learning facilities for children of tea estate workers. Muskan Bhalotia, working with Parivar Vikas, Jamui, mentioned, *“To support remedial education and improve engagement in special learning centers, we conducted activity-based teaching sessions for children.”*

Students placed at Share and Care Foundation, Bhilai, stated, *“Conducted regular teaching sessions and provided individual attention to help children understand concepts clearly. Children also participated in drawing and storytelling competitions. These activities improved creativity, communication skills, confidence, and self-expression.”* Arun Kumar interned with Kalyana Bharathi Trust, Nellore, informed that *“Conducted motivational and literacy support sessions for children by helping them with goal setting, study techniques, reading, writing, grammar, and communication activities. Also introduced simple meditation and concentration practices to improve focus, confidence, and classroom participation.”*

Students who interned with Vidya, Gurugram, noted, *“We conducted sessions on organizational behavior, team building, communication, decision-making, and ethical use of AI for NIOS students across different grades. We also supported academic content development by creating AI-based learning modules, researching past projects, filtering student data, and preparing mobilization pitch decks and proposal resources. Additionally, we trained teachers to use AI tools. Students placed at The Society for Door Step School, Mumbai, stated, “We developed an introductory AI and Python coding curriculum for students of grades 5 to 8, focusing on digital literacy, logical reasoning, and responsible use of AI tools. We also created interactive lesson plans with puzzles, visual aids, and practical activities to make learning engaging for students from marginalized backgrounds.”*

Goal 10: Reduced Inequalities

Contributing to Goal 10, approximately two out of four students (472 students; 60 per cent) worked with tribal communities, persons with disabilities, slum residents, and other marginalized groups to reduce barriers and improve access to services, opportunities, and rights. To illustrate this, Shreya Tamuli, placed at World Wide Fund (WWF), Tezpur, asserted, *“Conducted field-based research with Mising women weavers in the forest-fringe villages of Assam to understand challenges related to weaving, pricing, production systems, and market access. Also developed SKU-based inventory systems, costing frameworks, documentation of traditional motifs, and a business plan for the Palengaon weaving center to support women-led livelihood development.”*

Bhaskar Rogha, placed at Pt. Chhitarmala Lata Welfare Society, Khairthal, expressed, *“I supported an organization working for intellectually challenged children by conducting donor outreach, CSR proposal writing, and administrative tasks. Participated in school enrolment drives by interacting with families and encouraging admissions for children at ShivJyoti Manovikas Vidyalaya (SMV), a special school for intellectually challenged students. Additionally, created lesson tracking records and helped monitor the daily functioning of the school and training institute.”* Khushi Arora, interned with Tender Heart, Faridabad, mentioned, *“I conducted teaching support sessions for special needs learners. Also interviewed students and documented their achievements through videos and storytelling activities to improve confidence and social inclusion.”* Students placed at Ashish Foundation for the Differently Aabled Charitable Trust (AFDA), NCT of Delhi, stated, *“We researched companies and organizations on platforms such as LinkedIn to identify suitable employment opportunities for children with special abilities.”*

Gayatri Kulkarni, placed at Savitribai Phule Mahila Ekatmata Samaj Mandal (SPMESM), Chhatrapati Sambhajinagar, highlighted, *“I visited the slum area from which the students belong after completing my NGO hours. The purpose of the visit was to understand the students’ living conditions and to interact with their parents and other community members. During these interactions, we raised awareness of the importance of education and informed parents about the NGO’s initiatives and support. Additionally, introduced the students to basic computer education to help develop essential digital literacy skills.”*

Goal 8: Decent Work and Economic Growth

One out of two (450 students; 57 percent) contributed to Goal 8 through livelihood support, skill development, market surveys, entrepreneurship activities, and work with street vendors, artisans,

and self-employed communities to improve economic conditions and employment opportunities. In this regard, students placed at the National Association of Street Vendors of India (NASVI), Patna, stated, *“We conducted a field survey of approximately 400 street vendors across 21 locations in Patna, including Boring Road, Ramnagari, Lady Stephenson Hall area, Marine Drive, and Energy Park. The survey focused on key parameters such as availability of vendors, product range, hygiene standards, and infrastructure needs in preparation for the Patna Street Food Festival.”*

Students placed at Rashtriya Gramin Vikas Nidhi (RGVN), Guwahati, mentioned, *“We provided free counseling and guidance for marginalized youth to help them identify their strengths, interests, and career goals. We also connected youth with skill development programs to improve livelihood opportunities and self-confidence. Additionally, we prepared questionnaires, pamphlets, and awareness materials for the program.”* Students who interned with Sambhali Trust, Jodhpur, mentioned, *“We identified and listed hotels and restaurants to expand Jodhpur Artisans’ reach and create sustainable work opportunities for women. Visited hotels and boutiques, interacted with decision-makers, explained the NGO’s work and product range, and explored collaboration and bulk order possibilities.”*

Vipul Sharma, placed at Ambuja Foundation, Bathinda, conveyed, *“I worked on the Virasat–Malwa initiative to preserve and promote Punjabi crafts by engaging with rural women artisans, documenting their craft practices, and supporting market facilitation activities to strengthen the livelihood and cultural identity of women in the region.”*

Goal 3: Good Health and Well-being

Approximately half of the students (422 students; 53 per cent) contributed to Goal 3 through health camps, awareness campaigns, patient data management, mental health initiatives, and community health outreach, improving health access and well-being among underserved populations. Accordingly, Aishwarya Sharma interned with Vikalp Foundation, Gaya, informed that, *“Managed a dental check-up camp for more than 150 children. Handled registration, seating, crowd management, cleanliness, and beneficiary flow during the camp. Also prepared health record forms and awareness banners, assisted dentists during check-ups, and guided students and parents on oral hygiene and treatment advice.”*

Students who interned with the Hemophilia Society, Jammu, articulated, *“We collected primary data on hemophilia through survey forms prepared for doctors, patients, and NGO representatives using Google Forms. We also interacted with patients’ families to understand challenges related to treatment access, financial issues, and disease management. Additionally, we created social media awareness content and engaged with patients and visitors in hospitals to spread awareness about hemophilia and the importance of timely treatment.”*

Students placed at Udit Kunj Foundation, Kaithal, mentioned, *“We managed rural medical camps and school outreach programs to improve healthcare, hygiene, and road safety awareness in villages. We conducted BMI and blood pressure screenings, managed patient registration, and distributed healthcare kits during the camps. We also conducted awareness sessions on mental health, PCOD/PCOS, hygiene, and road safety in government schools and colleges.”* Aparna P R, placed at Ottapalam Welfare Trust, Palakkad, mentioned, *“I assisted in organizing cancer*

screening camps, eye care camps, and mental health outreach activities in nearby communities. Managed registration, documentation, patient flow, and data entry during camps and field visits. Also conducted a survey to understand gaps in preventive healthcare awareness and mental health support among vulnerable populations.”

Goal 5: Gender Equality

Engagement in Goal 5 reflected a strong focus on women’s empowerment throughout the internship, with close to three out of every seven students (339 students; 43 per cent). They worked on girl-child education, gender-based awareness, and livelihood initiatives that addressed the social and economic barriers faced by women and girls across communities. For instance, Payonidhi Joshi, placed at Rajsamand Jan Vikas Sansthan, Rajsamand, mentioned, *“I created an inspirational video on the journey of a village girl who overcame social barriers and took responsibility for her family business in a male-dominated field. Also coordinated and led a father-daughter workshop to encourage open discussion about girls’ education, future aspirations, and delayed marriage. Additionally, helped design interactive sessions and activities to improve communication and understanding between fathers and daughters.”*

Students placed at Shubhakhshika Education Society, NCT of Delhi, stated, *“We trained women from Shahbad Dairy on using digital tools such as WhatsApp Business and YouTube for product promotion and customer communication. We also conducted sessions on smartphone navigation, online communication, confidence building, and digital entrepreneurship skills.”* Preksha Hanmante, interned with Wings for Dreams, Pune, mentioned, *“Conducted awareness sessions on the Government’s Bima Sakhi Yojana to help women understand income opportunities and financial independence. Also organized field visits, role-play activities, pamphlet distribution, and community interactions to encourage women’s participation.”*

Students placed at Parbhat - An Awakening, Faridabad, shared, *“We researched and prepared awareness materials on ‘Good Touch and Bad Touch’ and teenage female development issues for teenage girls. We conducted interactive workshop sessions with activities and discussions to encourage participation and understanding.”*

Goal 1: No Poverty

About a quarter of the students (276 students; 35 per cent) contributed to Goal 1 by facilitating welfare schemes and community outreach. For instance, George Mundackal, placed at Kothamangalam Social Service Society, Kothamangalam, reported that he designed promotional creatives, including brochures and posters, to raise awareness of the Jeeva Income Generation Project among potential beneficiaries. He visited educational institutions to market the organization’s products and made follow-up calls to ensure effective outreach.

Students placed at Harshal Gramin Vikas Bahuddeshiya Sanstha, Chandrapur, said, *“We researched 12 tribal welfare schemes implemented by the Government for tribal communities in Akola district. We studied Government Resolutions, policy documents, and scheme guidelines to understand eligibility, implementation, and livelihood impact. We also developed an Impact assessment framework to evaluate the effectiveness of these schemes on beneficiaries.”*

Goal 17: Partnerships to Achieve the Goal

About one out of every three students (264 students; 33 per cent) contributed to Goal 17, supporting organizations in developing funding proposals, documenting impact, and creating outreach materials to strengthen Partnerships with donors and stakeholders. For instance, Students who interned with Dream Girl Foundation, Gurugram, stated, *“We developed comprehensive CSR proposals. We prepared corporate engagement documents outlining volunteering and engagement models. We also created supporting documentation for international funding applications.”*

Pt. Chhitarmala Lata Welfare Society, Khairthal, student remarked that, *“I secured 13 individual donations through donor outreach and maintained fundraising records for the organization. Also drafted and submitted CSR funding proposals to major corporations. Also completed the organization’s profile on the CSR Xchange portal.”*

Students placed at Kamlabai Charitable Trust, Jaipur, informed, *“We engaged in promotional activities for the NGO, documented activities for social media, and drafted outreach mails. We also researched CSR-active companies in Jaipur in accordance with Schedule VII of the Companies Act and sent CSR outreach emails to more than 200 companies. Additionally, we packed and distributed clothes to underprivileged women.”*

Other SDG Contribution

Students also contributed significantly to Goal 11: Sustainable Cities and Communities, with 132 students (16 per cent), equivalent to approximately 1 in every 6 students, engaging in community welfare initiatives. Under Goal 9: Industry, Innovation and Infrastructure, 118 students (14 per cent), or around 1 in every 7 students, supported organizations through technology adoption and digital systems. Goal 6: Clean Water and Sanitation involved 116 students (15 per cent), approximately 1 in every 7 students contributed to WASH projects, sanitation awareness drives, and hygiene education. Similarly, 116 students (14 per cent), or about 1 in every 7 students, worked towards Goal 2: Zero Hunger through nutrition support initiatives.

Contributions were observed across other goals, including Goal 12: Responsible Consumption and Production (72 students, 9 per cent; approximately 1 in every 11 students), Goal 13: Climate Action (69 students, 9 per cent; approximately 1 in every 12 students), Goal 15: Life on Land (34 students, 4 per cent; about 1 in every 23 students), Goal 16: Peace, Justice and Strong Institutions (28 students, 3 per cent; about 1 in every 28 students), Goal 14: Life Below Water (12 students, 2 per cent; roughly 1 in every 66 students), and Goal 7: Affordable and Clean Energy (10 students, 1 per cent; around 1 in every 79 students). These contributions were primarily realized through environmental conservation efforts such as tree plantation drives.

5.5 Internship Learnings

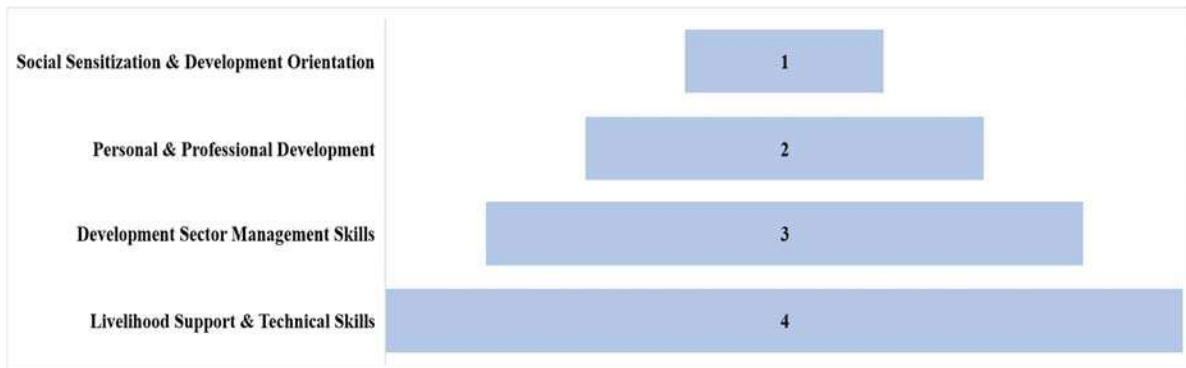
Most students reported that the internship was a valuable personal and professional learning experience. Overall, the findings highlight the strong integration of classroom learning with practical application during internships. Among various subjects, Managerial Communication was found to be the most used (512, 65 per cent), followed by Corporate Sustainability (382, 48 per cent), Organizational Behaviour (346, 44 per cent), and Marketing Management (329, 41 per cent). Detailed data is provided in Annexure XI.

The experience made the students aware of the challenges of applying theory to practice. For instance, Nikunj Khatuwala, Global Friendship Society, Nagaon, shared, “*Professionally, it showed how complicated the translation of managerial theory into practice at the grassroots level is. The schemes that look simple in the classroom have to be significantly modified in the resource-limited, linguistically heterogeneous, institutionally informal setting. An example of the experience in designing a patient documentation system showed that the adoption of the technology is not only a technical issue but also a behavioural one.*”

Students were able to apply the management theories in their civic engagement projects practically. For example, interns at Navajeevan Bala Bhavan Society, Vijayawada, noted that they used concepts such as planning, communication, stakeholder management, and process optimization in a real-world social context. They also developed sensitivity to ethics and sustainability. Similarly, students at Chinmaya Mission, Kadapa, highlighted how exposure to grassroots operations revealed practical constraints like manual systems and limited digital infrastructure. The experience helped in bridging the gap between theory and practice.

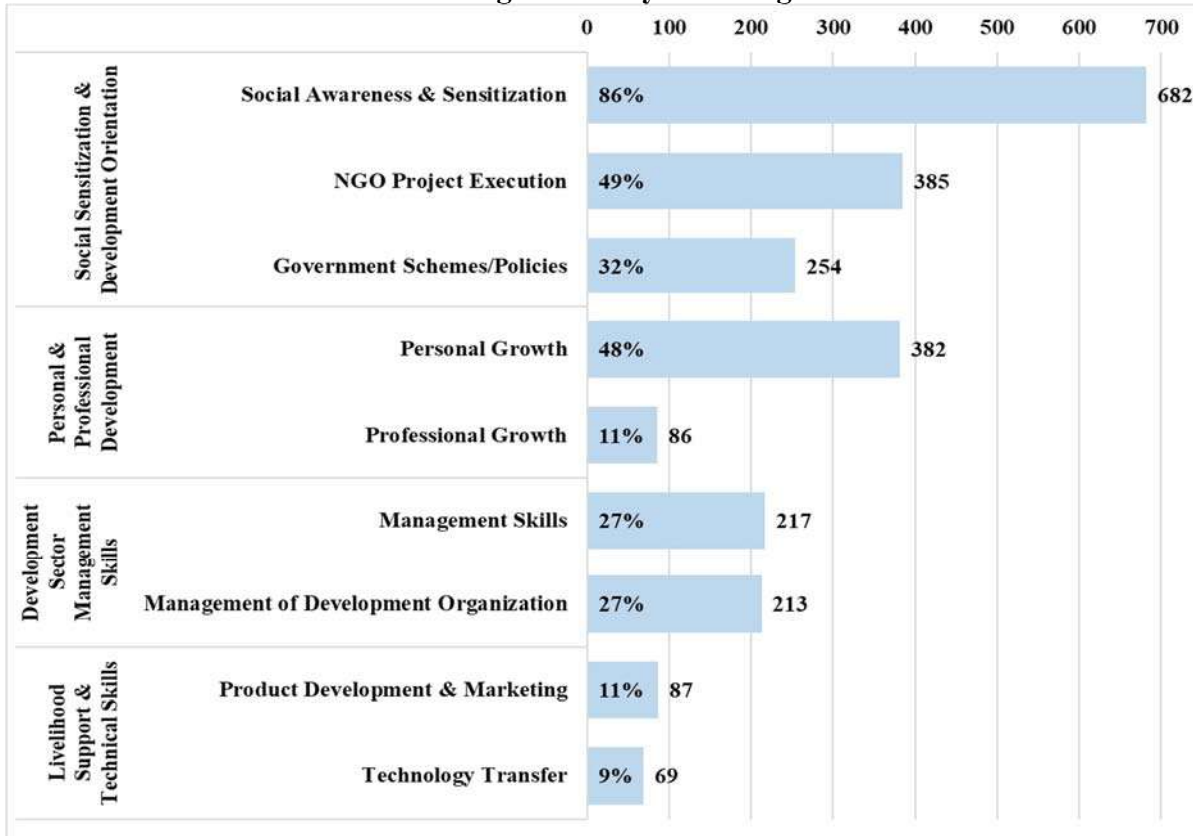
Based on the responses from 788 out of 793 students (99 per cent), key learnings were grouped in four broad categories. The rank order of learning typology is exhibited in Fig. 5.10.

Fig. 5.10: Key Learning-Rank Order



The internship not only sensitized students towards the social issues, but also helped them understand the role of individuals, development organizations, CSR departments, and government policies and schemes in addressing those issues. See Fig. 5.11 for detailed data on key learnings of the students.

Fig. 5.11: Key Learning



Multiple Responses. Total ≠ 100%

A) Social Sensitization & Development Orientation

Around 95 per cent (754 students) identified Social Sensitization and Development Orientation as a key area of learning during their internship. The following sub-sections detail the theme within this domain.

Social Awareness & Sensitization

Nearly one out of every two students (86 per cent, 682) reported social awareness and sensitization as a key learning of their We Care: Civic Engagement Internship. Students gained firsthand exposure to complex social issues and developed a deeper understanding of the communities they served. For instance, Students who interned with Jharkhand Swabhiman, Ranchi, stated, “*The internship exposed us to the complexities of grassroots social issues. We observed that vulnerability is multidimensional economic insecurity, which is often accompanied by social stigma, healthcare barriers, and administrative gaps.*”

Ravi Kumar Singh, who was placed with Tata Steel Foundation, Jamshedpur, expressed, “*I understood the way a very different world works, which is non-existent for official bodies. Children who live on the streets go unnoticed by everyone, even census officials, but Tata Steel Foundation is working towards them and giving them a better life.*” Students placed in Sujaya Foundation, Vashi, pointed out, “*The internship in the Sujaya Foundation explained that successful social development should be a participatory process and not a top-down and imposing solution.*”

Students reported a higher level of social awareness through diverse field experiences. Meera Mariam George (Suyam Charitable Trust, Tiruvallur) realised that educational inequality is multidimensional. It extends beyond access to include infrastructure, nutrition, digital access, and long-term stability. Similarly, students at Hope Foundation, Vadodara, emphasized the importance of developing systems thinking. They noted the interconnected nature of social issues such as gender, education, and economic vulnerability, which calls for developing integrated approaches to empowerment.

Students at Aishwariam NGO, Coimbatore, underscored the importance of financial literacy, employability skills, and personal development in developing social responsibility. At RGVN, Guwahati, interns observed that innovation must align with grassroots realities to address the issues of farmers. Arun Kumar Jaladanki (Kalyana Bharathi Trust, Nellore) further reflected that the experience gave him an understanding of structural inequalities and helped him move beyond assumptions to appreciate lived realities.

NGO Project Execution

Around 385 students, i.e., nearly one out of two students (49 per cent), identified project execution as a significant area of learning. They gained practical insight into planning, implementing, and monitoring social projects at the grassroots level.

They also observed how corporates collaborate with NGOs through CSR initiatives to address social issues. For instance, Maitreyee Agarwal, who interned with the Academy of Learning and Development, Mumbai, indicated that event organization was her key learning. She elaborated, *“We understood that the bake sale event required extensive planning, coordination, and creative execution beyond simple sales management. Creative initiatives such as event management and social media strategy taught us the importance of storytelling, engagement, and creating positive experiences that strengthen community connections.”*

Similarly, students placed in the National Association of Street Cendors of India (NASVI), Patna, reported valuable experience in planning, teamwork, stakeholder coordination, and large-scale execution, which strengthened their ability to adapt to challenges, manage resources, and communicate effectively.

Shreya Tamuli, an intern at World Wide Fund (WWF), Tezpur, mentioned, *“The experience highlighted that the issue is not the absence of a market, but the absence of structured connectivity and institutional facilitation. Organizations such as MASK and other grassroots foundations demonstrate how community-based institutions can strengthen women-led enterprises. WWF’s role in this ecosystem operates more as a facilitator enabling linkages, capacity building, and structural strengthening rather than acting as a commercial intermediary.”* Students placed with Samarthanam Trust for the Disabled, Bengaluru, shared, *“The Parisara environmental vertical visits provided valuable exposure to grassroots waste management systems and environmental sustainability challenges. Learning composting techniques demonstrated how decentralised waste management systems can significantly reduce environmental impact and promote circular economy practices.”*

Students at Purbottar Vikash Parishad, Tinsukia, highlighted the importance of combining technology resources with mentorship to facilitate learning. They said, “*Infrastructure without mentorship does not create empowerment, and aspiration without resources does not create opportunity. Many students possessed curiosity and willingness to learn, yet their hesitation stemmed from limited exposure rather than a lack of capability. Observing this gap reinforced the importance of combining physical resources with human guidance. Digital tools alone are insufficient unless accompanied by structured training and encouragement.*”

Government Schemes/Policies

Nearly one out of three students (32 per cent, 254) reported learning about Government Schemes and Policies during their internship. Students gained awareness of various government-led initiatives. This was well explained by the students placed in NIRMANA, New Delhi. They pointed out, “*The internship significantly enhanced our understanding of welfare schemes. We learned about the Building and Other Construction Workers Welfare Board (BOCW), e-Shram Portal, Ayushman Bharat Health Account (ABHA), and Disability certification and pension mechanisms. We observed that while schemes are policy-backed and structurally sound, the primary challenge lies in documentation compliance, portal functionality, and follow-up verification. The High Court’s intervention in certain BOCW claims further demonstrated how judicial mechanisms interact with administrative systems in ensuring worker entitlements. This exposure improved our comprehension of how policy intent translates into administrative execution at the grassroots level.*”

Apoorv Tripathi, an intern at Bhoomi Sanstha, Haldwani, mentioned, “*The internship strengthened my understanding of the Government of India and Uttarakhand MSME schemes and their relevance in supporting rural enterprises. Key insights included: 1) Role of schemes like Pradhan Mantri Formalisation of Micro Food Processing Enterprises (PMFME), Prime Minister's Employment Generation Programme (PMEGP), One District One Product (ODOP), and Khadi and Village Industries Commission (KVIC) in providing financial and marketing support; 2) Importance of policy awareness in improving access to formal markets; and 3) Contribution of government platforms in enabling branding, funding, and market linkage opportunities for small businesses. This knowledge helped in aligning marketing recommendations with policy support mechanisms to ensure practical and scalable outcomes.*”

Students also gained insight into the role of policy and institutional support. An intern at Jan Jagran Sansthan, Patna, noted that while government schemes provide structural support, NGOs act as crucial bridges between policy and beneficiaries. Similarly, students at Share and Care Foundation, Bhilai, reported enhanced understanding of CSR frameworks and policy-driven development programs.

B) Personal & Professional Development

One in every three students (48 per cent, 382) reported personal growth, while 11 percent (86) reported professional growth through their engagement with the social sector. Students reported developing empathy and a higher understanding of real-world challenges, including the interplay of economic, psychological, and social constraints. Vouching for this, Aishwarya Sharma, an intern with Vikalp Foundation, Gaya, shared, “*This internship was a highly transformative one,*

both as a professional and as a person. Working in the same environment with the slum communities disproved most of the assumptions made in textbooks and case studies. It was a learning experience that economic limitations are usually accompanied by psychological and social restrictions, which necessitate empathetic solutions.”

Explaining about their personal transformation, students who were placed in Azad Foundation, Jaipur, stated, *“This experience has not only changed our managerial prism but also changed our values. We gained modesty and thankfulness towards what we have seen as privileges. We have re-purposed ourselves in using business education for social change.”* Shobanadri Mannemuddu, an intern with People’s Action for Social Service (PASS), Tirupati, shared, *“The experience of this internship had a massive impact on my understanding of the realities of the grassroots and changed my theoretical stance. In the past, I perceived social issues in an abstract way, but the direct field visits and contacts made them human, and a sense of responsibility developed. This consciousness has also affected me personally, as I am now willing to fight to ensure inclusive policies and be a better volunteer because I understand that even little interventions can change a life.”*

Students who were placed in Souls of Humanity, Visakhapatnam, mentioned, *“Engagement in awareness campaign planning broadened our perspective on contemporary social threats such as drug abuse and online fraud. Personally, this awareness has increased our sensitivity toward structural inequalities and long-term social planning. It has shifted our perspective from viewing education merely as curriculum completion to recognizing it as a tool of empowerment and social mobility. The experience strengthened our belief that sustainable change requires not only service delivery but also system-level thinking, stakeholder coordination, and behavioural transformation.”*

At a professional level, students gained insight into organizational governance, stakeholder engagement, and organizational behaviour. Dev Dhoot, who interned at Action Related to the Organisation of Education, Health and Nutrition (AROEHAN), Jawhar, reflected on understanding organizational dynamics. Students also developed an understanding of CSR functions. Intern at Mahanadi Coalfields Limited (MCL), Sambalpur, learned about roles and responsibilities within CSR departments, while at Hero FinCorp., Gurugram, students gained exposure to the functioning of CSR committees.

C) Development Sector Management Skills

Management Skills

Organizations engaged the students in meaningful activities, ensuring effective use of their management and technical skills. One in every four students (27 per cent, 217) reported that the internship helped hone their management skills. For instance, Chinmaya Mission, Kadapa, Andhra Pradesh, *“The leadership, communication, coordination, and operations management skills were reinforced through the internship. The management of a large-scale event with 3000+ participants had to be based on the real-time decision-making process, the coordination of stakeholders, and the ability to make decisions under the pressure of time. The experience enhanced the capacity to operate in dynamic environments. The internship also changed the attitude towards the role of spiritual organizations in social development. It showed that spiritual institutions have a role to*

play in mental health, youth involvement, and community building that is sustainable, which is in line with overall development objectives.”

Students reported significant improvement in management and creative skills through hands-on experiences. For example, Ria Chhabra and Aryan Shandil developed event management skills while organizing Kaun Banega Social Sector Champion (KBSSC)–Season 6 at The Bridge India, Gurugram. Students at Souls of Humanity, Visakhapatnam, enhanced their creative abilities by designing campaigns and region-sensitive content. Interns at Salaam Bombay Foundation, Mumbai, strengthened skills in stakeholder coordination, content refinement, and reporting.

Management of Development Organization

One in every four students (27 per cent, 213) reported improved understanding of managing development organizations. For example, Vighnesh Naik and Jaay Mahajan, who interned with Plants & Animals Welfare Society (PAWS), Dombivli, shared, *“The internship experience reinforced that meaningful and scalable social impact requires alignment between operational excellence, institutional governance, structured funding, and community engagement. Through participation in both field-level and strategic initiatives, the team gained practical exposure to system-building within a mission-driven organization.”*

Ankesh Tiwary, intern at Snehi Lokotthan Sansthan, Siwan, highlighted the nuances of sustaining community-based models and the strategic use of existing platforms like community radio.

Students who were placed in Bharat Memorial Charitable Trust, “Neev”, Gurugram, shared, *“The We Care internship at BMCT NeeV provided a valuable opportunity to contribute to the areas of academic strengthening, digital inclusion, career awareness, and institutional development. From an organizational perspective, the internship reinforced the role of structured processes, stakeholder collaboration, and effective communication in enhancing program effectiveness and sustainability. Strengthening digital presence, documenting impact, and aligning initiatives with broader developmental goals can significantly improve the organization’s ability to attract partnerships and scale its operations.”*

Vanya Tripathi, an intern at the Interactive Forum on Indian Economy (IFIE), New Delhi, expressed, *“I learned that intent alone does not ensure impact. Structured systems, documentation, coordination mechanisms, and strategic planning are essential to sustain social initiatives. The experience has influenced my outlook toward development work, making me more conscious of policy design, stakeholder alignment, and long-term sustainability in social initiatives.”* Students who were placed in Ashray Akuti, Hyderabad, observed, *“We gained experience in the development of financially sustainable social enterprise models that balance between the goals of inclusion and commercial sustainability.”*

D) Livelihood Support & Technical Skills

Product Development & Marketing

Most of the organizations needed students’ support for product development and for promoting their products and services. Around 87 students (11 per cent) gained experience in product

development and promotion, learning to design business plans, conduct market research, and engage beneficiaries. They also developed skills in outreach, communication, and corporate collaboration for fundraising. This exposure highlighted the importance of awareness-building and digital marketing in strengthening outreach, fundraising, and organizational sustainability.

Students also reflected on witnessing the impact of livelihood initiatives. Emphasizing this, Anadi Foundation, Pindaruch interns shared, *“While the foundation supports income generation for nearly 75 women artisans, we observed that its impact goes far beyond financial assistance. When these women were formally acknowledged as artisans, their confidence and sense of identity visibly strengthened. We learned that empowerment is not only about earning money; it is about earning recognition.”*

Students also learned the importance of developing clear communication content, highlighting organizational strengths, and using storytelling for effective marketing. For example, Khushi Arora, an intern at Tender Heart NGO, Faridabad, highlighted, *“I understood that consumer mindset strongly favors fast fashion over slow fashion unless value is communicated. I observed that many buyers do not easily understand the value of pure handloom craftsmanship. For Zoonie (handmade/cotton products), stronger traction came when the brand highlighted its differentiated story—women-led production, community upliftment, and inclusion—supported by quality cues and authentic storytelling.”*

Technology Transfer

Technology has emerged as an important enabler in strengthening efficiency and impact in the development sector. Around 69 students (nine per cent) learned how technology improves efficiency, decision-making, and impact tracking through digitization. Students helped in designing data-driven dashboards to showcase the impact of organizational activities. Archana Balakrishnan, who was placed in Annapurna Pariwar, Vashi, highlighted, *“I gained knowledge on how digitalisation works in microfinancing operations.”* Her team clarified, *“The system of collection that we witnessed was systemized, organized, and community-based. In terms of digitalisation, it was clarified that the efficiency of operations and risk management has to be balanced with behavioural comfort. According to the members, they felt comfortable with cash, but were receptive to electronic options. The important lesson was that digital solutions in microfinance should not be disruptive, but rather they have to conform to behavioural facts.”*

Students who were placed in Vidya Integrated Development for Youth and Adults (VIDYA), Gurugram, stated, *“The AI for Teaching Excellence project represented a straightforward application of management and technology skills in a real-world educational environment. The design of the NIOS fundraising proposal and student dashboard provided firsthand insight into the realities of managing a second-chance education initiative for 367 disadvantaged students.”* Students who interned with Abhilasha Foundation, Mumbai, asserted, *“Through the development of self-contained learning modules and the use of AI-powered tools, the potential of technology innovation has been harnessed to enhance efficiency and creativity in communication for the sector.”*

Salman Haider, an intern in Tatvasi Samaj Nyas (TSN), Purnea, pointed out, *“I learned that monitoring systems are being enhanced with the help of the IIMPACT online portal, which currently caters to online tracking of student attendance, exams, and results.”*

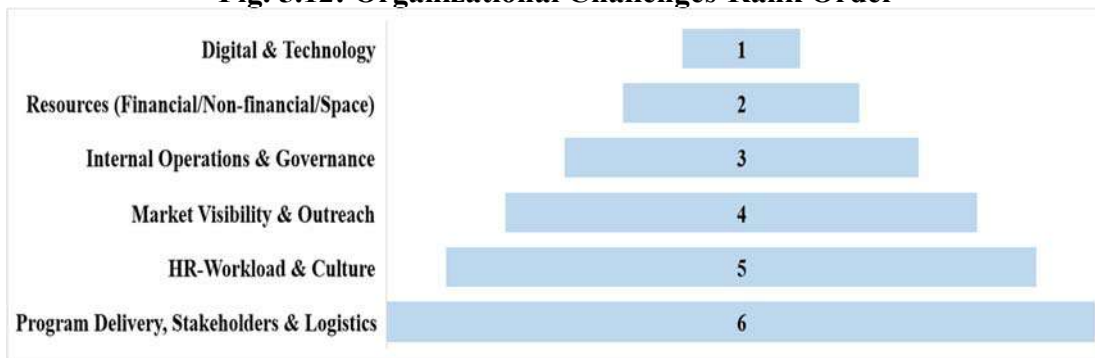
It can be concluded from the above that the internship has provided a transformative learning experience to students. It has enhanced their social awareness and exposed them to the complexities of grassroots realities and development challenges. Through hands-on engagement, students have developed critical competencies in project execution, stakeholder management, and organizational functioning. They have gained valuable exposure to CSR frameworks, government policies, and development sector practices.

The internship has facilitated their growth by building empathy, adaptability, systems thinking, and a strong sense of social responsibility. It has equipped them with practical skills, real-world exposure, and a clearer understanding of professional expectations.

5.6 Organizational Challenges

Students observed challenges affecting the daily operations and service delivery of NGOs. Fig. 5.12 depicts the rank order of the typology of challenges.

Fig. 5.12: Organizational Challenges-Rank Order



The typologies of challenges faced by the students are further listed in Fig. 5.13.

A) Digital and Technology Challenges

Approximately 615 students (78 per cent; one in two students) reported that their organizations' daily operations remained largely traditional, with manual record-keeping and inadequate data management. Staff also had limited familiarity with digital tools, adversely affecting overall operations. The following paragraphs further elucidate information in this regard.

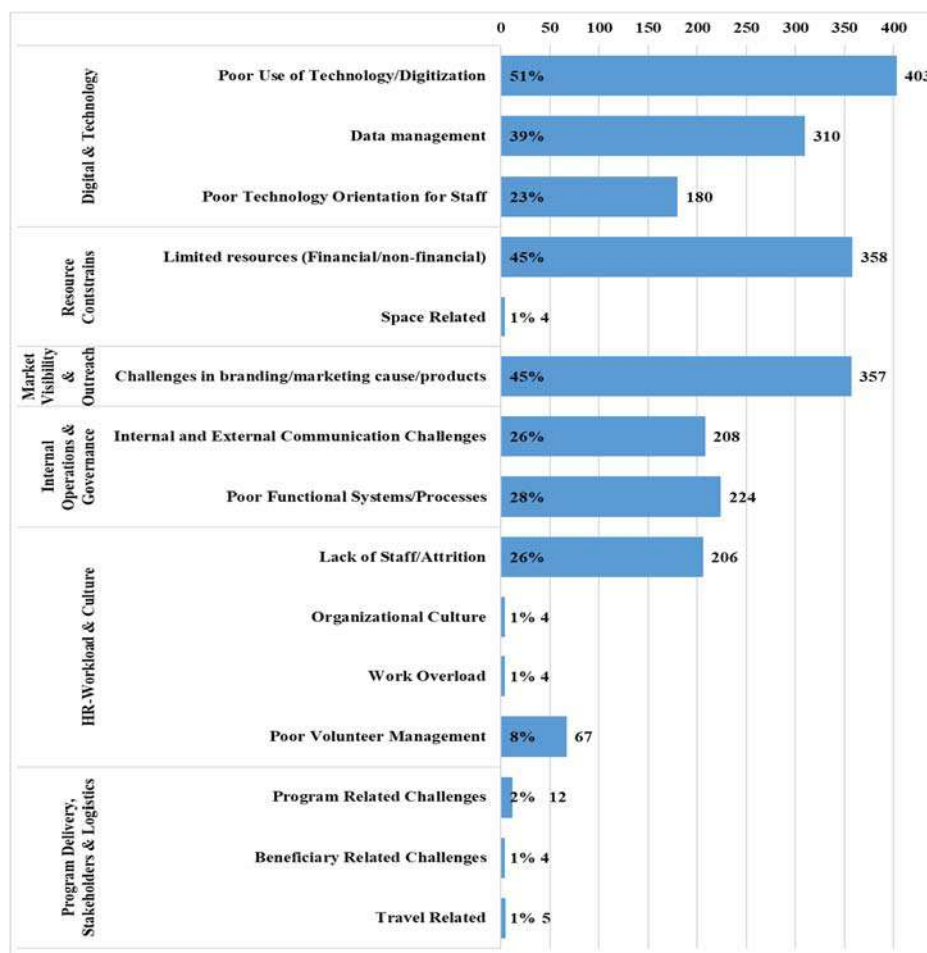
Poor Use of Technology and Digitization

According to the feedback received from half of the students (403 students), some organisations were still in the process of integrating digital tools into their core operations. Identifying this gap, students supported organisations by suggesting digital tools and conducting training sessions for staff members. For instance, students placed at Azad Foundation, Jaipur, Rajasthan, stated, *“Conducted a digital capacity-building workshop for five ground staff members to improve daily program implementation and documentation. The session introduced the practical use of Google Docs, Google Sheets, and Google Slides through live examples, enabling staff to apply these tools*

in their regular field work.” Likewise, students who interned with Dream Girl Foundation mentioned, Gurugram, informed, “Due to outdated SEO and weak digital visibility, the website was not properly optimized for search engines despite the organisation’s strong ground impact. Low online visibility led to missed opportunities in donor reach and CSR outreach.” The students optimized SEO for more than 20 website pages and increased organic website traffic by more than 3,000 monthly visits. They also improved SERP visibility and digital reach.

Similarly, Harshit Kumar Singh, placed at Gramin Samaj Kalyan Vikas Manch, mentioned, “Heavy use of paper-based records has caused data duplication, reporting delays, and limited monitoring capacity. Weak MIS systems make it difficult to track beneficiaries and measure impact effectively. This affects transparency and lowers the confidence of donors and government bodies.” Students who interned with the Academy of Learning and Development, Mumbai, Maharashtra, Stated, “While working closely with the organization, we identified several management gaps that primarily revolved around manual documentation processes, inconsistent data recording, and a lack of structured digital systems. Teachers spent considerable time writing daily observations and preparing lengthy reports, which reduced the time available for direct engagement with students.”

Fig. 5.13: Organizational Challenges



Multiple Responses. Total ≠ 100%

Data Management

Specifically related to data management, 310 students (39 per cent, one in every three students) reported data-related challenges. This includes fragmented records, inconsistent formats, and the absence of structured databases for tracking beneficiaries and program outcomes. In this regard, Yash Padia, placed in Ekjut India, Chakradharpur, mentioned, *“Participatory Learning and Action (PLA) reporting was unstructured, and data was maintained in raw Excel sheets. Most data was recorded in Hindi, and formulas were applied inconsistently. There were no automated dashboards, thematic segmentation, or seasonal participation analysis. To address these gaps, developed a structured monitoring framework.”* Aishwarya Sharma, placed at Vikalp Foundation, Gaya, noted, *“There were no digital systems to monitor student progress, health records, or donor data, thus making it challenging to measure impact. This was mainly manual, with decreased administrative input and analytical understanding.”*

Students who interned with Waste Warriors Society, Dehradun, informed, *“During the internship, working across operational, research, and donor engagement domains allowed us to observe certain organisational and system-level gaps. Operational data, fee tracking information, and performance insights were maintained in multiple formats, leading to data fragmentation and limited centralisation. This increased manual workload, created risks of inconsistencies in reporting, and slowed decision-making processes.”* Charul Agarwal, placed at Taru Foundation, Korba, informed, *“There was limited data consolidation and real-time monitoring during the project. Manual data consolidation caused delays and increased the risk of inconsistencies. She suggested a centralized digital dashboard and structured MIS system to improve monitoring, transparency, and decision-making.”*

In another instance, students placed at Chinmaya Mission, Kadapa, noted, *“Although the organisation was well managed, there was scope to improve digital communication tools, inventory management systems, and standard operating procedures. Volunteer management mainly depended on informal communication. There was also limited use of impact measurement and performance tracking dashboards.”* Similarly, a student placed at Taru Foundation, Korba, stated, *“There was limited data consolidation and real-time monitoring. While structured forms were used for data collection, there was scope for stronger digital integration and centralized data tracking systems. Manual consolidation increased the risk of data delays and inconsistencies. The student suggested a centralized digital dashboard and structured MIS system.”*

Poor Technology Orientation for Staff

Approximately 180 students (23 per cent, one out of five students) reported that inadequate digital skills and a reliance on manual systems adversely affected organizational efficiency and data management practices. Across diverse field settings, students encountered fragmented record-keeping, delayed information retrieval, and underutilization of digital tools, all of which hindered service delivery and decision-making. Citing their experience, students who interned with Swami Vivekananda Vani Prachar Samity, Durgapur, mentioned, *“The Nivedita Clinic maintained patient records completely on paper. This caused lost files and slow retrieval of information.”* Students placed at Tapovan Education Foundation, Ghaziabad, noted a heavy reliance on manual processes and limited digital skills among staff. To address this, they delivered training in core digital competencies and created standardized document templates. Jayant Bisne, who interned with Abadha Foundation, Tumsar, informed, *“Attendance and student records were scattered across*

manual registers and personal accounts. I worked on migrating the foundation's manual record-keeping to a secure cloud-based digital environment and trained local staff."

The efforts taken by the students led to immediate improvements in administrative efficiency and data accessibility across organizations. It can be inferred from the student's experience that bridging the digital divide in the social sector requires both capacity development and adoption of appropriate technological tools.

B) Resource Constraints

Resource constraints in the NGOs were reported by one out of every two students (362 students, 46 per cent). It affected their ability to expand programs, build proper infrastructure, and maintain regular service delivery. The following sub-sections explain these challenges in detail.

Limited Resources (Financial/Non-Financial)

Financial and non-financial resource constraints were reported by one in every three students (45 per cent, 358). For instance, Aishwarya Sharma, placed at Vikalp Foundation, stated, *"Dependence on irregular donations created operational difficulties and affected the continuity of programs."* Echoing similar concerns, students placed at the Association for Social and Health Advancement (ASHA), Kolkata, mentioned, *"The organisation was facing funding challenges after a decline in international funding support."*

Students' feedback highlights that financial constraints significantly affected the effectiveness of field engagement, primarily through limited access to digital resources, educational materials, and adequate manpower. For example, students placed in ATMA Foundation, Thrissur, informed, *"In computer literacy sessions, limited access to devices occasionally slowed learning progress. A potential solution could involve partnerships with corporates for refurbished device donations or structured digital labs to ensure consistent exposure."* Students placed at Society for Animal Health, Agriculture Science and Humanity (SAHASH), Noida, mentioned, *"Limited educational materials, audiovisual tools, and hygienic product samples sometimes reduced engagement levels. Additionally, manpower constraints made it difficult to conduct sessions frequently or follow up effectively. These challenges emphasized the importance of efficient resource planning and collaboration with external partners."*

Infrastructural challenges, both virtual and physical, further impeded implementation. For instance, Tanu Jindal, who interned with Northern Region Farm Machinery Training and Testing Institute (NRFMTTI), Hisar, reported a virtual space crunch with limited social media presence of the NGO.

Inadequate digital presence, limited classroom space, and multi-purpose learning environments restricted engagement and service delivery. Students placed at Salaam Bombay Foundation, Mumbai, and Janvi Charitable Trust reported that limited classroom space and multi-age classes made it difficult to conduct age-appropriate activities effectively. Students who interned with Souls of Humanity, Visakhapatnam, stated, *"In the education project under Mission Vidya Vikas, a major challenge was infrastructural limitation. Limited classroom space and teaching resources restricted the ability to conduct group discussions and personalized mentoring simultaneously."*

These limitations not only reduced the frequency and quality of interactions but also constrained student-led interventions and learning outcomes.

C) Internal and External Communication Challenges

One in every two students (47 per cent, 371) shared challenges pertaining to NGO's internal operations and governance. Consequently, this affected stakeholder communication, process management, and effective implementation of decisions. The following sub-sections explain these challenges in detail.

Around 208 students (26 per cent) felt that their NGOs faced difficulties in maintaining clear and consistent communication both internally and with external stakeholders such as donors, beneficiaries, and partner organisations. For instance, students placed at The Bridge India, Gurugram, informed, *“Capacity constraints, manual outreach processes, fragmented data infrastructure, and knowledge transfer risks were observed. A small core team managing multiple verticals limited scalability, while a lack of centralized systems restricted analytics and impact measurement.”*

Students placed at Manav Seva Ashram, Bokaro, identified a gap in digital communication impacting fundraising. They mentioned, *“The lack of a consistent social media presence and an absence of impact reporting meant that potential donors and CSR partners had little visibility into the organization's work.”*

Poor Functional Systems/Processes

Challenges related to operational efficiency, administration, monitoring systems, and functional processes were observed by one in every four students (28 per cent, 224). For instance, Archana Balakrishnan, who interned with Annapurna Pariwar, Vashi, reported challenges related to reconciliation and cash-handling risk.

Similarly, Students placed at Milaan Foundation, Bhopal, observed, *“There is a need for stronger, real-time data visualization tools to communicate impact to international donors and stakeholders quickly. A heavy reliance on manual reporting and physical documentation by field staff slows down data aggregation at the Bhopal office.”* At Sarthak Foundation, Lucknow, stated, *“One of the key challenges observed was the limited availability of structured impact measurement systems. Although interventions were meaningful, formal documentation of baseline versus endline progress was not consistently systematized.”*

D) Market Visibility & Outreach

Around 357 students (45 per cent, nearly one in every two students) observed that many organisations were doing good work but were facing challenges in marketing and branding their products and services. They lacked the communication tools needed to reach a wider audience and attract more support. In this regard, Students placed at Aishwariam Social Welfare Organisation, Coimbatore, Shared, *“Digital outreach was one of the key areas that required improvement. Although the NGO carries out valuable work, its online presence and website could be further strengthened to reach a wider audience. Many individuals were unaware of the NGO's programs*

and activities.” Students who interned with Anadi Foundation, Pindaruch, Bihar, also reported limited digital marketing and branding outreach.

Students placed at Chhoti Si Asha, Bareilly, Uttar Pradesh, mentioned, *“We observed that the organization already had an active presence on Instagram, yet the storytelling about the products and artisans could be organized in a more unified way.”* Apoorv Tripathi, placed at Bhoomi Sanstha, Haldwani, mentioned, *“Identified gaps in digital marketing awareness, market linkage mechanisms, and branding among rural entrepreneurs producing local products. Many rural entrepreneurs had limited knowledge of digital tools, relied heavily on local haats and melas for sales, and lacked standardized packaging and product differentiation.”*

Students placed at Chikmagalur Multipurpose Social Service Society (CMSSS), Hassan, stated, *“The organization conducts impactful grassroots activities. However, there is a technical limitation of the website structure and a lack of search engine optimisation (SEO), which limits findability. Visibility influences donor perception in a digital-first evaluation environment.”*

Students faced difficulties in outreach and awareness activities due to coordination issues, limited engagement, and time constraints. In this context, students placed at Society for Animal Health, Agriculture Science and Humanity (SAHASH), Noida, mentioned *“Organizing menstrual health and anaemia awareness sessions in government schools was challenging due to exams, administrative permissions, and classroom availability. We also observed differences in student engagement levels. Students initially showed discomfort and hesitation in discussing sensitive topics like menstrual health. Further, the limited time available restricted detailed discussions on anaemia, nutrition, and menstrual hygiene.”*

E) HR-Workload & Culture

Students reported several human resource–related challenges during their internships, with 265 students (33 per cent, or nearly one-third) highlighting staff shortages and workload pressures. These constraints not only increased the operational burden on existing personnel but also affected the frequency and effectiveness of program delivery. Students further reported challenges in volunteer coordination and inefficiencies in organizational processes, which limited continuity and follow-up activities. For instance, students placed at Agastya International Foundation, Bengaluru, observed a high attrition rate among teachers, affecting program consistency. Similarly, students at Kisan Sanchar, Zirakpur, noted the absence of dedicated marketing personnel, which constrained outreach and engagement efforts.

Students placed at Salaam Bombay Foundation (SBF), Mumbai, mentioned, *“It was very difficult for the NGO facilitators to ensure that students attended the lectures, due to timing clashes with students’ other engagements and some parents’ reluctance towards their kids staying in school for more number of hours.”* Similarly, students placed at Kotak Education Foundation, Mumbai, observed, *“Frequent changes in organisational mentors disrupted rapport and continuity, affecting consistency in student guidance”*. Rishika Korade, who was placed at Annapurna Pariwar, Vashi, stated, *“It was a field-staff dependent work, so managing them required a lot of effort by the head office dedicated staff.”*

F) Program Delivery, Stakeholders & Logistics

Challenges related to program design, delivery, monitoring, stakeholder engagement, and logistics were reported by 23 students (approximately 1 in every 33 students). Among these, program-related challenges were highlighted by 12 students with key constraints linked to limited geographical reach, resistance from or skill gaps among beneficiaries, and inadequate counselling support. Students also observed that the strength of partnerships, awareness initiatives, and the level of government administrative support influenced the effectiveness and scalability of programs.

Challenges related to beneficiaries were reported by four students, primarily concerning issues of income sustainability, school dropouts due to distance, and logistical barriers in accessing government support schemes.

Additionally, five students reported travel-related challenges, including difficulties in accessing remote project locations, high commuting costs, absence of travel allowances, and long travel durations, which affected their ability to engage consistently with project activities.

In conclusion, the organizational challenges identified through student field experiences highlight a consistent pattern of structural and operational constraints across NGOs. Resource limitations restrict program expansion, technological adoption, and service delivery. Gaps in communication, coordination, and process systems hinder effective governance and stakeholder engagement. Inadequate monitoring frameworks and limited digital integration reduce the ability of organizations to demonstrate impact. This, in turn, impacts the financial sustainability of the organization.

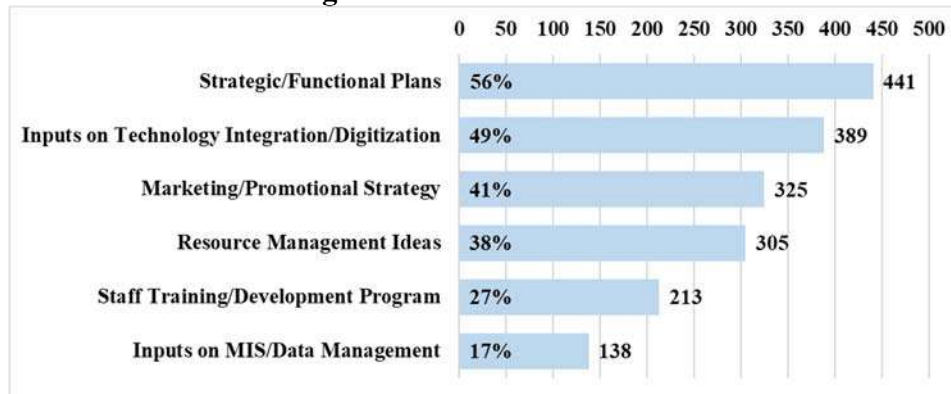
Despite these constraints, the observations also indicate clear opportunities for strengthening organizations through the development of systems, digital transformation, and enhanced communication strategies for improving visibility.

In the next section, key challenges that directly impacted project execution are discussed in detail.

5.7 Recommendations

As discussed in the earlier section, students observed various challenges faced by the NGOs in which they were placed. To address the same, all 793 students made a few recommendations and implemented the same (See Fig. 5.14).

Fig. 5.14: Recommendations



A) Strategic/Functional Plans

One in every two students (56 per cent, 441 students) provided inputs for developing strategic and functional plans. These included strategies to enhance functionality, operating procedures, improve digital presence, and promote NGOs’ products and services. To improve the functionality of various verticals and programs, students provided insights through their research and revised existing organizational policies. For instance, Priyanka Singar reported that she revised the existing eight policies of Yuva Rural Association (YRA), Nagpur, including Anti-Bribery/ Anti-Corruption Policy and Anti-Money Laundering Policy. She elaborated, *“Every policy, amended after in-depth gap analysis and benchmarking, was cross-referenced with the applicable laws. The policies were finalized after three iterative revisions with the NGO authorities to strike a balance between legal rigor and practicality in the field. A policy enhancement justification table and policy implementation roadmap were subsequently designed.”*

Sahithi Susarla, one of the interns at Ashray Akruiti, Hyderabad, expressed, *“We developed a sustainable, inclusive business model for the NGO. Based on the observations about organizational gaps and improvement areas, recommendations were made to introduce structured financial templates, defined monitoring metrics, implementation roadmaps, and stronger data-backed decision systems.”*

Jhansi Komuravelli, who was placed in the Hyderabad Council of Human Welfare (HCHW), Hyderabad, recommended changes in teaching pedagogy while focusing on personality building along with technical skills. Keshav Mantri and Sandeep Kini M, who interned at AID India, Chennai, said, *“We suggested additional programs like Career guidance with existing education programs.”* Aayush Kora, who interned with Ratna Nidhi Charitable Trust, Mumbai, expressed, *“We suggested how to have an Advanced Science Club for brighter students. We designed a structured, advanced Science Club for students in Grades 6 to 10, beyond the regular curriculum. The Science Club design included a 9-session, 37-hour curriculum covering multiple science disciplines: physics, chemistry, biology, electronics, astronomy, and C++ programming.”*

Siddharth Bhattacharya, who interned with McLeod Russel India Limited, Margherita, mentioned, *“I suggested expanding the Joyful Learning Centre (JLC) model to all Margherita estates to provide targeted coaching for students who are at risk of dropping out due to learning gaps. I also recommended vocational training for youth by establishing training centers for youth to develop*

skills in fields such as healthcare assisting and plumbing, and specialized scholarships for students to pursue higher education in district towns.”

B) Inputs on Technology Integration/Digitization

Reflecting a strong focus on digital transformation, one out of every two students (49 per cent, 389 students) provided inputs on technology integration and digitization of records. Students also suggested improvements in the IT infrastructure to increase functional efficiency and service delivery.

Akhila Namboodiri, placed in the Academy of Learning and Development, Mumbai, noted, *“We recommended a fully automated payment and inventory tracking system, and the education plan system, which was fully manual earlier.”*

Tanu Jindal, an intern with Northern Region Farm Machinery Training and Testing Institute (NRFMTTI), Hisar, indicated, *“I recommended increased use of technology and digitization for outreach, awareness, and dissemination of training programs.”* Abhishek Mathur recommended the digitization of the Content Library and Session Modules at Azad Foundation, Jaipur. He elaborated, *“I recommended implementing a cloud-based system of managing beneficiaries to track the trainees during recruitment, training, placement, and post-placement. The most important indicators that should be tracked with the use of dashboard analytics are completion, employment, retention, and income.”*

Students who interned at Swami Vivekananda Vani Prachar Samity, Durgapur, reported, *“The planned next steps we recommended include defining the hospital’s long-term MIS software needs, implementation of 5S when renovation work begins, organizing a career workshop, and strengthening the organisation’s digital footprint.”*

C) Marketing/Promotional Strategy

Utilizing their marketing and critical thinking skills, two in every five students (41 per cent, 325 students) designed marketing and promotional strategies for their internship organizations.

Sakshi Sehrawat, Rahul Kataria, and Aniket Kumar Singh, who interned with Ashish Foundation for the Differently Abled Charitable Trust (AFDA), New Delhi, asserted, *“To promote NGO’s outreach activities, we created reels, impact stories, and awareness posts to increase engagement. We also provided step-by-step assistance for disability certificate and the Unique Disability ID (UDID) processes, and in building partnerships with inclusive companies for structured placements.”* Jitya Sengar, who was placed in Sanhita Jansahayak, Ghaziabad, indicated, *“I contributed to content creation and making of videos and short documentaries to increase digital outreach and awareness of the NGO initiatives and community impact.”* Aayush Sen and Aindrila Saha suggested website and user experience improvement for Prayasam, Kolkata.

Stuti Thacker, Centre for Social Justice (CSJ), Ahmedabad, *“I aided in outreach, interaction, and documentation. I also recommended that the NGO should register on the National CSR Exchange for better funding access.”*

D) Resource Management Ideas

Resource management ideas were suggested by two in every six students (38 per cent, 305 students). For example, Agnibha Maity, who interned with Barnamala Educational and Cultural Society, Kharagpur, expressed, “I suggested adoption of blended financing models combining CSR contributions with government assistance to help improve the quality of infrastructure and delivery of healthcare services.”

For instance, Harshit Pantola, who was placed in SK Vision Foundation, New Delhi, reported, “I provided the NGO with information regarding Grants to further bolster their financial credibility.” Parth Dhiman, with his team members, provided Spread Smile Foundation Trust, Sonipat, with CSR outreach plans, resource management ideas, and inputs on technology integration/digitization.

E) Staff Training/Development Program

Students observed the need for staff capacity building. In this regard, 27 per cent (213 students) recommended staff training and development programs. They designed and conducted staff training sessions on Excel, the use of AI in the teaching-learning process, and the technical skills required to carry out organizational operations.

Rohit Mishra, who interned with Development & Environment Futures Trust (DEFT), Bhubaneswar, specified, “*We introduced staff members to the software like JMP & Tableau, to present Data more cleanly.*” Students placed in the Azad Foundation, Jaipur, trained the existing Women With Wheels trainees on the new modules developed. They conducted capacity-building sessions for staff to use AI tools and modern technologies to more efficiently and effectively run a program.

Students who were placed in the Relearn Foundation, Jamshedpur, advised the tutors to shift the classroom focus from syllabus completion to competency-based instruction.

Students at LoveCare Foundation recommended developing a Knowledge Management System (KMS), along with SOPs and class-wise student dossiers. This would enable seamless knowledge transfer across volunteer cohorts and ensure continuity, consistency, and improved learning outcomes.

F) Inputs on MIS/Data Management

Inputs on the MIS and data management systems were provided by one out of every six students (70 per cent, 138 students) in the form of data management, digitization, and creating dashboards to facilitate monitoring and decision-making. Explaining this, Prachi Bhogale, who was placed at Aashwast, Pune, mentioned, “*We recommended standardization of record-keeping. We also designed a Management Information System (MIS) for operational and decision support at Aashwast Services LLP.*” Yashasvi Chouraria, Association for Non-Traditional Employment for

Women (ANEW), Chennai, asserted, “We designed an automatic updating data sheet and dashboard for data management.”

Surbhi Khandelwal, one of the interns at Sugam NGO, Gurugram, reported, “We helped the NGO in efficient collection and storage of data. In the process of our projects, we established a number of gaps in making organizations more efficient, one of which was a lack of structured data. It will be able to measure impact, prepare reports, or attract donors with centralized tracking. With the help of creating structured forms and a centralized MIS architecture, we tried to deal with this problem and enhance the reliability of data.”

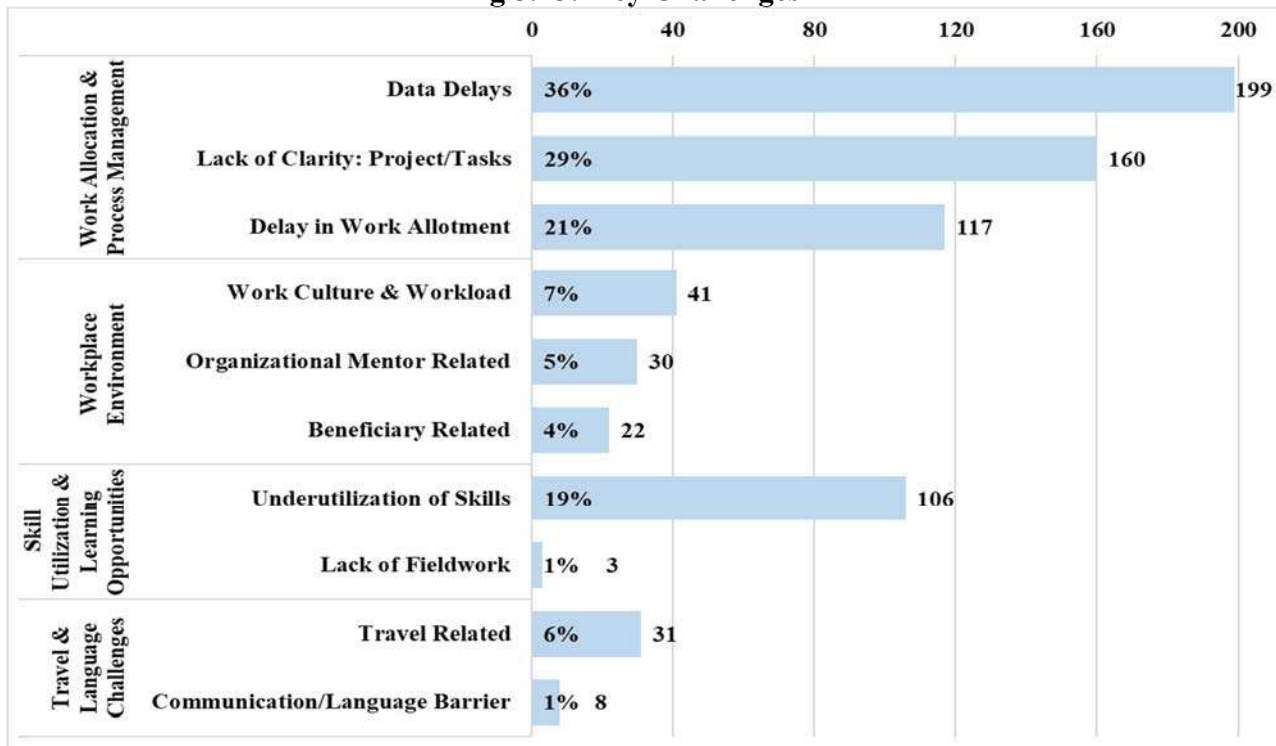
It can be surmised from the above discussion that in order to address operational gaps, students provided actionable recommendations across strategy, technology, marketing, resource management, staff development, and data systems. Their contributions had the potential to enhance efficiency, strengthen digital capabilities, and improve organizational functioning.

While the students contributed to various projects, some of them encountered challenges during their execution. The next section outlines the key challenges experienced by students across different domains, highlighting areas for future improvement.

5.8 Key Challenges: Students

Despite the overall learning experience, students faced a range of operational and coordination-related challenges during the internship. In all, 560 students (71 %) reported challenges which impacted their project execution. See Fig. 5.15.

Fig 5.15: Key Challenges



A) Work Allocation & Process Management

Challenges related to work allotment and internship process management mainly included data delays, lack of clarity on project/tasks allotted, and delay in work allotment. Nearly 199 students, i.e., one in every three students (36 per cent), reported that the data for completing the assignment was delayed.

Lack of clarity

Students felt that more clarity on the projects or tasks assigned by the organizational mentors would have helped them to complete their work more efficiently. In all, one in every four students (29 per cent, 160 students) shared this concern.

Delay in work allotment

Delay in work allotment was reported by 117, accounting for approximately one in every five students (21 per cent). Informal interactions with students suggest that these delays were influenced by factors such as the introductory and orientation phase during the first week, the non-availability of mentors due to field engagements, and demanding work schedules within the organization.

B) Workplace Environment

Issues related to work culture, workload, issues with organizational mentors, and coordination with beneficiaries contributed to challenges related to the workplace environment.

Work Culture & Workload

The feedback indicates that students' internship experiences were significantly influenced by the organizational environment, work processes, and nature of task allocation within the placement organizations. High expectations about deliverables & heavy workload were reported by 41 (7 per cent), i.e., one out of every thirteen students. Some students experienced difficulty in adjusting to the work culture of the internship organizations. For instance, Sahil Singh felt that the Deepak Foundation, Vadodara, found the organizational rules demanding. Students from Jharkhand Swabhiman, Ranchi, reported that the documentation requirements were challenging. Aditya Dua and Arnav Joshi, who interned with Nipun Foundation Charitable Trust, Rohtak, felt that the work was monotonous and there was a lack of variety in tasks assigned.

Ankush Bose felt that there was a lack of structured on-ground implementation at Hope Kolkata Foundation, Kolkata. Lack of functional resources like computers and printers at Tapovan Education Foundation, Ghaziabad, slowed down the student's work. Payel Gorai, placed with the Global Growth Foundation, Dhanbad, faced challenges related to multi-grade single classroom teaching.

Amey Singh, Catalysts for Social Action (CSA), Mumbai, shared, *“For me, key challenges included 1) Adapting to the structured documentation style required in nonprofit operations. 2) Understanding the nuances of CSR compliance and funding frameworks. 3) Balancing analytical tasks with creative and branding-related work. 4) Translating technical CRM logic into user-*

friendly operational workflows. 5) Working within time constraints while ensuring data accuracy. 6) Coordinating across functions with diverse working styles.”

Khushi Arora, who interned with Tender Heart NGO in Faridabad, identified coordination challenges stemming from geographically dispersed roles. Sourav Muduli and Prem Swaroop Subudhi, during their internships at the Sambalpur Integrated Development Institute (SIDI) in Angul, encountered organizational resistance to change.

Organizational Mentor Related

Though most of the students got proper guidance and support from their organizational mentors, one in every nineteen students (5 percent, 30 students) reported having challenges in this regard. Prominent among these challenges was the difficulty in contacting the mentor due to their unavailability or busy schedule.

Varun Gupta, POC of the team placed in Sewa Bharati, New Delhi, opined, *“Coordinator bound us to centres where a limited scope of projects was in the organisation’s pipeline, and centres were not commute-friendly for 2 of 6 members. NGO coordinators wanted to keep communication on WhatsApp, but they themselves didn’t align with the two centres on the team’s work. That led to unnecessary delay in certificate preparation at the internship conclusion date with respect to the We Care schedule and complaint mails over student volunteers requesting hard copies to ensure collection before Mumbai departure, even with all deliverables duly handed over.”*

Beneficiary Related

Beneficiary-related issues were observed by 22 (4 per cent) students. Elaborating on this, Rajeshwari Anjana, who interned with Kripa Social Welfare Services, Ujjain, indicated, *“Community time constraints:- One of the constraints that came out to characterise women’s entrepreneurship was time poverty. The choice of participation by women was based on rational decisions as they responded to conflicting demands and not because they were uninterested.”*

Piyushita Ghosh, who interned with Share and Care Foundation, Bhilai, shared, *“The challenges were interconnected, involving academic gaps, confidence barriers, low engagement, and attendance issues. Students showed weak foundations in Mathematics, limited English skills, and low General Knowledge exposure, while fear of mistakes reduced participation. Engagement was lower in traditional teaching, especially with mixed age groups, and nearly half the students had irregular attendance, affecting learning continuity. These challenges emphasized the need for interactive, student-centered strategies.”*

C) Skill Utilization & Learning Opportunities

Some students felt that their skills were underutilized, while a few felt that they were not engaged in the fieldwork. Underutilization of Skills was reported by one out of every five (19 per cent, 106) students. For instance, Shobanadri Mannemuddu, who was placed in the People’s Action for Social Service (PASS), Tirupati, opined, *“More skills of mine could be utilized with respect to field visits.”*

Lack of fieldwork was reported by three (one percent) students. Harsh Mishra, Yukti Agarwal, and Shreyasi Saha, three out of four students placed in Jayaprakash Institute of Social Change (JPISC), Kolkata, stated, “*No field work opportunity was available.*”

D) Travel & Language Challenges

Students reported challenges related to travel, communication, and language barriers.

Travel Related Challenges

Travel related challenges were reported by 31 students, i.e., one out of every eighteen students (six per cent). It included the daily travelling for long distances or to remote areas, logistical constraints, nonavailability of travelling assistance or reimbursement of the travelling expenses, etc.

Payonidhi Joshi, who interned with Rajsamand Jan Vikas Sansthan, Rajsamand, found the field visits to remote areas difficult. Manish Kumar Panda, who was placed at Women’s Organisation for Rural Development (WORD), Damanjodi, pointed out, “*Travelling to very interior places in the valley was a challenge.*”

Rutvik Mandavia, who was placed in Salaam Bombay Foundation (SBF), Mumbai, expressed, “*It was difficult to travel to places in Kurla during Ramadan.*” Another student placed in SBF, Darshan Patel, shared, “*Extensive travel across Mumbai during peak hours was challenging.*” Similarly, DevVrat Jadon reported his challenge with extensive field travelling on a daily basis during his internship at Jan Vikas Society, Indore.

Students who were placed in Swami Vivekananda Vani Prachar Samity, Durgapur, reported that they faced logistical challenges due to the long distance they had to cover. Subarna Mitra, from the same team, clarified, “*Long travel distances created recurring logistical constraints and slowed execution.*”

Students who were placed in the National Association of Street Vendors of India (NASVI), Patna, faced on-field transportation issues. Varad Kabra, Ugam Gramin Vikas Sanstha, Hingoli, asserted, “*Traveling to field visit locations was challenging due to poor connectivity, which made it difficult to locate the villages. Better communication and clearer location sharing would have been helpful.*”

Students who interned with Navsarjan Xaviour’s Cell for Human Development, Surat, and Social Action for Knowledge Building & Awareness Raising (SAKAR), Bareilly, mentioned that they had to travel a long distance, and travel assistance or reimbursement of the expenses was not provided. Shashank Gala, Salaam Bombay Foundation (SBF), Mumbai, opined, “*We were made to go 20 kms away from our house, and during the selection process, we were told we would be given schools near our house. Also, compensation is not entirely provided by SBF, which seems unfair as travelling in Mumbai is costly. Also, every proof of rickshaw auto meter is required, and the metro ticket till the SBF office is not compensated.*”

Communication/Language Barrier

Eight (one per cent) of students faced difficulties due to communication and language barriers. Some students faced difficulties in communicating with the beneficiaries due to their unavailability or trust issues. For example, Lakshay Srivastava, who interned with Nipun, New Delhi,

highlighted, “It was difficult to talk to the community due to language barrier and trust issues.” Sayantan Bhattacharya, Food Education and Economic Development Society (FEED), Asansol, indicated, “In most of our surveys, it was difficult to get authentic information from the interviewees or respondents, and they were not easily accessible. Other than that, there were no challenges encountered due to the organization.”

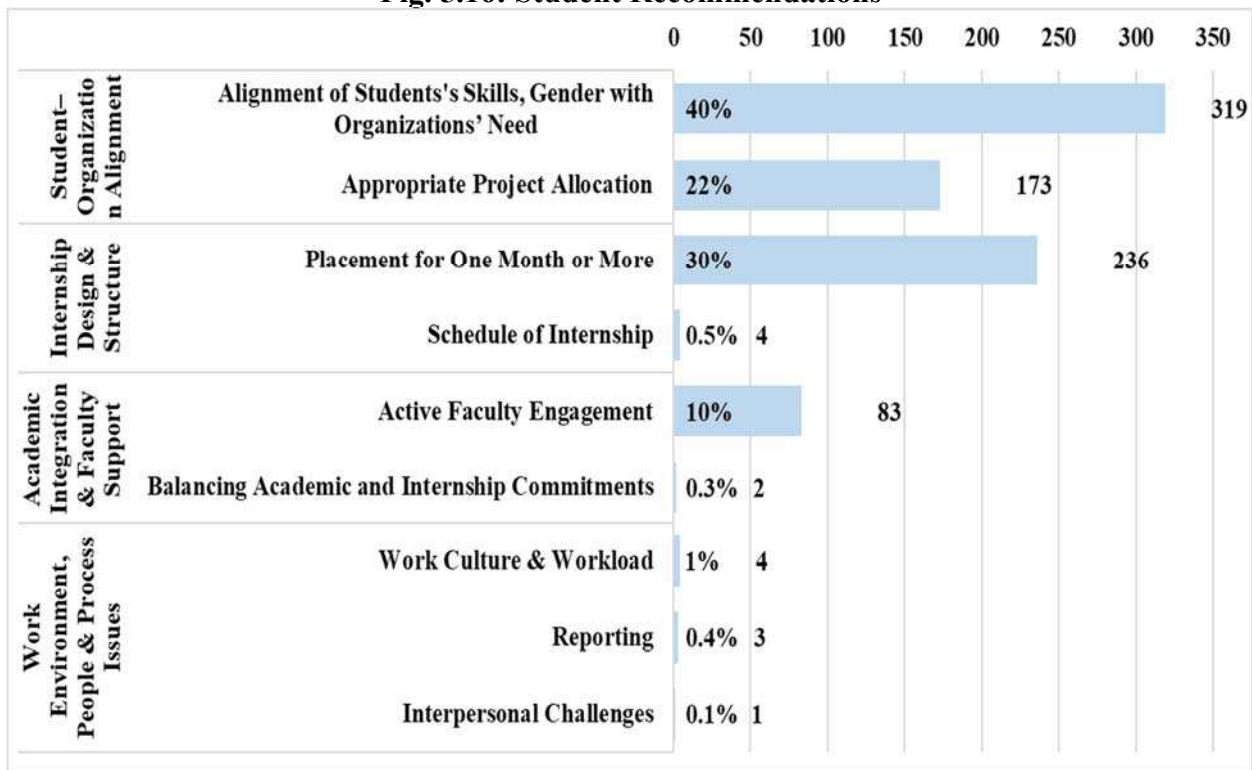
Some students faced a language barrier. For instance, Diya Acharya, who was placed in Hope Foundation, Vadodara, stated, “Data was not digitized and was written in Gujarati, so it was tough to translate.” Nishchay Bhagtani, one of the interns at Center for Action Research and People’s Development (CARPED), Hyderabad, “I don’t know the local language (Telugu), so I personally faced this challenge during field work. However, my colleagues and organizational mentor helped me.”

Overall, the findings suggest that while the internship facilitated experiential learning, enhancing its effectiveness will require stronger coordination, improved mentoring support, clearer project design, and greater sensitivity to field realities. Addressing these challenges can significantly strengthen both student learning outcomes and organizational impact.

5.9 Student Recommendations

In all 547 students (71 per cent) proposed suggestions across four categories (Fig. 5.16).

Fig. 5.16: Student Recommendations



A) Student-Organization Alignment

Most suggestions focused on better aligning students' skills with organizational requirements and extending internships beyond one month. About half the students (319) emphasized improving the strategic fit between student profiles and organizational needs. One-third recommended closer alignment with project requirements, including skillsets, number of students, location, and gender preferences, prior to placement.

Dev Madhusudan, an intern at Adarsh Samaj Sahayog Samiti, Faridabad, highlighted the need to align intern gender composition with organizational preferences, noting that including female team members could enhance interaction and engagement.

Additionally, 22 per cent (173 students) recommended assigning projects that better utilize their management skills. They also emphasized finalizing and communicating project details and locations before the start of the internship placement process.

B) Internship Design & Structure

One out of every three students (30 per cent, 236 students) recommended that the internship duration should be one month or more. Four students suggested rescheduling the internship either post-Trimester III or between Trimesters II and III, and allowing some flexibility in work hours.

C) Academic Integration & Faculty Support

About 10 per cent of students (83) recommended more active faculty mentor involvement for guidance and timely intervention. A small proportion suggested reducing academic workload during the internship to balance commitments better.

D) Work Environment, People & Process Issues

Four students suggested improvements in work culture and workload, including clearer mentor expectations, better location coordination, streamlined documentation, upgraded processes, and group placements. For instance, sharing his agony, Varun Gupta, who interned with Sewa Bharati, New Delhi, shared, "*Confusion between the head office available in NMIMS records and the location site led to students travelling far. So NGOs should actively apply for and register their project centre locations every single year afresh under the We Care program. In return, they may receive the intended number of volunteers and pre-prepared certificate drafts and report formats so that their burden of documentation planning is reduced. NGOs must be made aware that schedules allow students for a maximum of two days to commute back to the institute, while other class work and submissions also start pouring in. So they must expedite the certificate process in the last week parallelly and not wait for logsheets or the volunteering period to end till the last minute before initiating paperwork.*" Further, Bhaskar Rogha, who was handling the Sarthi Campaign at Pt. Chhitarmal Lata Welfare Society, Alwar, said, "*There should be clarity on the mentor's part. Mentor initially informed me of three projects, but also gave me other work to do, which reduced the output I would have given in the SARTHI campaign.*"

Tanisha Agrawal, Salaam Bombay Foundation (SBF), Mumbai, suggested improvement in the work process and recommended upgrading modules and digitalization. Sharing workload-related issues, Palak Aggarwal, placed in Pahal, Jalandhar, mentioned, *“If only a single person is allotted to the NGO, the workload is a lot. And, the NGOs in Tier 2 cities are in very remote locations, and some manage to cater to some serious causes. Being the only girl intern, I had to manage everything on my own. People placed in groups can divide tasks among themselves.”*

Three students recommended reducing frequent reporting to enable focus on long-term, high-impact work. Sharing his opinion, Abhishek Mathur, placed with Azad Foundation, Jaipur, recommended, *“Too many short-term submissions like weekly reports sometimes can move students away from taking on a long-term, high-impact project, which requires 22 days, because then students are planning only week by week subconsciously.”* Similarly, Aayushi Bharadwaj and Snigdha Pankaj, who interned at the National Association of Street Vendors of India (NASVI), Patna, suggested, *“A little less documentation to be submitted throughout the internship (weekly report, final report, poster), requirement from the college with respect to We Care.”*

It can be derived from the above discussion that there is a need to strengthen internship effectiveness through better alignment between student skills and organizational requirements, along with clearer project communication. Students also emphasized extending internship duration, improving flexibility, streamlining processes, reducing excessive reporting, and improving coordination with organizations to enable them to contribute to meaningful work. Additionally, enhanced faculty support and balanced academic workload can further improve learning outcomes.

The next section presents an analysis of the faculty mentor support to facilitate the process of experiential learning.

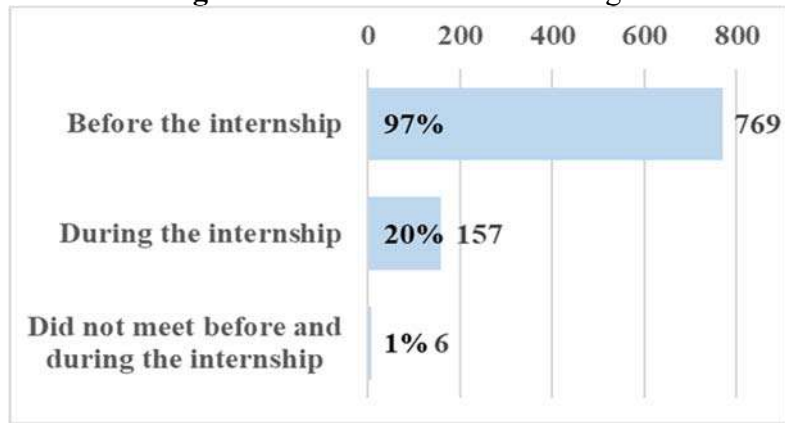
5.10 Faculty Mentor Support

Faculty Mentors were appointed to facilitate students’ understanding of the relevance of the civic engagement internship and develop their skills in applying management education to resolve a few community issues. A total of 57 faculty mentors were assigned, resulting in a faculty–student ratio of 1:14.

Pre-internship in-person interactions with mentors were mandated. However, due to scheduling constraints, a few meetings were conducted virtually.

Fig. 5.17 presents data pertaining to Student–Mentor Meetings.

Fig. 5.17: Student–Mentor Meetings



Multiple Responses. Total \neq 100%

The data indicate that pre-internship engagement with faculty mentors was very high, demonstrating effective implementation of the initial mentoring process. However, interaction during the internship was comparatively limited, suggesting that ongoing support was not consistently sustained. This implies the need to strengthen continuous mentor engagement throughout the internship period to enhance support and learning outcomes.

6. Organizations Feedback

Organizational mentor’s feedback was gathered to acknowledge student contributions, clarify expectations, and improve internship execution.

Of the 321 organizations, 203 shared their feedback via Google Forms (Annexure VII). The feedback objectives and datapoints are summarized in Table 6.

Table 7: Organization’s Feedback: Objectives and Data Points

Feedback Objective	Feedback Data Points
To study the Internship Organization’s level of satisfaction with students’ conduct, quality of work, reporting, and learning.	Satisfaction with - <ul style="list-style-type: none"> • Intern’s Conduct • Quality of Work • Regularity in Reporting • 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

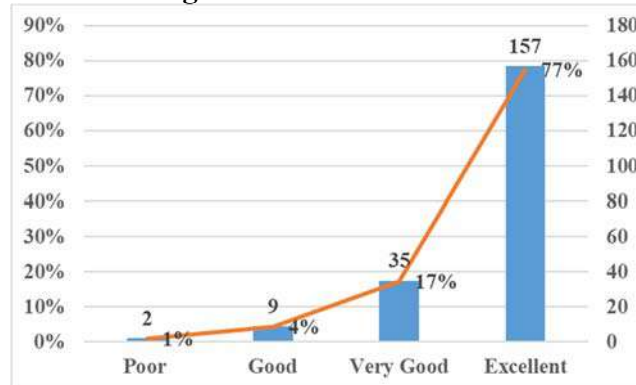
To study Organizational Mentors’ level of satisfaction, a five-point Likert scale ranging from Poor (1) to Excellent (5) was used.

A) Interns’ Conduct

Quantitative and qualitative feedback from Organizational Mentors reflected high satisfaction with students’ conduct and performance. For example, Agaram Foundation, Chennai, commended the interns for their patience, maturity, and professionalism, noting that their confidence, discipline, and collaborative spirit embody the values of their institution. Similarly, Animedh Charitable Trust (ACT), Andheri, highlighted the interns’ initiative, adaptability, and ownership across programmatic, communication, and operational domains. Their contributions strengthened grassroots implementation and organizational systems, demonstrating professionalism, a willingness to learn, and the potential to grow into impactful development sector professionals.

Fig. 6.1 depicts the overall ranking of interns’ conduct. Over three-fourths of Organizational Mentors expressed that the interns’ conduct was excellent throughout the internship.

Fig. 6.1: Interns' Conduct



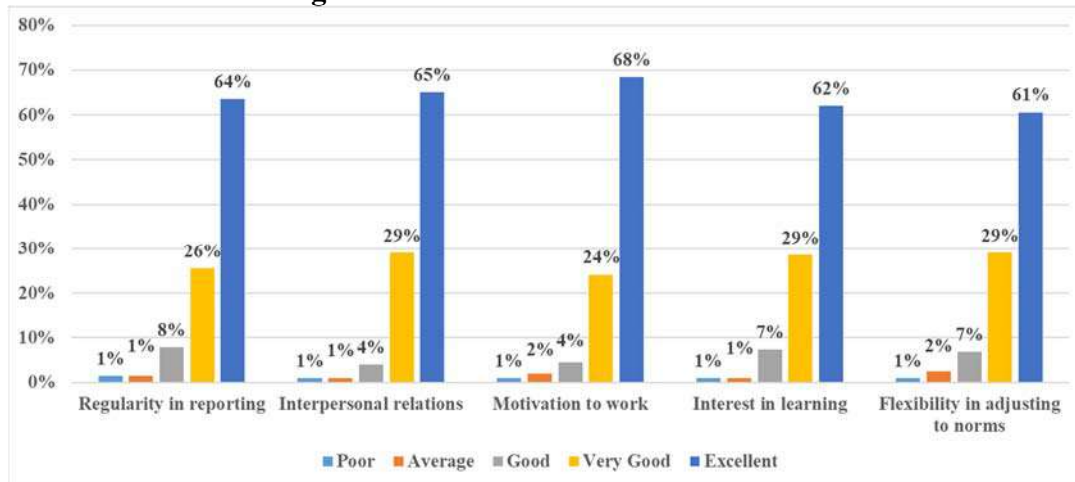
Intern's Conduct: Parameters

The parameters used for measuring the intern's conduct included -

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 is displayed in adjusting to the organizational norms

The detailed analysis indicates that over 60 per cent of organizations rated the interns' conduct on each parameter as excellent. (refer to Fig. 6 .2)

Fig. 6.2: Intern's Conduct: Parameters



Organizational mentors appreciated students' discipline, diligence, and professionalism. For example, Agaram Foundation, Chennai, shared, *"The students consistently demonstrated patience, maturity, and a thoughtful approach in all their tasks. Their conduct and professionalism reflected the strong values and vision of their institution, which is committed to nurturing future managers and leaders. This commitment was evident in their confidence, discipline, and collaborative spirit. Working with them was both a rewarding experience and a valuable opportunity for mutual learning."* Manav Seva Ashram, Bokaro, stated, *"Overall, our experience with your students was excellent. They were sincere, disciplined, and actively involved in all assigned activities. Our Organization highly appreciates their positive attitude and willingness to learn and contribute."*

Mentors observed that the students were punctual and curious to learn. Youth for Unity and Voluntary Action (YUVA), Kharghar, stated, “Our organization had a positive and enriching experience working with the students. They were punctual, responsible, and diligent in their work. The interns demonstrated genuine curiosity, asking thoughtful questions to understand in an appropriate manner both the processes involved and the broader social context.” Vidya Integrated Development for Youth and Adults (VIDYA), Powai, *“Overall, the experience with the students has been very positive. They were enthusiastic, respectful, and eager to learn. What stood out most was their willingness to participate and try new things, even when they were not fully confident. With continued exposure and guidance, they have strong potential to grow further in both communication and practical skills.”*

Mentors noted that the students maintained positive interpersonal relations with staff and beneficiaries. For example, Sujaya Foundation in Vashi described the experience as engaging and satisfactory. They highlighted the interns’ enriching interactions with students, their support in creating subject-wise binders, and their contributions to organizing events. The interns were proactive, approachable, and dependable, leaving a strong positive impression on the organization.

Students demonstrated interest in learning about the Organization and the development sector. Vikas Sahyog Pratishthan, Goregaon, stated, *“Their ability to understand the subject matter is good. We were able to experience their readiness to learn and their willingness to delve deeper into the subject matter.”* Youth of India Foundation, Siliguri, mentioned, *“Overall, it was a very good experience working with the students. They were eager to learn and showed a strong willingness to understand new concepts. They completed all tasks assigned to them - both small and large; with sincerity, dedication, and a positive attitude.”* Hemophilia Society, Jammu, shared *“Throughout the program, students maintained a professional attitude, asked thoughtful questions, and demonstrated a strong commitment to gaining knowledge about hemophilia and bleeding disorders. It was truly a pleasure interacting with such motivated and responsible students.”*

Mentors observed that the students were ready to adjust to the organizational norms, requirements, and limitations. For instance, Navsarjan Xaviour’s Cell for Human Development in Surat reported, *“Students are committed and ready to work in any given condition.”* Gram Vikas Trust, Bharuch, Gujarat, stated, *“From the very beginning, students demonstrated a strong willingness to learn and adapt. Despite being new to our organizational context, they swiftly grasped the nuances of our work and settled comfortably into the working environment. Their ability to comprehend program objectives, especially within the education and community engagement space, was commendable.”*

Sarthak Foundation, Lucknow, shared, *“In Sarthak, we believe in values like Relationships and Integrity. The best thing about all three interns was that, behaviour-wise, they were very good and highly dedicated to their work. They were all very punctual, sincere, respected deadlines, and they were clear about their assigned work. It is nice to be working with such Interns.”*

A few Organizational Mentors felt that, though the overall experience was good, students should be more professional in their conduct. For example, Towards Future, Kolkata, opined, *“It was a pleasure having them in the Organization. They have potential and skills that have contributed to*

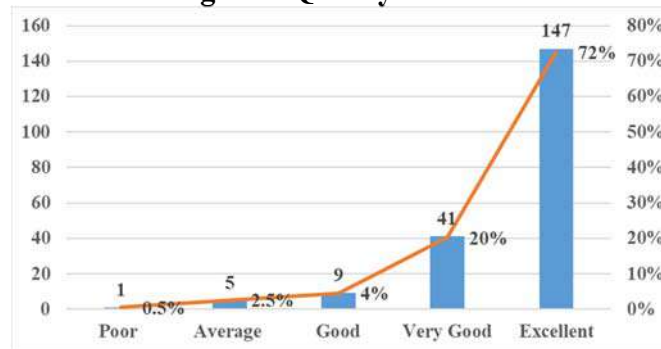
the Organization's work, but they need to be more Professional in terms of punctuality and meeting deadlines.”

Overall, mentors appreciated the students' discipline, professionalism, adaptability, and eagerness to learn, noting their positive contributions across organizational domains. A few suggested that they need to maintain punctuality and follow deadlines for deliverables to strengthen their professional conduct further.

B) Quality of Work

Organizations' level of satisfaction with students' quality of work was reported to be high, with 92 per cent of mentors rating the internship 'Very Good' or 'Excellent'. (see Fig. 6.3).

Fig. 6.3: Quality of Work



While performing their tasks to the best of their ability, students exhibited ownership and responsibility, reducing the burden on mentors to supervise them. Agaram Foundation, Chennai, stated, *“Each intern approached their assigned responsibilities with exceptional dedication and sincerity. They demonstrated a clear understanding of the tasks at hand and a remarkable sense of ownership and accountability. Their commitment was so evident that no supervision or follow-up was needed. They managed their work independently and efficiently.”*

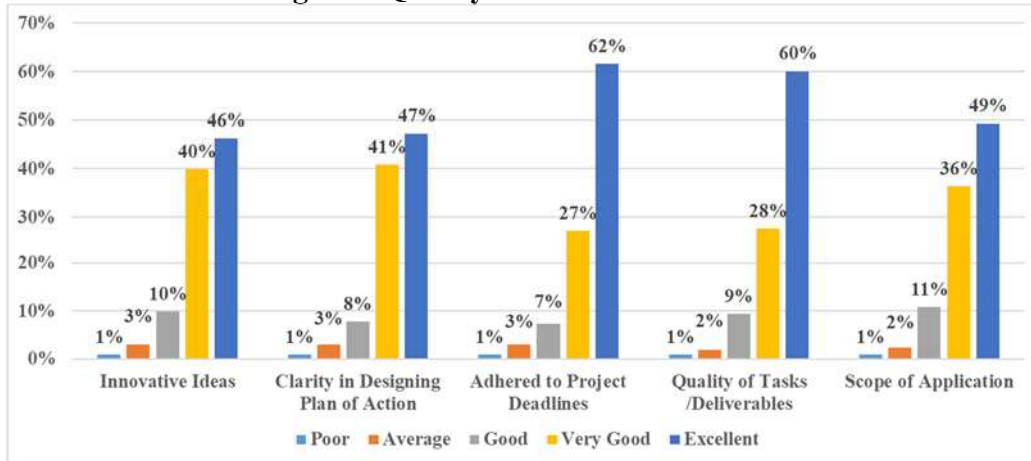
Quality of Work: Parameters

Quantitative feedback on students' quality of work was measured using the parameters 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. 6.4 depicts the detailed analysis of each parameter. The findings demonstrate a high level of performance across all assessed dimensions. Adherence to project deadlines and the quality of task deliverables have emerged as key strengths of our students. This implies strong execution skills and reliability of deliverables. These strengths were reflected in mentor feedback, with organizations highlighting students' creativity, initiative, and collaborative approach across diverse tasks and projects.

Fig. 6.4: Quality of Work: Parameters



Aarambh Education & Community Development Society, Bhopal, “*The interns were very active and participated in all the activities with full enthusiasm. The documentary they made was very innovative and helpful to the Organization. The efforts made by all of them for conducting research are worth appreciating.*” Tiruvalla Social Service Society – Bodhana, Thiruvalla, stated, “*Both students shared innovative ideas to improve the NGO’s online media presence. They also proposed new project concepts, while consistently taking full responsibility and providing dedicated support throughout their internship.*” Aishwariam NGO, Coimbatore, mentioned, “*Ganesh had contributed a lot of innovative ideas in revamping the website.*” Surabhi Foundation Trust, Bengaluru, shared, “*It was a good experience with all three interns. They are very understanding, cooperative, and ready to work with creative ideas. They were very helpful to our Organization. Thank you for sending them.*”

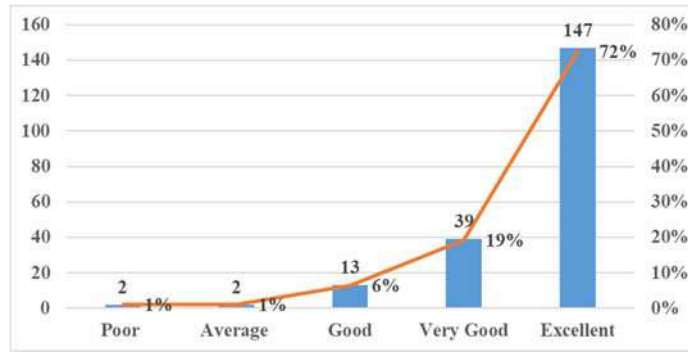
Students demonstrated clarity in understanding/designing the plan of action. They were receptive to the Organizational Mentors’ inputs and feedback. This helped them understand the exact requirements and revise the action plan accordingly, resulting in the timely submission of satisfactory deliverables. For example, the Society for Door Step School, Grant Road, reported, “*The interns were active, receptive to suggestions, and quick to implement changes in their work. They demonstrated strong learning abilities and ensured the timely submission of their tasks.*” Social Action for Knowledge Building & Awareness Raising (SAKAR), Bareilly, shared a similar experience, “*It was a good experience, in terms of discussing the small study we had done. The students were keen to provide their input in designing and planning the study and were open to our ideas as well. They have done a good job and have submitted the reports well in time.*”

Vidya Integrated Development for Youth and Adults (VIDYA), Powai, mentioned, “*In addition to sharing their ideas, students demonstrated strong listening skills, were receptive to feedback, and made consistent efforts to understand the communities and issues being addressed. Their engagement contributed meaningfully to the overall learning and collaboration experience.*”

Reports

Organizational Mentors expressed a high level of satisfaction with students’ overall conduct and performance. See Fig. 6.5

Fig. 6.5: Reports



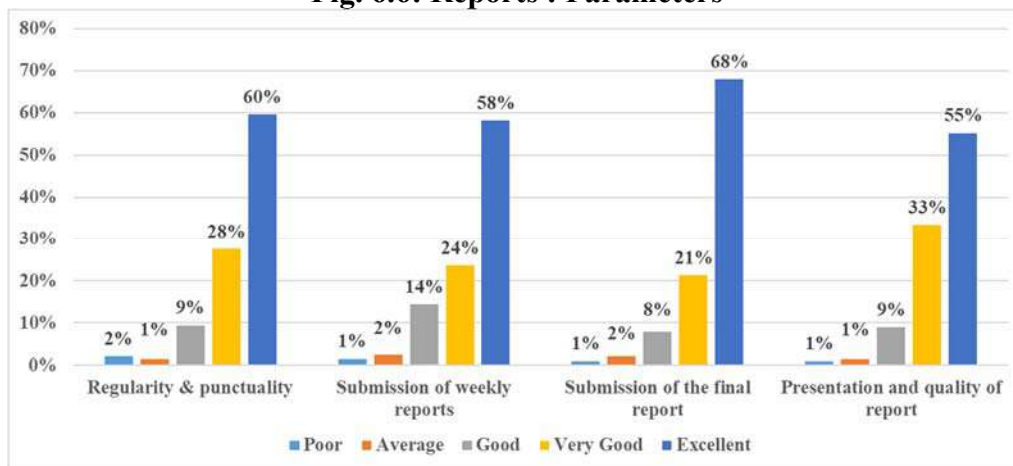
Reports: Parameters

The parameters below were used to measure the regularity in reporting and report submission.

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

The parameter-wise analysis of organizations’ satisfaction with reporting is displayed in Fig. 6.6. It indicates that around 60 per cent organizations were satisfied with students’ timely reporting at the workplace and the submission of final reports.

Fig. 6.6: Reports : Parameters



The qualitative feedback from mentors supports the data analysis. For example, Jayaprakash Institute of Social Change (JPISC), Kolkata, stated, “*My overall experience with the students was positive. They were punctual, disciplined, and showed a strong willingness to learn.*” Auxilium Snehalaya, New Delhi, “*The student was punctual and mixed well with our children.*” Jyothi Jeeva Poorna Trust (Archana Women’s Centre), Kottayam, shared, “*Interns have actively participated in various activities, maintained excellent attendance and punctuality throughout the internship at our Organization. They have always maintained good behavior.*”

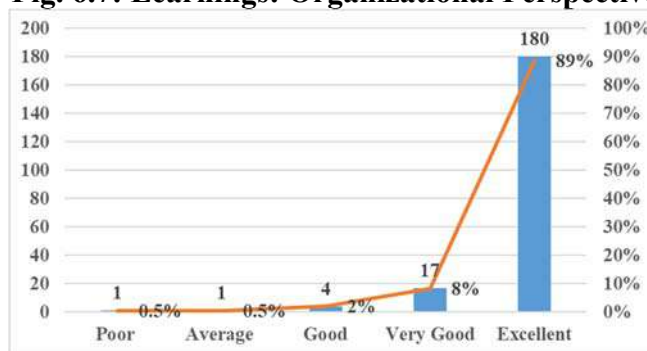
Kuriakose Elias Service Society (KESS), Thrissur, shared, “*Throughout the internship period, Mr. Anirudhan demonstrated a positive attitude, punctuality, and a willingness to learn. He carried out the assigned tasks responsibly and submitted the required reports on time.*”

The data reveal that the organizational mentors felt that the quality and presentation of the final report were not excellent, though it was good.

D) Civic Engagement Learnings: Organizational Perspective

Organizational mentors expressed satisfaction with the students’ keen interest in understanding the functioning and activities of their host organizations. Fig. 6.7 presents the level of mentor satisfaction with students’ internship learnings.

Fig. 6.7: Learnings: Organizational Perspective

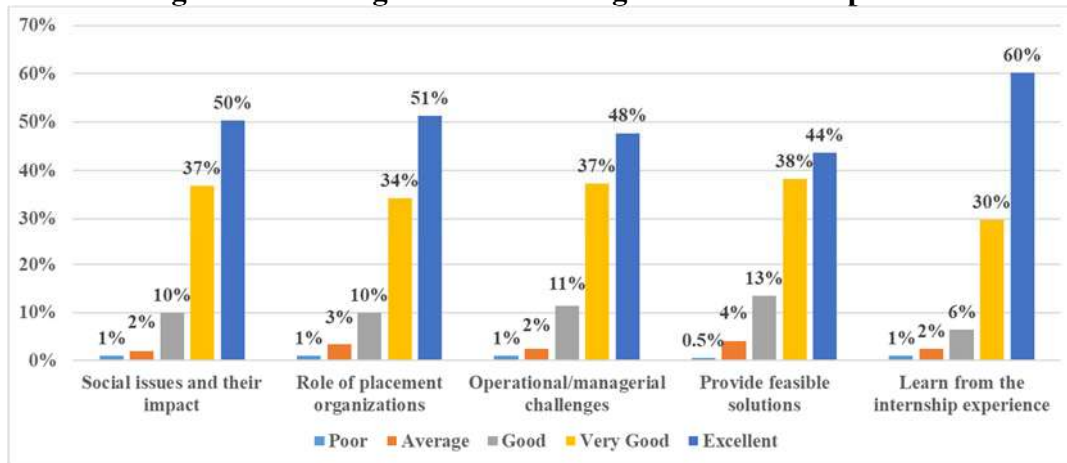


Civic Engagement Learnings: Parameters

The parameters used for measuring the Civic Engagement Learnings included -

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. 6.8: Learning Parameters: Organizational Perspective



It can be inferred from Fig. 6.8 that the overall internship programme was highly effective in achieving its learning and developmental objectives. This is reflected by the consistently high ratings across all evaluated dimensions and minimal incidence of lower-end responses. It provided the students with substantial experiential learning, strong contextual awareness, and practical problem-solving capabilities.

In alignment with these findings, feedback from organizational mentors offers qualitative confirmation of students' learning outcomes and field-level engagement. The Organizational Mentors appreciated students' interest in understanding the social issues and their willingness to address them. For instance, Kannur Association for Integrated Rural Organisation and Support (KAIROS), Kannur, shared, "*Students demonstrated genuine interest in community service and showed a strong willingness to learn and contribute to various project activities. They were sincere in their approach, actively participated in field work, documentation, and coordination tasks, and were able to understand the realities and challenges faced by the communities we serve.*" Bhoruka Public Welfare Trust, Kolkata, stated, "*We found the students efficient, enthusiastic, and very well mannered. Though the fields of blood banking, thalassemia, and blood transfusion were new to them, they merged perfectly with the thoughts of our staff and patients. Their understanding of the social perspective of all our team-actions (blood collection camps, testing blood, processing various blood products, transfusing blood products to patients who need them, etc.). They also have excellent efficiency with computers (Excel, databases, etc.).*"

Chotanagpur Sanskritik Sangh, Ranchi, reported that Aryan Kumar made an excellent contribution to the design of the financial framework. Sampurna Lal gave outstanding feedback and important practical suggestions. Piyush Kunal had an impressive understanding of the cross-cutting perspective of NGO work.

Vidya Integrated Development for Youth and Adults (VIDYA), Powai, stated, "*Students* Organizational Mentors appreciated the students' ability to recognize organizational challenges on the operational or management front and provide feasible solutions to address them. For instance, Anadi Foundation, Pindaruch, mentioned, "*Both interns were enthusiastic about learning about challenges and finding solutions to them. We are thankful to We Care for sending good students to our Foundation.*" Global Growth Foundation, Dhanbad, seconded this, stating, "*Ms. Payel*

Gorai is very hardworking and knows how to understand problems and solve them. She has made a strong impact during the internship.”

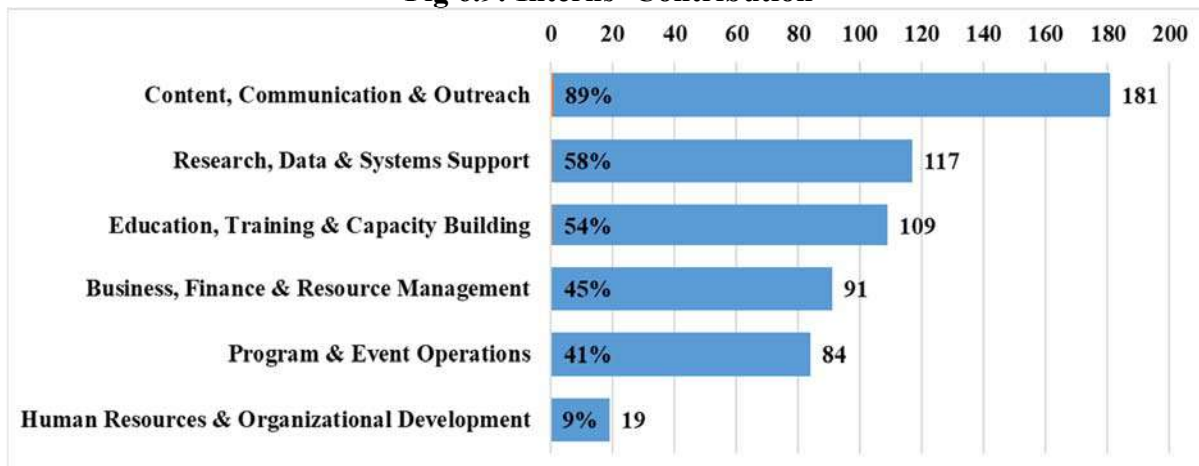
Overall, the findings validate the internship programme’s effectiveness in delivering meaningful experiential learning.

The next section presents students’ contributions based on feedback from organizational mentors.

6.2 Interns’ Contribution

According to mentors, students contributed to a wide range of internship projects. To effectively classify these contributions, the projects were grouped into six broad categories: 1. Content, Communication & Outreach; 2) Education, Training & Capacity Building; 3) Research, Data & Systems Support; 4) Program & Event Operations; 5) Business, Finance & Resource Management; and 6) Human Resources & Organizational Development. (See Fig. 6.9)

Fig 6.9: Interns’ Contribution



Multiple Responses. Total ≠ 100%

A) Content, Communication & Outreach

The students were engaged in various interrelated activities, including Content Development, Creatives, Awareness Campaigns, Enhancing Digital Presence, Marketing & Branding. To strengthen outreach activities and fulfill compliance requirements, organizations had to design project reports, annual reports, success stories, and case studies. They required appealing creatives to raise awareness, promote the cause, and draft proposals for collaborations and fundraising. Based on the information received, it was inferred that the Organizational Mentors had utilized students’ writing and creative skills for documentation, outreach initiatives, and enhancing their digital presence.

Content Development & Creatives

To meet the documentation requirements of the organization, students developed case studies, success stories, content for annual reports, social media, newsletters, websites, etc. For example, Gram Vikas Trust, Bharuch, Gujarat, shared, *“What stood out most was interns’ contribution to content design and development. They brought fresh perspectives, innovative ideas, and structured thinking to the table. Their insights enriched our content planning processes and helped us view certain components from a more strategic and creative lens. The blend of their external exposure and our grassroots experience created a meaningful exchange of ideas.”* Kid Power, Visakhapatnam, reported, *“The interns were very quick and helped design the Kid Power brand management book.”*

The mentor at Lohia, Manthan Sanstha Kotri, Ajmer, appreciated Kirtan’s contribution in documenting the impact and benefits of Manthan’s water initiatives on the community. He shared, *“During the internship, Kirtan carefully studied the available reports, photographs, and videos related to the project. He also interacted with the staff to better understand the work on the ground. In addition, he visited the field and spoke directly with community members to learn about the changes and benefits brought by the water initiatives. Based on these conversations, he documented the real impact of the work on people’s lives. Along with this, he also thoughtfully recorded the suggestions and feedback shared by the community.”*

Tiruvalla Social Service Society – Bodhana, Thiruvalla, stated, *“Mr. Jobin Varughese and Mr. Adidhyadev V designed brochures, edited videos, and created presentations.”* Jan Vikas Society, Indore, shared, *“Interns captured some of the organization’s success stories through videos.”* Hero FinCorp, Gurugram, reported, *“Soumya Sharma prepared case studies for our projects and suggested improvements to the website.”*

Animedh Charitable Trust (ACT), Andheri, stated, *“In terms of communication and outreach, interns played a key role in strengthening ACT’s external visibility. From developing branding assets and social media content strategies to drafting high-stakes communication such as the SVP Fast Pitch script and coordinating video production, they demonstrated clarity of thought and responsiveness to feedback. Their support in creating presentations, including stakeholder decks and thematic events like Women’s Day, was well-structured and impactful. On the program side, interns added significant value by developing Early Childhood Development (ECD) resources, including bilingual and multilingual storybooks, activities, and caregiver outreach materials. Their ability to contextualize content for diverse communities reflects both sensitivity and creativity. They also actively engaged with beneficiaries through interviews and workshops, helping deepen program outreach and participation.”*

Outreach & Awareness

Organizations noted that students contributed to outreach through campaigns, research, surveys, beneficiary interactions, and impact assessments. They recognized students’ efforts in raising health awareness and social issues, and coordinating initiatives.

In alignment with this, Tapas Soni was actively involved in community engagement activities at Sudisha Foundation, Rewa. As reported by his mentor, *“Tapas assisted in coordinating awareness initiatives, interacted with beneficiaries, and contributed to organizing social outreach programs.”*

His dedication and willingness to learn helped in effectively carrying out field activities.” Tiruvalla Social Service Society – Bodhana, Thiruvalla, stated, “Mr. Jobin and Mr. Adidhyadev actively contributed across multiple functional areas during their internship. Their involvement strengthened program implementation, outreach, and operational efficiency. They conducted surveys, analyzed data, and prepared impact assessment reports.”

Helping Hand India NGO, New Delhi, shared, *“We are happy with the workings of Anushka Gupta, Khushbu Aggarwal & Jas Gulati. During their internship, they all demonstrated exceptional dedication to field-based tasks. Field work can be unpredictable and physically demanding, but they maintained a positive ‘can-do’ attitude throughout. They consistently managed site visits with punctuality. They communicated clearly between the assigned field sites and the office and ensured that every task was documented correctly. Their reliability and willingness to go the extra mile are traits that will take them far in their career.”*

Jan Chetna Sansthan, Abu Road, mentioned, *“Interns engaged over 100 stakeholders through 9 villages and conducted interactions to diagnose key challenges faced by tribal communities. They led capacity-building initiatives with women leaders across 30 Panchayats to strengthen governance and development.”*

Aftertaste Foundation, Malad, stated, *“Interns were proactive in taking responsibilities that went beyond their defined tasks to meet the immediate need in the field. They demonstrated great social sensitivity in their interaction with the women. They understood the essence of the work over a short period of time and empathized with the women.”*

Though the mentors acknowledged students’ involvement in outreach activities and field work. In a few cases, mentors reported that students were reluctant to attend fieldwork or work in the assigned Centre.

Marketing & Branding

Mahita, Secunderabad, shared, *“The five interns placed at Mahita supported the upgradation of website management, which was completed in a highly professional manner.”* Brighter Future Development Trust, Vizianagaram, reported, *“Mr. P. Yaswanth contributed significantly by using his technical expertise to develop and completely remodel our website, which has greatly improved our organization’s digital presence. He worked with great dedication, patience, and attention to detail. His work has been very valuable to us, especially in strengthening our online platform and helping us present our work more effectively to supporters and the wider community.”*

It can be surmised from the above discussion that the interns contributed significantly to strengthening the NGOs’ visibility and community engagement. Students brought fresh perspectives and creativity in completing their assigned tasks. Despite occasional challenges in fieldwork, the collective efforts of the interns added value to the organization’s work and enhanced their impact.

B) Research, Data & Systems Support

Based on organizations' requirements, students conducted primary research such as need assessments, impact analyses, and beneficiary feedback surveys. They carried out data analysis for secondary research, worked on MIS development, digitization, and trained staff and beneficiaries in the use of AI.

Research

Interns placed at Navsarjan Xaviour's Cell for Human Development, Surat, conducted a qualitative study to understand the socio-economic profile of migrant labourers. Students at the Blind People's Association, Ahmedabad, carried out an impact assessment of the sewing kit initiative and a feasibility survey of a battery-operated tricycle. Aftertaste Foundation, Malad, acknowledged that the interns contributed to conducting a socio-economic impact assessment of 18 beneficiaries.

Interns with the Samarthanam Trust for the Disabled, Bengaluru, undertook research assignments for mapping program outcomes and beneficiary needs. Explaining students' engagement with research assignments further, Animedh Charitable Trust (ACT), Andheri, stated, "*Interns contributed to research and strategic inputs, including work on MSMEs, ZED certification, Startup India, and textile sector insights; supporting long-term sustainability planning. Their work on production workflows, cataloging systems, and efficiency analysis reflects a problem-solving mindset and attention to operational detail.*"

MIS-Data Management

Through digital and analytical skills, students helped organizations streamline and manage their data more effectively. Some students designed MIS systems and dashboards to improve efficiency and support decision-making. For instance, the Mann - Center for Individuals with Special Needs, Mumbai, appreciated students' contribution to data management. Hero FinCorp, Gurugram, reported, "*Soumya Sharma supported streamlining and effectively managing our existing data.*" Animedh Charitable Trust (ACT), Andheri, stated, "*On the data and systems front, interns showed strong analytical and organizational capabilities. They efficiently managed baseline data on platforms. Avni built dashboards and Excel trackers for scholarships, trainee performance, and production data. They also contributed to developing the annual report by structuring and consolidating complex datasets into coherent narratives. Interns' efforts have improved data reliability and reporting efficiency.*"

Parivar Vikas, Jamui, shared, "*Muskan planned to modernize the digital work and prepared a proposal for a child education project for the organization.*" Shubhakshika Education Society, New Delhi, reported students' contribution in digital record keeping.

Students' contributions to research, data management, and systems support provided NGOs with insights to improve their operational efficiency. Their ability to combine fieldwork with analytical rigor strengthened evidence-based decision-making. These efforts addressed immediate research and documentation needs and also aided in developing management systems that will continue to benefit the organizations in the long term.

C) Education, Training, and Capacity Building

Educational support, training, and capacity-building activities formed a significant component of student contributions, which are elucidated in the subsequent paragraphs.

Educational Support

According to the feedback given by 85 (42 per cent) organizational mentors, students contributed to educational support activities. Reflecting this, the Academy of Learning and Development, Andheri, opined, *“Interns were highly involved in the school activities during the internship and went above and beyond our expectations.”* Society for Animal Health Agriculture Science and Humanity (SAHASH), Noida, mentioned, *“Interns are excellent in delivering sessions and motivating students towards the goals.”*

Students were involved in drafting an academic plan, helping teachers conduct academic sessions, and conducting focused sessions for slow learners. They developed lesson plans, designed study materials, conducted career guidance workshops, and organized extra-curricular activities and events.

Global Growth Foundation, Dhanbad, shared, *“School students received support from the interns in their studies through STEM and some other projects. Significant changes were observed in the children’s behaviour.”* Umang Foundation Trust, Santacruz, reported, *“Working with Arfeen Kazi was honestly a very fulfilling experience. Arfeen connected with the children in a very natural and patient way. During her academic sessions, we could see the difference in students who were usually quiet slowly started participating more, asking questions, and showing genuine interest in learning. Her structured approach really helped strengthen their literacy skills while keeping the classroom atmosphere comfortable and encouraging. Overall, her presence made a positive difference. The students felt supported, engaged, and motivated, and that’s what truly matters.”*

Association For Social Health In India (ASHI), New Delhi, reported, *“All three interns contributed meaningfully by making relevant PPTs for children and youth, on social and personal issues. They also took sessions with children in schools and connected very well with them.”* Tiruvalla Social Service Society – Bodhana, Thiruvalla, stated, *“Both the interns conducted classes, developed lesson plans, and prepared study materials for school students and community members.”*

Purbottar Vikash Parishad, Tinsukia, stated, *“The overall experience was good. The interns regularly conducted classes for our students, which helped them grow. We look forward to many more such meaningful collaborations.”* Mahita, Secunderabad, shared, *“Sincere and committed contributions towards the establishment of the Centre for children at the migrant construction labour camp are highly appreciated. Interns’ support in teaching children and assisting teachers on various topics is also commendable.”*

Students also helped in tasks beyond classroom sessions and extra-curricular activities. For example, Sujaya Foundation, Vashi, shared, *“The interaction between the students here and interns was very enriching. The interns taught all the students different things and also volunteered to help us build subject-wise binders.”*

Students’ involvement in educational support activities enriched both academic and extracurricular programs. Students’ contributions indeed strengthened the educational environment.

Training & Capacity Building

Students placed with the Salaam Bombay Foundation delivered sessions on Financial Literacy and Entrepreneurship in Municipal Schools across Mumbai, Pune, and Kolkata. Some of them trained adolescent entrepreneurs in core entrepreneurial skills. This enhanced their capacity to pitch for seed funding through the *Dolphin Tanki* initiative for setting up small-scale ventures in sectors such as beauty, photography, creative industries, bakery, and performing arts.

D) Business, Finance & Resource Management

Students made substantive contributions to the business, finance, and resource management activities of the NGOs. A brief description of the same is made in the following paragraphs.

Business Plan

Students assisted organizations in designing and implementing structured business plans, with 40 organizations (20 per cent) acknowledging their contributions. Feedback from these institutions emphasized that interns not only prepared sustainability-focused business plans but also supported promotional activities through social media outreach, and offered practical strategies for business improvement. Elaborating on this, Tiruvalla Social Service Society – Bodhana, Thiruvalla, stated, *“Both interns helped to prepare structured business plans for sustainability initiatives.”* Jyothi Jeeva Poorna Trust (Archana Women’s Centre), Kottayam, shared, *“Interns contributed social media promotion about our Millet cafe, prepared a business plan, shared ideas about our Business improvement.”*

Social and Development Research and Action Group (SADRAG), Noida, informed, *“Interns had a seeking spirit and were keen to implement the business plan. They responded to each and everything we asked them to do, and they also shared their feedback and concerns.”*

Social Welfare Department, Saharanpur, reported that Archit Chugh learned the Organization’s schemes well and gave ideas thereon.

Finance & Resource Management

In addition to their involvement in business planning, students also contributed to financial management and resource mobilization. Reflecting on the student’s work, Chotanagpur Sanskritik Sangh, Ranchi, reported that Aryan Kumar has made an excellent contribution, with a financial framework design. Bookwallah Organization, Andheri, shared, *“All three interns have contributed their skills in tech, marketing, and finance exceptionally well, along with applying knowledge which they have acquired from their MBA course.”*

Data indicates that 40 (20 per cent) organizations appreciated students’ contribution towards Resource Mobilization. Apart from raising funds, students also generated in-kind support for their internship organizations. The mentors confirmed students’ support in securing sponsorships, artists for the event who didn’t charge an honorarium, donation of medicines, etc. Catalysts for Social Action (CSA), Ghatkopar, reported that interns worked on setting up CRM for donor management and funding funnel tracking.

Students have enhanced the business, finance, and resource management capacities of partner NGOs. Their contributions ranged from designing business planning and promotional strategies to developing financial frameworks and resource mobilization strategies. This has resulted in improved operational efficiency and tangible fundraising outcomes.

During the internship, 63 students, i.e., 1 in every 13 students, were engaged in a fundraising activity. They raised funds through CSR contributions, crowdfunding, individual donations, and product sales, thereby strengthening NGO projects and scaling their social impact. Collectively, students mobilized ₹35,01,458/- in support of 30 NGOs across 15 States and one Union Territory. It was heartening to receive an email from Bangalore Rural Educational and Development Society (BREADS), Bengaluru, stating that it had secured a significant corporate donation. Ms. Cheryl from BREADS shared via email, *“While all interns mobilized resources as a team, Nirag brought in a CSR lead from a company called Digio. This was successfully converted into a generous donation of ₹13,82,000/- on March 31, 2026, toward computer literacy for underprivileged children at our Don Bosco Social Action Centre in Lingarajapuram, Bangalore.”*

Besides, six students placed in two NGOs contributed in-kind support worth ₹1,00,00/-.

Program & Event Operations

Organizational Mentors reported that the students organized various events at NGOs/schools. They also contributed to awareness creation and supported the execution of various health and environmental activities. Their efforts were widely appreciated, as reflected in the feedback shared by partner organizations. Sujaya Foundation, Vashi, shared, *“Interns helped us in successfully conducting several events. They took initiatives, were approachable at all times, and didn’t cause us any trouble. We really liked the interns.”* Naya Sawera, Jaipur, noted, *“Khushi Nahar and Riya Dangayach organized two stalls at the exhibitions, generating ₹15,000/- profit and awareness.”* Swami Brahmanand Pratishthan, CBD Belapur, stated, *“A spiritual event was organized at our Brahmagiri center, where the three interns volunteered during the Antar Yatra event. They also drafted the Safety Policy for the new unit- Brahmagiri, at Kharghar.”*

Human Resources & Organizational Development

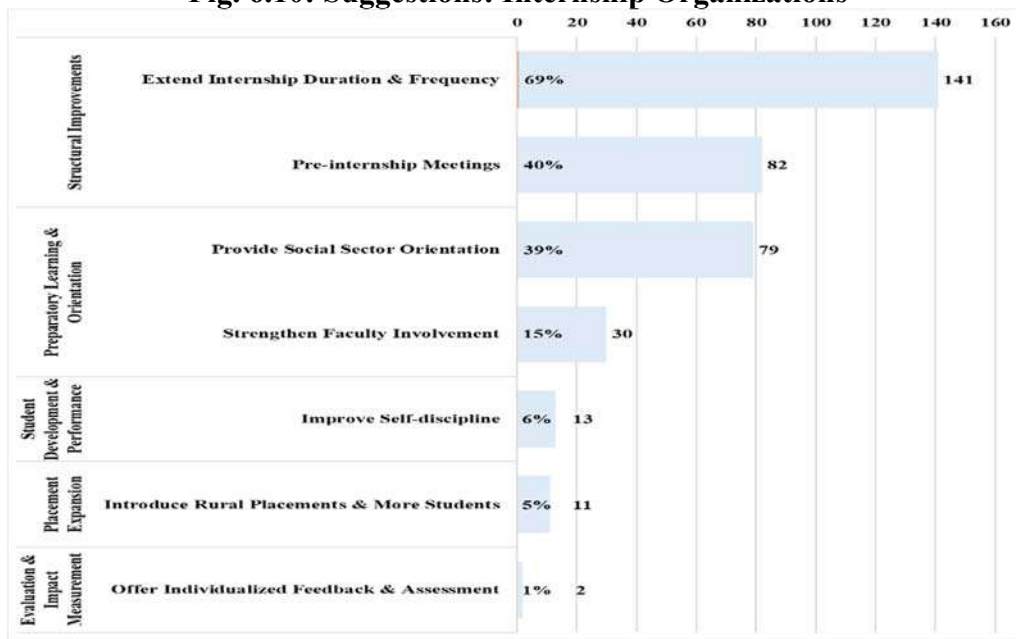
In all, 19 organizations reported that students contributed to HR Management and reviewing HR Policies. Beyond executing the existing programs, students also supported Organizational Mentors in launching new initiatives and demonstrating their creativity. For example, Chotanagpur Sanskritik Sangh, Ranchi, reported, *“Interns did a great work in building an entirely new and relevant community model.”* Similarly, Gram Vikas Trust, Bharuch, emphasized the utility of prior work experience among interns for strengthening the program. He stated, *“Overall, our experience with the two interns, Ishan and Avinash, has been extremely positive and enriching for our team and program. Both of them came with prior work experience, which significantly added value to our ongoing initiatives. Their professional exposure enabled them to quickly understand the vision, structure, and implementation approach of our program. We are truly happy to have hosted them. Their presence not only strengthened specific areas of program implementation but also fostered a culture of collaborative learning within the team. Overall, the internship experience has been mutually beneficial, and we appreciate the new and rich perspectives they contributed to our work.”*

Despite mentors appreciating students’ overall contributions, a few cases reflected initial challenges with deliverables and adherence to instructions. During the internship, the mentor from Ashish Foundation for the Differently Abled Charitable Trust (AFDA), New Delhi, informed that one⁴ student did not follow the mentor’s instructions. He was irregular in attendance and submitted unsatisfactory work. Similarly, at Shikhar Yuva Manch (SYM), Bilaspur, the mentor observed inconsistency in the student’s⁵ engagement, attendance, and submission of deliverables.

6.3 Suggestions: Internship Organizations

In all, 200 Organizational Mentors extended their suggestions to improve and strengthen the We Care: Civic Engagement Internship in the future (See Fig. 6.10).

Fig. 6.10: Suggestions: Internship Organizations



Multiple Responses. Total ≠ 100%

1) Structural Improvements

Suggestions for structural improvements were received from 69 per cent of the Organizational Mentors. They primarily stressed extending the internship duration over a period of one month. A few suggested introducing flexible timelines, offering frequent placements, and facilitating pre-internship interaction through online introductory meetings.

Extend Internship Duration & Frequency

Around 141, i.e., two in three mentors emphasized extending the three-week internship duration for creating appropriate engagement and impact. For instance, Chotanagpur Sanskritik Sangh, Ranchi, suggested, “*Interns can be allowed for some extension period of internship because they did a great work in building an entirely new and relevant community model, and more time would allow them to ensure sustainability of the wonderful work they did.*” Global Growth Foundation,

⁴ Rahul Kataria

⁵ Chandramauli Chandel

Dhanbad, recommended, *“Please increase the duration of the internship. The impact could not be very strong in such a short period of time.”* Agastya International Foundation, Bengaluru, recommended, *“Extend the duration of the internship to allow deeper learning and meaningful engagement.”*

Recommending a three-month duration, Mallabhum Prayas, Bishnupur, stated, *“To explore the dimension of the socio-economic structure and build the emphatical understanding, one month is not sufficient. So, one suggestion is to increase the internship duration up to three months.”*

Other recommendations concerning internship duration included introducing greater flexibility and offering more frequent placement opportunities. For example, Vidya Integrated Development for Youth and Adults (VIDYA), Bengaluru, *“The intership frequency to increase as the students are capable of participating more in social impact.”* Northern Region Farm Machinery Training and Testing Institute (NRFMTTI), Hisar, suggested, *“The duration of Internship may be made a little bit flexible.”*

Pre-internship Meeting

All students are required to meet their respective Organizational Mentor, either in person or virtually, at least once before the commencement of the internship, either during Diwali or winter break. These interactions are essential for clarifying expectations and preparing students for the internship. But not all students adhere to this requirement due to their personal commitments or the non-availability of mentors during Diwali/Winter break. In this context, 40 per cent of Organizational Mentors suggested arranging a pre-internship face-to-face or virtual pre-internship meeting.

2) Preparatory Learning & Orientation

A little less than 40 per cent of mentors highlighted the importance of developing prior familiarity with the social sector and host organization to strengthen student engagement during the internship.

Provide Social Sector Orientation

As Business students lack understanding of the social sector, a few mentors suggested that the institute should arrange for a module on social sector orientation and functioning of NGOs. Elaborating further, Youth for Unity and Voluntary Action (YUVA), Kharghar, shared, *“Providing students with prior information about the organization, through the website, annual reports, or other materials, would be highly beneficial. This would help them gain a clear understanding of YUVA’s mission, focus areas, and the communities we work with, enabling them to engage more effectively and contribute meaningfully during their internship or project work.”*

Divyadeepa Charitable Trust, Mysuru, recommended, *“If the interns could be oriented in advance to the specific needs of non-profits, they would gain greater satisfaction from supporting a grassroots-level development organization. Such preparation would further strengthen the collaboration between your institution and our non-profit organization.”* Sparsh Balgram, Pune, suggested, *“Structured orientation and defined learning goals will help students understand community needs and contribute effectively.”*

Right Track, Kolkata, suggested, *“Including social issues and problems of the marginalized sections of society in the syllabus is a must.”* People’s Action for Social Service (PASS), Tirupati, emphasized, *“Strengthening orientation to the social sector will help in creating conceptual understanding on social development.”*

Strengthen Faculty Involvement

One in Seven Organizational Mentors, i.e., 30 (15 percent), recommended active faculty participation in supervising students to improve the quality of student engagement. Sparsh Balgram, Pune, reinforced this recommendation, emphasizing *“Regular mentor guidance and impact-based evaluation can make the experience more practical and transformative.”*

3) Student Development & Performance

About one in 15 mentors highlighted that student engagement depends on self-discipline, motivation, proactive involvement, and consistent participation. It was reported that a few students had a casual approach towards the internship. They lacked punctuality, self-discipline, and behaved in an unprofessional manner.

A few organizations suggested to encourage students should reflect on their learning and take personal responsibility in handling tasks while working in NGOs. To improve engagement, mentors stressed the importance of developing practical skills in students that align with social impact. For instance, The Society for Animal Health, Agriculture, Science, and Humanity (SAHASH), Noida, recommended encouraging students to develop fundraising skills and to motivate corporates to support social causes.

4) Placement Expansion

Recommendations from five per cent of organizations were focused on placement expansion. It included scaling up internships by placing more students and long-term collaborations, placing students at regular intervals, including in the second year of the MBA program. Such continuity, they felt, would allow successive batches to build upon prior work. This will safeguard projects from disruption or incompleteness caused by the limited internship duration. Organizations also suggested strengthening experiential grounding by introducing rural placements.

Continue Placing More Students

To meet NGOs’ need for interns to complete various project tasks or work on multiple projects/ locations, four organizations requested to place more students in the future. Specifying this Suyam Charitable Trust, Tiruvallur, suggested, *“Considering our daily operations, and we run two schools, we need support in many areas. E.g., one person is required exclusively for fundraising activities such as finding corporate contacts, assessing expectations, and sending proposals on our behalf or through the NGO. One intern is required to teach the children across all classes to strengthen the basics of English, Maths, Science, etc. One intern, exclusively to design presentations, write proposals, create content, design posters, etc. Instead of one intern, if possible, 3 interns will be highly helpful.”*

Besides CBD Belapur Swami Brahmanand Pratishthan, looked forward to placing students at their Uran centre in Raigad district. Divyadeepa Charitable Trust, Mysuru, stated, *“We look forward to receiving more interns from your esteemed Institute in the future as well.”*

Several partner organizations stressed the need for sustaining their association with the *We Care: Civic Engagement Internship* program. Sharing their opinion, the mentor from Pt. Chhitarmal Lata Welfare Society, Khairthal, highlighted the importance of continuity, noting, *“We expect every year a chance with your new intern.”*

Emphasizing long-term engagement, Manthan Sanstha, Kotri (Ajmer)’s mentor, appealed for an enduring partnership, stating, *“Please continue to make us your partners in this journey, so that together we can contribute something meaningful for the country. Especially for young people pursuing higher education.”*

Reinforcing the need for strengthening institutional collaboration, Mentor from Sparsh Balgram, Pune, observed that *“NMIMS can strengthen its NGO internship program by partnering with credible grassroots organizations to ensure meaningful social impact projects.”*

Extending their thoughts, Vikas Sahyog Pratishthan’s mentor, Mumbai, suggested, *“If second-year students can be sent, the institution can still help those students.”*

Introduce Rural Placements

A few Organizational Mentors emphasized the importance of immersive, field-based engagement to enhance students’ experiential learning. Gram Vikas, Berhampur, highlighted the value of prolonged rural exposure, stating that *“rural attachment with a few days’ stay in the field helps in better grounding of the students.”* Similarly, Mallabhum Prayas, Bishnupur, encouraged exploration of residential field placements within the internship structure. The mentor proposed leveraging their existing model, noting, *“Mallabhum Prayas has developed a ‘Village Stay & Study Model’ as a tool for internship, so we can scale up in collaboration with We Care.”*

5) Evaluation & Impact Measurement

In addition to skill-building, mentors also highlighted the need for more effective evaluation processes to capture individual differences in performance. Currently, mentors are required to provide feedback on all students using the same form. Community Action Society, Kolkata, recommended providing individualized feedback for students placed in teams, considering that students’ performance levels vary significantly. The mentor elaborated, *“Each individual is different, so assessment should be on individuals like Utkarsh Daga is very good, Kriti is good, but others are average.”*

7. Post-Internship Evaluation

Post internship evaluation included:

1. Assessment Criteria: Internship Organization
2. Two-Step Internal Evaluation
 - a) Assessment by Faculty Mentors
 - b) Poster Presentation

7.1 Assessment Criteria: Internship Organization

Organizational Mentors assessed the students' performance and conduct throughout the internship. They issued the final Certificate of Completion, taking into account the following parameters:

1. Adherence to the organizational code of conduct and instructions given by the mentor.
2. Demonstration of professionalism and punctuality during the internship period.
3. Timely completion and quality of assigned tasks, projects, and deliverables.
4. Submission of a comprehensive and well-structured final project report within the stipulated timeline
5. Final presentation to the Mentor, Board, and top management of the organization (This was optional)

7.2 Two-Step Internal Evaluation

To understand students' learning and takeaways from the internship, a two-step evaluation was conducted at the Institute.

a) Assessment by Faculty Mentors

During the internship, students were required to regularly submit weekly reports and discuss the progress of their internship projects with the Faculty Mentors.

After completing the internship, students were required to submit to their Faculty Mentor a soft copy of the final project report and the Completion Certificate issued by the internship organization. The Faculty Mentor conducted individual vivas between February 23, 2026, and March 31, 2026. Mentors allocated scores using the We Care: Civic Engagement Rubrics (Refer Annexure V).

b) Poster Presentation

Following the internship, students showcased their learning journey to external jury members during the *We Care: Civic Engagement Poster Presentation* on Saturday, February 28, 2026. In total, 787 students presented 328 posters, highlighting the breadth of projects undertaken.

Following the internship, students presented their learning journey to the external jury members through the We Care: Civic Engagement Poster Presentation held on Saturday, February 28, 2026. A total of 328 posters highlighted the breadth of projects undertaken by 787 students at the PAN India level.

To evaluate the poster presentation, 61 eminent judges from development organizations and corporates were invited. The Evaluation criteria included three parameters with a score of 10 each-

1. Description of Social Issue
2. Project Handled
3. Presentation

Based on the judges' assessment, 39 teams were awarded prize money of ₹3,69,000/-. (Details Annexure XI)

To ensure inclusivity, six students who were unable to attend the Poster Presentation due to medical or personal reasons were assigned an alternative task. They were required to complete a formal assignment within a stipulated timeline to fulfill the internship evaluation requirements.

8. Augmentation

The We Care: Civic Engagement Internship Augmentation included three competitions organized by the Social Responsibility Forum (SRF) on Saturday, March 7, 2026.

8.1 Ignite: We Innovate for Good

Ignite: We Innovate for Good 2026 was organized by the Social Responsibility Forum (SRF), SBM NMIMS Mumbai, and served as a high-impact platform for fostering student-driven social innovation and entrepreneurial thinking. Designed as a multi-stage competition, the preliminary round was launched on February 21, 2026, witnessing registrations by 61 students through 20 teams. Each participating team was required to submit a practical, scalable solution to real-world challenges faced by NGOs by March 1, 2026. A total of 11 teams participated in the preliminary round. From these, 6 teams comprising 21 students were shortlisted by the SRF senior team based on innovation, feasibility, and social impact. (See Annexure XI)

On March 7, 2026, six teams presented their implementation-ready social business plans in the NMIMS Mumbai Campus to the jury- Ms. Pooja Yagnik, Director, Fundraising & Corporate Partnerships, Centre for Transforming India (CTI), and Dr. Ronald Yesudhas, Head of Department, Social Innovation and Entrepreneurship, College of Social Work (Empowered Autonomous), Nirmala Niketan Institute, Mumbai. Each team was allotted a time slot for their presentation, followed by an interactive Q&A session with the judges. In addition to their preliminary submissions, teams were required to present detailed aspects such as resource requirements, human skills, funding sources, financial plans, marketing strategies, growth and sustainability plans, risk mitigation strategies, and overall social impact. The judges evaluated the teams based on innovation and creativity, feasibility and execution strategy, scalability, and social impact. After all the presentations, the judges deliberated and finalized the results. (Refer to Table 8).

Table 8: Ignite: We Innovate for Good 2026 - Winning Teams

Rank	Team (Organization)	Business Idea	Students	Prize Money (₹)
Winner	DV (Saurashtra Medical & Educational Charitable Trust (SMECT))	Project Life Digital Ecosystem Platform- Instead of solving a single problem, we digitize the entire value chain	1. Dhrupal Vagadia 2. Vishwa Shah	25,000
1st Runner-up	AI Samarth (Salaam Bombay Foundation, Mumbai)	“Project UDAAN AI”, an initiative aimed at helping students from municipal and government schools learn the basics of Artificial Intelligence and digital skills.	1. Pradyuman Sharma 2. Vatsal Parikh 3. Siddhi Panchal 4. Riya Solanki 5. Saumil Joshi 6. Hemish Shah 7. Raksha Nayak 8. Harsh Shah	15,000

Rank	Team (Organization)	Business Idea	Students	Prize Money (₹)
2nd Runner- up	The Innovator (Food Education and Economic Development Society (FEED))	“GaonRoots: A Tribal Experience & Rural Enterprise Hub”, a community-owned experiential tourism and rural commerce model aimed at generating sustainable livelihoods for tribal communities while preserving indigenous culture and traditions.	Rishav Seth	10,000

The event concluded with the felicitation of the judges and appreciation of all participants for their enthusiastic involvement and contributions.

Outcomes

The initiative delivered dual impact. The quality of solutions demonstrated the students’ ability to move beyond theoretical understanding to develop actionable, impact-oriented models customized to the needs of the social sector. It strengthened their critical competencies, including problem-solving, strategic thinking, financial planning, stakeholder orientation, and impact measurement. For NGOs, it generated innovative, scalable ideas that can enhance program effectiveness, resource mobilization, and long-term sustainability.

Ignite 2026 strengthened student capabilities through experiential learning. It generated implementable solutions to address social issues and create long-term impact that aligned with SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation, and Infrastructure), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities).

8.2 Lenses of Care: The We Care Documentary Film Fest

Lenses of Care: The We Care Documentary Film Fest 2026, organized by the Social Responsibility Forum (SRF), SBM NMIMS Mumbai, provided a platform for students to showcase their grassroots fieldwork experience in a compelling visual narrative. The competition emphasized ethical storytelling, authenticity, and responsible representation of communities. Launched on February 21, 2026, the initiative saw registrations from 80 students comprising 29 Teams. From these, 16 teams submitted original short documentaries (3-5 minutes) highlighting grassroots challenges and social impact. Based on predefined criteria, six teams were shortlisted for their strong storytelling, adherence to ethical standards, and impactful portrayal of real-world issues (See Annexure XII)

The final screening and presentation round was scheduled on March 7, 2026, at the NMIMS Mumbai campus. The event was evaluated by an esteemed panel comprising Mr. Ajinkya Mhadgut, writer, actor, and Director of various Marathi short films and Cinema, and Mr.

Vishvanath Pendurkarr, Director of Photography at Jio Creative Labs, with experience in short films and music videos. Their expertise ensured a professional evaluation of the films, focusing on storytelling, technical quality, and impact.

The shortlisted documentaries were screened in an offline format, followed by an interactive discussion and Q&A session with the judges. After all screenings, the judges deliberated and finalized the results. (Refer to Table 9).

Table 9: We Care Documentary Film Fest 2026 – Winning Teams

Rank	Team (Organization)	Documentary	Students	Prize Money (₹)
Winner	Team Ophelia (Tata Chemicals Society for Rural Development (TCSR), Mithapur)	Pashu Sakhi: SHG and Livestock Support Programmes	1. Sejal Chopra 2. Purva Paun	25,000
1st Runner-up	Blitz (Jan Shikshan Sansthan (JSS), Bokaro)	Skill se Swavalamban Tak: Journey of Dignity, Determination & Dreams	1. Argho Dutta 2. Md Nawaz Hussain	15,000
2nd Runner-up	Samriddhi Setu (Help & Helps Samiti, Raipur)	Samriddhi Setu: Bridge to Prosperity	1. Mohini Dey 2. Aditya Mishra	10,000

The event concluded with the felicitation of the judges and appreciation of all participants for their creativity and efforts.

Outcomes

The competition enabled students to create impactful documentaries that authentically captured grassroots realities, community voices, and NGO interventions. It enhanced students’ storytelling, critical thinking, and ethical representation skills. It provided NGOs with valuable communication assets to strengthen visibility, advocacy, and stakeholder engagement. The initiative further promoted awareness and inclusion, aligning with Goal 2: Zero Hunger, SDGs 4 Quality Education, Goal 5: Gender Equality, Goal 8: Decent Work and Economic Growth, SDG 10 Reduced Inequalities, and Goal 12: Responsible Consumption and Production.

8.3 We Care: Making Digital Difference (WeDigitize)

We Care: Making Digital Difference (WeDigitize) 2026 was organized by the Social Responsibility Forum (SRF), SBM NMIMS Mumbai, as a digital transformation competition *designed to drive student-led, cost-effective technology solutions for operational challenges faced by NGOs.*

Launched on February 21, 2026, the competition received registrations from 70 participants across 28 registered teams in order to submit a digital transformation proposal in the form of a PPT by March 01, 2026. A total of 15 teams participated in the preliminary round. The

submissions focused on identifying key challenges faced by NGOs during the We Care internship and proposing relevant digital solutions to enhance efficiency, scalability, and impact. Based on the evaluation criteria, 8 teams were shortlisted on the basis of the relevance of the idea, feasibility, and innovation. (For list participants, refer to Annexure XIII)

The final round of the competition was conducted on March 7, 2026, at the NMIMS Mumbai campus. In addition to their preliminary submissions, eight shortlisted teams were expected to present a comprehensive digital transformation plan, including detailed implementation steps, tools and technologies required, monitoring and evaluation methods, and a clear budget and resource allocation plan.

The competition was judged by Mr. Sandesh Bhingarde, Founder of Team Vision Foundation and a social entrepreneur working in the field of inclusive education and disability empowerment, and Ms. Fatema Kanchwala, Assistant Professor at the College of Social Work, Nirmala Niketan Institute, Mumbai.

Each team presented its solutions in an offline format, followed by an interactive question-and-answer session with the judges. Entries were evaluated on relevance to social impact, innovative use of technology, feasibility and scalability, creativity and user experience, and overall presentation and impact.

After all the presentations, the judges deliberated and finalized the results. (Refer to Table 10). The event concluded with the felicitation of the judges and appreciation of all participants for their active participation and efforts.

Table 10: We Care: Making Digital Difference 2026 – Winning Teams

Rank	Team (Organization)	Digitization Project	Students	Prize Money (₹)
Winner	Narcotics (Society for Promotion of Youth & Masses (SPYM), Chandigarh)	Digitizing Rehabilitation Operations at SPYM DDRC Chandigarh. Addressing operational inefficiencies caused by manual record-keeping and fragmented data systems.	1. Sheron Singh 2. Garima Singla	25,000
1st Runner-up	UWF (Udaan Welfare Foundation, Thane)	Making Udaan's Impact Easier to See & Trust - Digital Transformation Proposal	1. Dhiren Jadhav 2. Sanskruti Chavan 3. Manasi Kulkarni	15,000
2nd Runner-up	aaryaa.gholkar138 (Salaam Bombay Foundation (SBF), Mumbai)	IMPACT + Digital Transformation - Integrated Monitoring, Performance & Analytics for Community Transformation	1. Aaryaa Gholkar 2. Aditi Hegishte 3. Aashutosh Tiwari 4. Jiya Mathew 5. Ankita Nair 6. Pritish Kulkarni	10,000

Outcomes

The participants showcased innovative and practical digital solutions aimed at improving NGO operations, emphasizing efficiency, scalability, and long-term sustainability. It encouraged students to apply their academic knowledge and technological skills to real-world social challenges, fostering innovation and problem-solving. The initiative strengthened organizational digital readiness while aligning innovation with sustainable social impact across key SDGs such as SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities).

9. Agenda Ahead

The major suggestions from the organizational mentors and students were to increase the duration of the internship. Students also recommended shifting the internship before or after the trimester to ensure continuity of the trimester. The recommendation has been forwarded to the Dean, Academics and Learning Experience.

In response to students' requests to enhance alignment between their skills and organizational requirements, the Centre will engage with placement organizations to discuss ways to strengthen this fit. To ensure better alignment between their aspirations and the expectations of placement organizations, students will be encouraged to participate in pre-internship interactions.

The Centre will engage Faculty Mentors to guide students in integrating academic learning with internship project work. To ensure effective coordination and support, they will be persuaded to be in touch with the students and the Organizational Mentors during the internship.

Annexure I Student Data Form

**SVKM's NMIMS
School of Business Management**

We Care: Civic Engagement Internship Student Data Form

**We Care: Civic Engagement 2026
Student Data Form**

Note: Read all the instructions carefully before filling up the form.

1. Internship Duration: Tuesday, January 27 to Friday, February 20, 2026. Full-time: 7 to 8 hours per day
 2. Kindly submit your current hometown address.
 3. In case we are unable to locate a credible NGO in your hometown, we will place you in Mumbai.
 4. Some organizations may ask for internship fees ranging from Rs. 350/- 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. It is the student's responsibility to confirm the internship fee details with the organizations they are placed in.
 5. Fill up the form by June 30, 2025. If we do not receive your form by June 30, we will go ahead and place you in Mumbai by default.
-

Personal Data

1. Title:
2. Full Name:
3. Gender:
4. Age:
 - a. 20 years to 24 years completed
 - b. 25 years and above
5. Program:
 - a. MBA (Core)
 - b. MBA – HR
6. Division:
7. Roll No:
8. SAP ID:
9. Student's Mobile Number
10. Student's NMIMS Email ID

Hometown Information

11. Hometown Address (Kindly submit your parents' current residential address)
12. Parents' Contact Number:

Academic and Experience

13. Last educational degree
 - a. Graduation
 - b. Post-Graduation
14. Mention your graduation stream
15. a. Work Experience
 - a. No Experience
 - b. Upto two years
 - c. Above two yearsb. Your previous work experience sector:
16. Previous Volunteering Experience in NGO(s)
 - a. Yes
 - b. No

Language Proficiency and Sector Preferences

17. 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			
13	Other (Please specify)			

18. Skillsets
 - a. Critical Thinking
 - b. Data Management
 - c. Documentation
 - d. Event Management
 - e. Financial Management
 - f. Interpersonal Communication
 - g. Information Technology
 - h. Problem Solving
 - i. Research
 - j. Resource Mobilization
 - k. Social Media Marketing
 - l. Teaching
 - m. Training
 - n. Other, specify:

Recommendation of CSR/NGO

Fill up this section only if you wish to recommend information about the CSR Department of a corporation or a credible NGO in your hometown.

19. a. Do your parents work for a company that has a CSR Department?
a. Yes
b. No
- b. If you have selected 'Yes' in Q 19 (a), would you like to complete your internship in the CSR department of the company?
a. Yes
b. No

(If your answer to Q. No. 19(b) is 'Yes', please fill in the following details.)

- c. Name of the company?
d. Address of the Company: (City, District, State, and Pin Code)
20. a. Did you work with a company which has a CSR Department, and did they have active field projects
a. Yes
b. No
- b. If your answer to Q 20 (a) is Yes, please mention the Name of the Company
c. Address of the Company
d. Name of the CSR Head
e. Contact Number of the CSR Head
f. Email ID of the CSR Head

21. a. Do you want to suggest any NGO from your hometown?
a. Yes
b. No

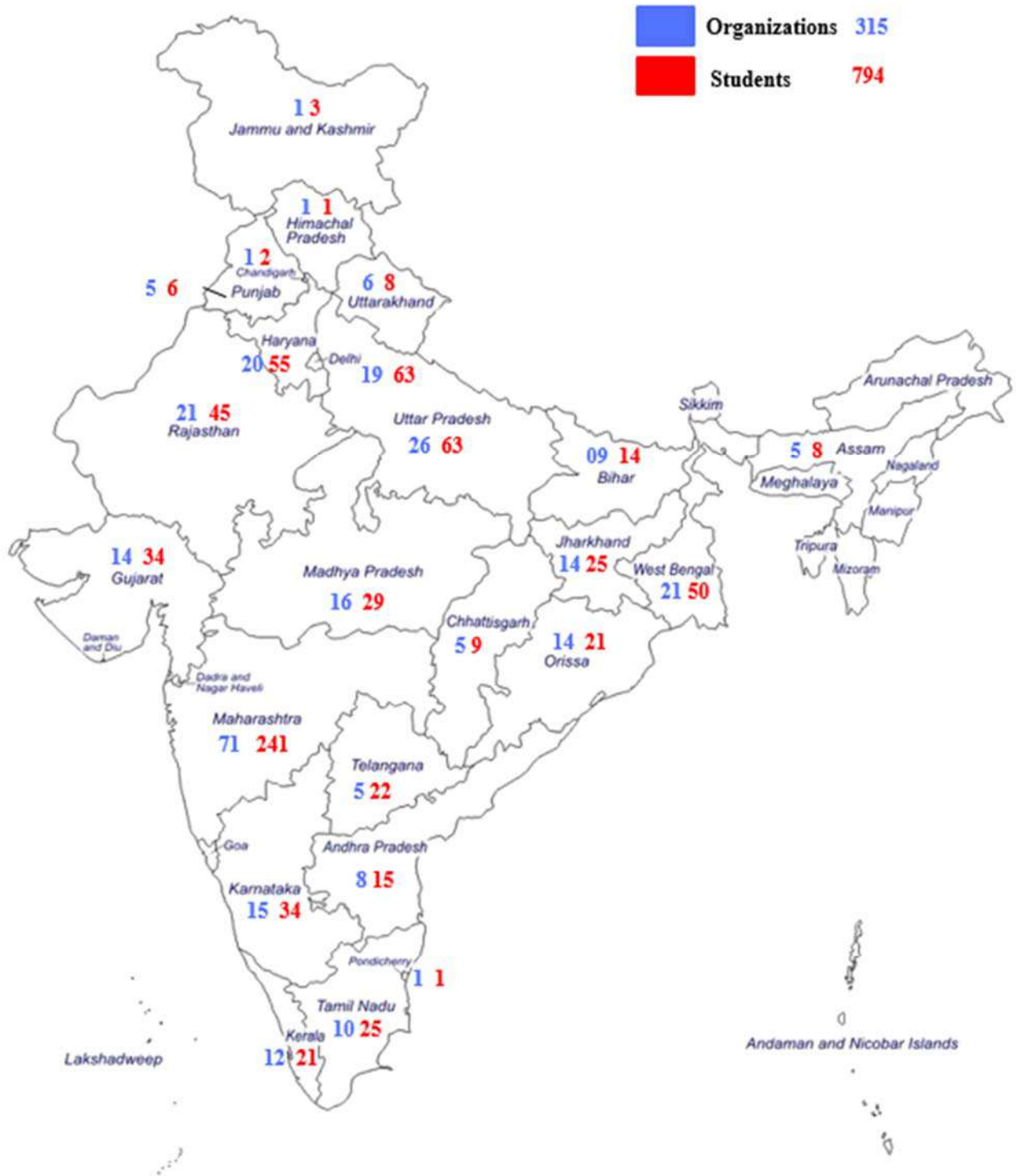
(If your answer to Q 20 is 'Yes', please provide the following information)

- b. Name of the NGO:
c. Website of the NGO: (Do not suggest Facebook/Instagram/ other social media pages. Please provide only the functional official website.):
d. Address of the NGO (Complete address with Pin Code):
e. Contact Person of the NGO (Name and Designation):
f. Contact Persons Email ID:
g. Telephone / Mobile Number:

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



Annexure III
Division-wise Workshops

We Care: Civic Engagement Internship
Division-wise Workshops

Day	Date	Slot	Division	SRF Team Member	Classroom
Monday	23-Jun-25	11:50 AM	G	Mr. Bharat Surana	603
Monday	23-Jun-25	2:00 PM	H	Mr. Vipul Agrawal	701
Monday	23-Jun-25	3:40 PM	HR B	Mr. Vipul Agrawal	701
Tuesday	24-Jun-25	2:00 PM	E	Mr. Bharat Surana	409
Tuesday	24-Jun-25	3:40 PM	B	Mr. Vipul Agrawal	508
Wednesday	25-Jun-25	11:50 AM	I	Mr. Ankit Choudhury	605
Wednesday	25-Jun-25	2:00 PM	J	Mr. Vipul Agrawal	403
Wednesday	25-Jun-25	2:00 PM	HR A	Mr. Ankit Choudhury	701
Thursday	26-Jun-25	2:00 PM	F	Mr. Vipul Agrawal	410
Thursday	26-Jun-25	3:40 PM	A	Mr. Vipul Agrawal	410
Friday	27-Jun-25	8:30 AM	D	Mr. Chaitanya Dande	510
Friday	27-Jun-25	11:50 AM	C	Ms. Vanshika Kothari	509

Annexure IV
Faculty Mentors and Regional Mentors

A) List of Faculty Mentors

Sr. No.	Name	No. of Organizations	No. of Students
1	Prof. Aarushi Singh	6	14
2	Prof. Aditi Dey Sarkar	8	14
3	Prof. Alaknanda Menon	8	14
4	Prof. Amita Shivhare	5	14
5	Prof. Anshika Tanwar	4	14
6	Prof. Arti Deo*	5	14
7	Prof. Ashu Sharma	8	14
8	Prof. Bala Krishnamoorthy	6	14
9	Prof. Bijayinee Patnaik	8	14
10	Prof. Binesh Nair	6	14
11	Prof. Bithindra Biswas	8	14
12	Prof. Chandan Dasgupta	6	14
13	Prof. Chandrima Sikdar	4	14
14	Prof. Dayanand Shetty	7	14
15	Prof. Debjyoti Dey	9	14
16	Prof. Divakar Kamath	5	14
17	Prof. Gabrielle Heart	7	14
18	Prof. Geeta D'Souza	6	14
19	Prof. Harikumar Iyer	6	14
20	Prof. Hema Bajaj*	8	14
21	Prof. Hitesh Kalro	4	14
22	Prof. Makarand Upadhyaya	6	14
23	Prof. Mala Srivastava	4	14
24	Prof. Manisha Sharma	4	14
25	Prof. Mayank Joshipura	5	13
26	Prof. Meena Galliara*	1	14
27	Prof. Mridula Mishra	4	14
28	Prof. Nafisa Kattarwala	6	13
29	Prof. Neha Sadhotra	7	14
30	Prof. Papiya De	6	14
31	Prof. Payal Trivedi	8	14
32	Prof. Pratistha Chandra	7	14
33	Prof. Preeti Khanna	5	14
34	Prof. Preeti Nayal	8	14

Sr. No.	Name	No. of Organizations	No. of Students
35	Prof. Purnima Mehrotra*	6	14
36	Prof. Rohit Yadav	5	14
37	Prof. Rose Antony	7	14
38	Prof. Sachin Mathur	6	14
39	Prof. Sagnik Bagchi	6	14
40	Prof. Samveg Patel	5	14
41	Prof. Sangeeta Wats*	1	14
42	Prof. Satish Kajjer	6	14
43	Prof. Sayantan Khanra	9	14
44	Prof. Siby Abraham*	2	14
45	Prof. Somnath Roy	5	14
46	Prof. Souvik Dhar	8	14
47	Prof. Srinivas Ainavolu	6	14
48	Prof. Subhashis Sinha*	1	14
49	Prof. Subhashish Mazumdar	4	14
50	Prof. Subramania Rajasulochana	4	14
51	Prof. Sudhanshu Pani	6	14
52	Prof. Sumant Devasthali	5	14
53	Prof. Swati Sisodia	7	14
54	Prof. Tohid Kachwala	5	14
55	Prof. Veena Vohra	3	14
56	Prof. Vikas Sarangdhar	7	14
57	Prof. Vivek Subramanian	5	14
	Total		796

On average, each Faculty Mentor is assigned approximately 14 students and 5 to 6 NGOs.

***Allocation of multiple Faculty Mentors to students placed in the same NGO (number of students indicated in parentheses):**

1. Students placed at Sol's ARC (Assessment and Remedial Centre) were mentored by Prof. Arti Deo (2 students) and Prof. Purnima Mehrotra (1 student).

2. Students placed at Salaam Bombay Foundation (SBF) were mentored by Prof. Meena Galliara (14 students), Prof. Siby Abraham (14 students), Prof. Sangeeta Wats (14 students), Prof. Subhashis Sinha (14 students), and Prof. Hema Bajaj (2 students).

B) Regional Mentors

Sr. No.	Regional Mentor	States/Uts
1	Ms. Anjalika Gujar <i>Anjalika.Gujar@sbm.nmims.edu</i>	Assam, Chandigarh, Chhattisgarh, Himachal Pradesh, Maharashtra (NMT_Rigd), Maharashtra (Outstation), Odisha, Puducherry, Rajasthan, Uttarakhand
2	Prof. Meena Galliara <i>Meena.Galliara@sbm.nmims.edu</i>	Gujarat, Jharkhand, Maharashtra (Mumbai)
3	Prof. Satish Kajjer <i>Satish.Kajjer@sbm.nmims.edu</i>	Andhra Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Tamil Nadu, Telangana, West Bengal
4	Prof. Swati Sisodia <i>Swati.Sisodia@sbm.nmims.edu</i>	Bihar, Haryana, NCT of Delhi, Punjab, Uttar Pradesh

Annexure V

Rubrics: 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 the 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 a 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 the importance of participation in civic life.	
Undeveloped (0-3)	Provides little evidence of their experience in civic-engagement activities and does not connect experiences to civic identity.	Displays a marginal understanding of managerial challenges of the civic organization and shows minimum interest in designing solutions to address managerial challenges Has poor reflective insights or analysis about the aims and accomplishments of the project handled.	Unable to identify knowledge (facts, theories, etc.) from academic study that is relevant to civic engagement and the importance of participation in civic life.	Total Score
Score				

Date : _____

Faculty Mentor's Signature : _____

Annexure VI Student Feedback Form

**SVKM's NMIMS
School of Business Management, Mumbai**

***We Care: Civic Engagement Internship – 2026* Student Feedback Form**

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 by Saturday, February 21, 2026, by EOD.

* Required fields

1. NMIMS Email ID*
2. SAP ID*
3. Student Name *
4. Program*
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 * :

1.2 Project Category* (Select any three)

1. Awareness Campaigns
2. Business Plan
3. Community Development
4. Content development (Case Study Documentation/Annual Report, etc.)
5. Creatives (Brochure/Video/PPT, Theater, etc.)
6. Educational Support (Teaching, Developing Curriculum/Study Material, etc.)
7. Enhancing digital presence (Website Management, Social Media Management, etc.)
8. Environment (Water Management, Waste Management, Tree Plantation, etc.)
9. Entrepreneurship Training
10. Event Management (Sports, Annual Day, Fairs, Medical Camps, etc.)
11. Financial Literacy (Training, Gamification, etc.)
12. Financial Management (Finance Policy, Budgeting, Costing, Accounting, etc.)
13. Health
14. HR Management / HR Policy
15. IT & Automation
16. Livelihood Support
17. Marketing (Promotions, Branding, Sales, Distribution, etc.)

18. Microfinance
19. MIS - Data Management
20. Research – Primary/Secondary (Survey, Impact Assessment, Data Analysis)
21. Resource Mobilization (Fundraising/Material/Human Resources, Drafting Proposals)
22. Soft Skill Development
23. Training (SHGs, Teachers, Staff, Beneficiaries, etc.)
24. Use of AI (use of AI in schools/NGOs)
25. Other

1.3 If you have selected ‘Other’ in Q 1.2, please specify. (Not more than five words):

1.4 With which Target Audience did you work? (Select as applicable)

1. Adolescents
2. Children
3. Farmers
4. Girls
5. LGBTQ groups
6. NGO Staff
7. Orphans
8. Patients
9. People with Disabilities
10. Senior Citizens
11. Teachers
12. Women
13. Youth
14. Other – Please specify

1.5 Were you involved in any fundraising activity? Yes / No

1.6 If your answer to Q 1.5 is Yes, how much funding did you raise?

1.7 Identify the SDGs that apply to your internship work.*

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 the 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 the task allotted

- Data for completing the assignment was delayed
- Difficulty in contacting the 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 Accounting and Analysis
- Marketing Management 1
- Organizational Behaviour 1
- Statistical Inference for Decision Making
- Contract, Competition, and Consumer Laws
- Macroeconomics
- Industry and Competitive Landscape Analysis
- Managerial Communication II
- Management Accounting for Decision Making
- Value Risks & Capital Markets
- Marketing Management 2
- Organizational Behaviour 2
- Storytelling with Data
- Modelling & Optimization for Business Decisions
- Corporate Sustainability
- Strategic Management
- Leadership Communication & Decision Making
- Corporate Finance
- Human Resource Management
- Production & Operations Management
- Business Research Methods
- Financial Modelling
- Sales Management
- Predictive Analytics

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 a 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. 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.

1. Strategic alignment of students' skills with organizations' requirements
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 a prompt response from my mentor
2. Faced difficulty in contacting the 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 – 2026 Internship Organization Feedback Form

Thank you very much for accommodating our student(s) in your organization. We request you to provide your valuable feedback on their performance by Monday, February 24, 2026.

* Required fields

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

1. 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

1.1 Intern's Conduct*

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

1.2 Quality of Work*

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)

1.3 Reports*

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

1.4 Civic Engagement Learnings*

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

2. Additional information

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

1. Awareness Campaigns
2. Business Plan
3. Community Development
4. Content development (Case Study Documentation/Annual Report, etc.)
5. Creatives (Brochure/Video/PPT, Theater, etc.)
6. Educational Support (Teaching, Developing Curriculum/Study Material, etc.)
7. Enhancing digital presence (Website Management, Social Media Management, etc.)
8. Environment (Water Management, Waste Management, Tree Plantation, etc.)
9. Entrepreneurship Training
10. Event Management (Sports, Annual Day, Fairs, Medical Camps, etc.)
11. Financial Literacy (Training, Gamification, etc.)
12. Financial Management (Finance Policy, Budgeting, Costing, Accounting, etc.)
13. Health
14. HR Management / HR Policy
15. IT & Automation
16. Livelihood Support
17. Marketing (Promotions, Branding, Sales, Distribution, etc.)
18. Microfinance
19. MIS - Data Management
20. Research – Primary/Secondary (Survey, Impact Assessment, Data Analysis)
21. Resource Mobilization (Fundraising/Material/Human Resources, Drafting Proposals)
22. Soft Skill Development
23. Training (SHGs, Teachers, Staff, Beneficiaries, etc.)
24. Use of AI (use of AI in schools/NGOs)
25. Other

2.2 If you have selected ‘Other’ in Q 3.1, please specify

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

2.3 Overall, how was your experience with our students?

2.4 Suggestions for improvement of the We Care: Civic Engagement Internship

1. The pre-internship meeting is important
2. Placement for one month or more
3. Improvement in students’ discipline and motivation
4. Strengthen orientation about the social sector
5. Active faculty engagement
6. Other suggestion

2.5 If you have selected ‘Other suggestion’, please specify

Annexure VIII Internship Execution Schedule - Gantt Chart

Internship Execution: Schedule of Tasks	Timeline	April 2025	May 2025	June 2025	July 2025	August 2025	September 2025	October 2025	November 2025	December 2025	January 2026	February 2026	March 2026	April 2026	May 2026
Planning															
Demand Estimation: Associated NGOs	April to May														
Sourcing New NGOs	May to October														
Pre Internship Activities:															
Collating Student Details	June														
We Care Orientation Workshops	June														
Collating Students' CVs	July to August														
Placement Process: Placements and Reallocation of NGOs	July to November														
Students' Pre-internship Meetings with Organizational Mentors	August to January														
Code of Conduct & Final Project Report Guidelines: Designing & Disseminating with Students.	October to November														
Appointment of Faculty Mentors	November to December														
Counselling Students to Complete Pre-internship Meetings with the Organizational Mentors	November to December														
Students' Pre-internship Meetings with the Faculty Mentors	December to January														
Class-wise interaction by SRF about a) We Care Competitions and b) Poster Presentation	December														
Activities During Internship:															
Internship Execution	January to February														
Reallocation of NGO	January														
Post Internship Activities:															
Feedback From Students	February														
Feedback From Organizations	February to March														
We Care : Civic Engagement Poster Presentation	February														
Post Internship Evaluation (Viva) by Faculty Mentor	February to March														
We Care Annual Report	February to May														

Annexure IX
List of Projects

Sr. No.	Name of the Organization	City	State/UT	Project Title
1	Chinmaya Mission	Kadapa	Andhra Pradesh	Value Education: Teaching & Event Coordination
2	Kalyana Bharathi Trust	Nellore	Andhra Pradesh	Supporting Integrated Education and Family Empowerment
3	People's Action for Social Service (PASS)	Tirupati	Andhra Pradesh	From Management Insight to Impact at People's Action for Social Service (PASS)
4	Navajeevan Bala Bhavan Society	Vijayawada	Andhra Pradesh	Holistic Youth Rehabilitation Support at Vimukti: Navajeevan De-Addiction Centre
5	Bapuji Rural Enlightenment and Development Society (BREDS)	Visakhapatnam	Andhra Pradesh	Accelerating Community Development at BREDS
6	Kidpower India	Visakhapatnam	Andhra Pradesh	Kidpower Brand & Communication Framework
7	Souls of Humanity	Visakhapatnam	Andhra Pradesh	Academic Enrichment and Skill Development Initiative @ Vidya
8	Brighter Future Development Trust	Vizianagaram	Andhra Pradesh	Digital Presence Enhancement and Impact Storytelling at Brighter Future
9	Rashtriya Gramin Vikas Nidhi (RGVN)	Guwahati	Assam	Promoting Hydroponic Farming in Assam
10	McLeod Russel India Limited	Margherita	Assam	Community Development Initiatives in Margherita
11	Global Friendship Society	Nagaon	Assam	Engaging in Education, Health, & Community Awareness
12	World Wide Fund (WWF)	Tezpur	Assam	THREADS: Handloom Livelihoods in Brahmaputra Forest Landscapes
13	Purbottar Vikash Parishad	Tinsukia	Assam	Rise Through Education: Educational Support and Website Development
14	Vikalp Foundation	Gaya	Bihar	Vikalp Foundation: Enabling Community and Organizational Transformation
15	Parivar Vikas	Jamui	Bihar	BAL VANI: Strengthening Early Childhood Education
16	Prawah Health Care Institute	Mahua	Bihar	Administrative Coordination & Operations Support for Prawah Health Care Institute

Sr. No.	Name of the Organization	City	State/UT	Project Title
17	Gramin Evam Nagar Vikas Parishad (GENVP)	Patna	Bihar	Survey for Potential Workers & Distributor Network of Candles
18	Jan Jagran Sansthan	Patna	Bihar	Survey: Socio-economic Profile for Child Sponsorship Program
19	National Association of Street Vendors of India (NASVI)	Patna	Bihar	Planning & Organizing the Patna Street Food Festival
20	Anadi Foundation	Pindaruch	Bihar	Study on Productivity & Marketing Support for Village Women Artisans
21	Tatvasi Samaj Nyas (TSN)	Purnea	Bihar	Awareness on Girl Education & Employee Survey
22	Snehi Lokotthan Sansthan	Siwan	Bihar	Awareness on Domestic Violence & AI Tool Application
23	Society for Promotion of Youth & Masses (SPYM)	Chandigarh	Chandigarh	Digitization at District Disability Rehabilitation Centres with Community Awareness
24	Share and Care Foundation	Bhilai	Chhattisgarh	Vidya Daan: Empowering Through Education
25	Shikhar Yuva Manch (SYM)	Bilaspur	Chhattisgarh	Mobile Medical Unit Project: Impact Assessment
26	Taru Foundation	Bilaspur	Chhattisgarh	Study on Vedanta Balco Initiative
27	Lokshakti Samiti	Raigarh	Chhattisgarh	Field Study & Outreach Support for the Pre-School Nutrition Program
28	Help & Helps Samiti	Raipur	Chhattisgarh	Awareness Campaign on Samridhhi Setu Projects in Raipur & Nearby Villages
29	Ahmedabad Management Association (AMA)	Ahmedabad	Gujarat	Study on Corporate Training Requirements
30	Blind People's Association	Ahmedabad	Gujarat	Sewing Kit Impact Assessment & Battery-Operated Tricycle Feasibility Survey
31	Centre for Social Justice (CSJ)	Ahmedabad	Gujarat	Survey on the State Transport Service in Villages near Vadodara
32	Prayas - Sustainable Development	Ahmedabad	Gujarat	Targeted Intervention Program for Bridge Population in Vatva (Ahmedabad)

Sr. No.	Name of the Organization	City	State/UT	Project Title
33	Gram Vikas Trust	Bharuch	Gujarat	Health Awareness Campaigns in Karela & Derol Villages
34	Arya Samaj	Gandhidham	Gujarat	Documentation & Child Development Support at Arya Samaj
35	Tata Chemicals Society for Rural Development (TCSR)	Mithapur	Gujarat	Research and Development of SHG and Livestock Support Programmes
36	Reliance Industries Limited	Motikhavdi	Gujarat	Scalability Assessment: Inter-School Program Models & Market Outreach for Women-Led Enterprises
37	Saurashtra Medical & Educational Charitable Trust (SMECT)	Rajkot	Gujarat	Impact Assessment for Women Empowerment Training Centre
38	Navsarjan Xaviour's Cell for Human Development	Surat	Gujarat	Socio-economic Profile of Migrant Labourers
39	Bal Bhavan Society	Vadodara	Gujarat	Designing Bal Sarjan Annual Reports & Intellectual Disability Program Flyers
40	Deepak Foundation	Vadodara	Gujarat	Centralized Data Management: Design & Feasibility Check
41	Hope Foundation	Vadodara	Gujarat	Wellness at Doorstep: Empowering Women as Certified Home-Service Wellness Entrepreneurs
42	Mahavir International (Mahavir Foundation Trust)	Vadodara	Gujarat	Strategy for driving 'Data Driven Impact'@ Mahavir Foundation
43	Vanvasi Kalyan Ashram	Bhiwani	Haryana	Strengthening Administrative, Educational & Fundraising Process
44	Adarsh Samaj Sahayog Samiti	Faridabad	Haryana	Driving Community Impact through Education, Health & Outreach
45	Parbhat An Awakening	Faridabad	Haryana	Teaching Support & Designing Educational Material at Shri Hari Pathshala
46	Prakash Deep Trust (Prakashdeep)	Faridabad	Haryana	Empowering Students through Learning and Mentorship
47	Sugam NGO	Faridabad	Haryana	Sugam: Scaling Impact through Digital Strategy, CSR Partnerships, and Data Management

Sr. No.	Name of the Organization	City	State/UT	Project Title
48	Tender Heart NGO	Faridabad	Haryana	Strengthening Women Empowerment & Health Initiatives
49	Bharat Memorial Charitable Trust, "Neev"	Gurugram	Haryana	Academic & Career Support with Digital System Improvement
50	Dream Girl Foundation	Gurugram	Haryana	Educational Support & Digital Outreach
51	Hero FinCorp.	Gurugram	Haryana	Execution Support for Scholarship & Financial Literacy
52	The Bridge India	Gurugram	Haryana	SDG Awareness, Outreach, & Event Management
53	Vidya Integrated Development for Youth and Adults (VIDYA)	Gurugram	Haryana	Strategies to Enhance Educational Support: Leveraging AI & Digital Systems and Facilitating Donor Engagement
54	Vision for Health Welfare and Special Needs (VISHWAS)	Gurugram	Haryana	Extending Support to Welfare Activities for People with Different Disabilities
55	Northern Region Farm Machinery Training and Testing Institute (NRFMTTI)	Hisar	Haryana	Promoting Agri-entrepreneurship among Rural Youth & Women
56	The Inspire India NGO	Hisar	Haryana	Mujhe Bhi Padhna Hai: Awareness Creation & Resource Mobilization
57	Uditkunj Foundation	Kaithal	Haryana	Awareness on Mental Health & Personal Hygiene; Medical Camps in Educational Institutions
58	Sarvani NGO	Panchkula	Haryana	Academic & Holistic Development of School Children
59	Kalyani Education Welfare Trust	Panipat	Haryana	Execution of Environmental Sustainability Initiatives
60	Nipun Foundation Charitable Trust	Rohtak	Haryana	Cleanliness & Public Space Maintenance Drive
61	Spread Smile Foundation Trust	Sonapat	Haryana	Strengthening Teaching, Capacity Building, and Strategic Resource Planning
62	Ni Aasre Da Aasre Society	Yamuna Nagar	Haryana	Company Outreach for Rescue & Rehabilitation Support

Sr. No.	Name of the Organization	City	State/UT	Project Title
63	Human Rights Protection Cell And Welfare Association (ASHHRAYA)	Una	Himachal Pradesh	Inclusive Learning & Engagement Program for Children with Disabilities
64	Hemophilia Society	Jammu	Jammu & Kashmir	Multi-Stakeholder Haemophilia Supply Chain Optimisation
65	Jan Shikshan Sansthan (JSS)	Bokaro	Jharkhand	Impact Study: Women Skill Development Initiatives at JSS Bokaro
66	Manav Seva Ashram	Bokaro	Jharkhand	Structural & Holistic Development of Mentally Challenged Kids
67	Ekjut India	Chakradharpur	Jharkhand	Analysis of Participatory Learning Activity (PLA) Meeting Records
68	Global Growth Foundation	Dhanbad	Jharkhand	Structured Learning Intervention for Multi-Grade Classrooms
69	Society for Advancement in Tribes Health Education & Environment (SATHEE)	Godda	Jharkhand	Study of Tribe Market for Forest Produce in Godda District
70	Gramin Samaj Kalyan Vikas Manch	Hamidganj	Jharkhand	Optimization Strategy for Women Empowerment, Child Welfare, & Adoption Services
71	Jan Sewa Parishad	Hazaribaug	Jharkhand	Study on Child Marriage Prevention
72	Adarsh Seva Sansthan	Jamshedpur	Jharkhand	Underage Elopement Marriages Study
73	Relearn Foundation	Jamshedpur	Jharkhand	Annual Day Function Organisation & Functional Literary Gap Survey
74	Tata Steel Foundation	Jamshedpur	Jharkhand	Score Up - Strategic Plan to Boost Class 10 Scores
75	Chotanagpur Sanskritik Sangh	Ranchi	Jharkhand	Alternate Education for Rural Jharkhand in Bero block
76	Citizens Foundation	Ranchi	Jharkhand	Evaluating CSR landscape & Government Health Initiatives
77	Jharkhand Swabhiman	Ranchi	Jharkhand	Health Awareness Campaigns in Ranchi
78	Society for Upliftment of People with	Ranchi	Jharkhand	Survey on Socio-Economic Issues in Villages & Proposed Interventions

Sr. No.	Name of the Organization	City	State/UT	Project Title
	People's Organization and Rural Technology (SUPPORT)			
79	Rajalakshmi Children Foundation	Belagavi	Karnataka	Strengthening RCF's digital presence, content strategy, and impact reporting
80	Agastya International Foundation	Bengaluru	Karnataka	Organizational Development & Impact Assessment for Agastya
81	Assisted Living For Autistic Adults (ALFAA)	Bengaluru	Karnataka	Teaching Assistance & Drafting CSR Proposals
82	Bangalore Rural Educational and Development Society (BREADS)	Bengaluru	Karnataka	Development Research & Systems Support Projects at BREADS
83	Cube Academy Private Limited (Partner of Salaam Bombay Foundation (SBF))	Bengaluru	Karnataka	Financial Literacy Awareness Program
84	Deenabandhu	Bengaluru	Karnataka	Retail Management Training for Women Beneficiaries
85	Mphasis Limited	Bengaluru	Karnataka	Mphasis Foundation: CSR Systems Transformation and Program Impact Assessment
86	Samarthanam Trust for the Disabled	Bengaluru	Karnataka	Digital Marketing & Proposal Writing For Environmental Initiatives
87	SGBS Unnati Foundation (SUF)	Bengaluru	Karnataka	Student Feedback Analysis for Sponsors
88	Surabhi Foundation Trust	Bengaluru	Karnataka	Execution Support for Educational & Environmental Initiatives
89	Vidya Integrated Development for Youth and Adults (VIDYA)	Bengaluru	Karnataka	Designing Digital Empowerment Programme Magazine & Dashboard
90	Chikmagalur Multipurpose Social Service Society	Hassan	Karnataka	Digital Enablement & Fundraising Support

Sr. No.	Name of the Organization	City	State/UT	Project Title
91	Deshpande Foundation	Hubballi	Karnataka	CSR Event Stakeholder Mapping
92	Divyadeepa Charitable Trust	Mysuru	Karnataka	Institutional Sustainability Transformation at KaliyuvaMane
93	Bharathiya Vikas Trust (BVT)	Udupi	Karnataka	Application of Decentralized Renewable Energy in Education & Health Care
94	PlanatEarth	Aluva	Kerala	Promoting Environmental Sustainability: Awareness & Fundraising Strategies
95	Welfare Services Ernakulam	Ernakulam	Kerala	Process Improvement Plan at WESCO Credit
96	Kannur Association for Integrated Rural Organisation and Support (KAIROS)	Kannur	Kerala	Beneficiary Identification for Save a Family Plan
97	Kothamangalam Social Service Society	Kothamangalam	Kerala	Driving Marketing, Outreach, & Operational Efficiency at KSSS
98	Jyothi Jeeva Poorna Trust (Archana Women's Centre)	Kottayam	Kerala	Strengthening Women-Centric Enterprises in Kottayam
99	Devashrayam Charitable Society	Palakkad	Kerala	Supporting Funding & Key Functional Activities for PWDs at Devashreyam
100	Ottapalam Welfare Trust	Palakkad	Kerala	Study of Preventive Healthcare Initiatives at Ottapalam Welfare Trust
101	Jawaharlal Memorial Social Welfare & Public Cooperation Centre	Thalayolaparambu	Kerala	Enhancing Screw Pine Craft Digital Outreach Project
102	Tiruvalla Social Service Society - Bodhana	Thiruvalla	Kerala	Bodhisree Honey - Marketing & Distribution
103	Atma Foundation Thrissur	Thrissur	Kerala	Business Development Execution at ATMA Foundation
104	Kottapuram Integrated Development Society (KIDS)	Thrissur	Kerala	Natural Fibre Craft Business Enhancement & Community Initiatives

Sr. No.	Name of the Organization	City	State/UT	Project Title
105	Kuriakose Elias Service Society (KESS)	Thrissur	Kerala	Empowering Youth with Skill Development & Career Support
106	Green Tigers	Betul	Madhya Pradesh	Awareness & Event Management of Green Tigers Environmental Initiatives
107	Aadhaar Counselling and Therapy Council	Bhopal	Madhya Pradesh	Resource Mobilisation: CSR Fundraising
108	Aarambh Education & Community Development Society	Bhopal	Madhya Pradesh	Community-Based Intervention for Underprivileged Adolescents
109	Milaan Foundation	Bhopal	Madhya Pradesh	Drafting Case Studies & Documentation
110	Sathiya Welfare Society	Bhopal	Madhya Pradesh	Field Integration for Community Awareness & Skill Development
111	Raman Siksha Samiti	Gwalior	Madhya Pradesh	Community Awareness on Drug Addiction in Gwalior
112	Jan Vikas Society	Indore	Madhya Pradesh	Impact Assessment of Women Empowerment & Community Development Initiatives
113	Nurture Equality Education Vision (NEEV)	Indore	Madhya Pradesh	Imaandari ki Dukaan 2.0 - Digital Marketing & Operations
114	Vasudha Vikas Sansthan	Indore	Madhya Pradesh	Advancing Health & Education through WASH & MAAN Programs
115	Project Flashlight	Jabalpur	Madhya Pradesh	Awareness Campaign on Dignified Life for All
116	Seva Bharti	Jabalpur	Madhya Pradesh	Educational Support & Community Engagement at Ladli Basera
117	Manav Jeevan Vikas Samiti	Katni	Madhya Pradesh	Social Media Template Design & Management
118	Sarthak Social Welfare Society	Mandsaur	Madhya Pradesh	Tree Plantation & Environment Conservation Campaigns
119	Bela Cement Works	Rewa	Madhya Pradesh	Empowering Marginalised Communities through Udyam
120	Sudisha Foundation	Rewa	Madhya Pradesh	Akshar: Educational Camps for Underprivileged
121	Kripa Social Welfare Services	Ujjain	Madhya Pradesh	SHG Grocery Store Operational Audit & Governance Action Plan

Sr. No.	Name of the Organization	City	State/UT	Project Title
122	Snehalaya	Ahilyanagar	Maharashtra	Reimagining Outreach through Digital Transformation & Service Enhancement of Radio 90.4 FM@Snehalaya
123	Harshal Gramin Vikas Bahuddeshiya Sanstha	Chandrapur	Maharashtra	Akola Tribal Welfare Scheme Impact Assessment
124	Savitribai Phule Mahila Ekatomata Samaj Mandal (SPMESM)	Chhatrapati Sambhajinagar	Maharashtra	Data Analysis of Education & Mental Health Initiatives
125	Ugam Gramin Vikas Sanstha	Hingoli	Maharashtra	Community Biodiversity Engagement & Documentation
126	Indian Social Welfare Society (ISWS)	Gondia	Maharashtra	Skill Development & Capacity Building Initiative in Gondia district
127	Action Related to the Organisation of Education, Health and Nutrition (AROEHAN)	Jawhar	Maharashtra	Strengthening data systems and digital capability for operational efficiency@ AROEHAN
128	Niwasi Mook Badhir Vidyalay (Shriram Education Society)	Khamgaon	Maharashtra	Digitization: Inventory Management and QR-Based Website Access
129	Helpers of the Handicapped	Kolhapur	Maharashtra	Beyond Teaching: Enabling Inclusion in Education
130	Bhagirath Gramvikas Pratishthan	Kudal	Maharashtra	Horns to Hope: Study of Goat Farming in Sindhudurg
131	NGO Aroha	Nagpur	Maharashtra	Integrated Development for Sustainable Communities
132	Sahyadri Foundation	Nagpur	Maharashtra	ABHA Training & Content Development
133	Underprivileged Advancement by Youth (UPAY)	Nagpur	Maharashtra	Campus Expansion Research, Event Management & Content Writing
134	Vardaan (Vidarbha chapter of Indian Association for Promotion of Adoption & Child Welfare (IAPACW)	Nagpur	Maharashtra	Gap Analysis Survey on Small Steps Forward

Sr. No.	Name of the Organization	City	State/UT	Project Title
135	Western Coalfields Limited (WCL)	Nagpur	Maharashtra	WCL CSR Engagement & Documentation
136	Yuva Rural Association (YRA)	Nagpur	Maharashtra	Business Model for Sustainable Livelihood
137	Abhivyakti Media for Development	Nashik	Maharashtra	Grassroots Youth & Gender Empowerment Initiatives
138	Palawi Project by Prabha Hira Pratishthan	Pandharpur	Maharashtra	Gamification for Senior Citizens, CSR Collaboration & MIS System
139	Aashwast	Pune	Maharashtra	MIS System &Accounts Support
140	Access Life Assistance Foundation (Access Life)	Pune	Maharashtra	Cancer Week: Strategy & Execution
141	Muktaa Charitable Foundation	Pune	Maharashtra	Merchandise Cataloguing & Expense Reports
142	Salaam Bombay Foundation (SBF)	Pune	Maharashtra	Financial Literacy & Dolphin Tanki 5.0: Empowering Young Entrepreneurs
143	Samavedana	Pune	Maharashtra	Marketing Strategy Formulation & Data Entries
144	Sparsh Balgram	Pune	Maharashtra	Academic Tutoring & Educational Support
145	Wings for Dreams	Pune	Maharashtra	Women Empowerment Through Grassroots Engagement
146	Bharatiya Samaj Seva Kendra (BSSK)	Sangli	Maharashtra	Educational Support for Vulnerable Children
147	Sarathi Youth Foundation	Solapur	Maharashtra	Enhancing Youth Development Initiatives
148	Abhadha Foundation	Tumsar	Maharashtra	Designing Assessment Framework and Database Management
149	Aastha Parivaar	Mumbai	Maharashtra	Entrepreneurship Training for Underprivileged Women
150	Abhilasha Foundation	Mumbai	Maharashtra	Corporate Communication & Marketing Collaterals
151	Academy of Learning and Development	Mumbai	Maharashtra	Content Development & Bake Sale Event Management

Sr. No.	Name of the Organization	City	State/UT	Project Title
152	Aftertaste Foundation	Mumbai	Maharashtra	Structuring the Unorganized: HR & Operations for Artisans
153	Animedh Charitable Trust (ACT)	Mumbai	Maharashtra	Research & Impact Communication Initiatives at Animedh Charitable Trust
154	Aseema	Mumbai	Maharashtra	Academic & Co-Curricular Support for School Children
155	Bookwallah Organization	Mumbai	Maharashtra	Institutional Strengthening & Revenue Expansion
156	Catalysts for Social Action (CSA)	Mumbai	Maharashtra	Enabling structured data integration and CRM-based donor management systems@CSA
157	Child Help Foundation	Mumbai	Maharashtra	Child Health Survey and Awareness: POCSO & POSH
158	DEEDS Public Charitable Trust	Mumbai	Maharashtra	DEEDS Awareness Program: Outreach & Digital Presence
159	Janvi Charitable Trust	Mumbai	Maharashtra	Integrated Education Development Initiative
160	Kotak Education Foundation	Mumbai	Maharashtra	Scholarship Program Process Optimization
161	Light of Life Trust	Mumbai	Maharashtra	Entrepreneurship & AI Literacy Sessions & Marketing Strategy
162	Mann - Center for Individuals with Special Needs	Mumbai	Maharashtra	Community Outreach for New Enrolments & Data Analysis of Popup Sales
163	Muktangan	Mumbai	Maharashtra	Content Development: Fundraising & HR Process Documentation
164	Paranubhuti Foundation	Mumbai	Maharashtra	Charity Store Fundraising Pilot Project
165	RA Foundation	Mumbai	Maharashtra	Framework for Donor & Program Management Modules
166	Rajani Foundation	Mumbai	Maharashtra	Educational Outreach & Branding for Kids' Food Fest
167	Ratna Nidhi Charitable Trust	Mumbai	Maharashtra	Designing Inclusive Education & Economic Pathways
168	Salaam Bombay Foundation (SBF)	Mumbai	Maharashtra	Artificial Intelligence Curriculum Development
169	Salaam Bombay Foundation (SBF)	Mumbai	Maharashtra	Dolphin Tanki 5.0: Empowering Young Entrepreneurs

Sr. No.	Name of the Organization	City	State/UT	Project Title
170	Salaam Bombay Foundation (SBF)	Mumbai	Maharashtra	Financial Literacy Awareness Program
171	Salaam Bombay Foundation (SBF)	Mumbai	Maharashtra	School Level Entrepreneurship
172	Sol's ARC (Assessment and Remedial Centre)	Mumbai	Maharashtra	Content Screening, Monitoring & Evaluation - Initiatives for Differently Abled
173	Srujna	Mumbai	Maharashtra	Sheroes Event Outreach & Data Management
174	Tata Community Initiatives Trust - Tata STRIVE	Mumbai	Maharashtra	Improving Employee Induction Experience
175	The Society for Door Step School	Mumbai	Maharashtra	Digital Literacy & Financial Awareness
176	Training and Educational Centre for Hearing Impaired (TEACH)	Mumbai	Maharashtra	Volunteer Observations: DHH Training Institute
177	Umang Foundation Trust	Mumbai	Maharashtra	Educational Support at Umang Foundation
178	Vatsalya Trust	Mumbai	Maharashtra	Empowering Adults with Intellectual Disabilities through Art-based Skill Development
179	Vidya Integrated Development for Youth and Adults (VIDYA)	Mumbai	Maharashtra	Digital Empowerment: Optimizing VIDYA's Data & Marketing
180	Vikas Sahyog Pratishthan	Mumbai	Maharashtra	Donor Engagement & Digital Presence Enhancement
181	Lakshya Foundation	Badlapur	Maharashtra	Fundraising Proposals for Educational Infrastructure in Tribal Regions
182	Swami Brahmanand Pratishthan	CBD Belapur	Maharashtra	Organisational Communication & Safety Documentation
183	Plant and Animals Welfare Society (P.A.W.S.)	Dombivli	Maharashtra	Execution Support for Animal Welfare Operations at PAWS
184	Prangan Foundation	Dombivli	Maharashtra	Psycho-Educational Framework for Menstrual Literacy

Sr. No.	Name of the Organization	City	State/UT	Project Title
185	Pragatee Foundation	Jui Nagar	Maharashtra	Equity in Nutrition & Education
186	Association of Rural People for Health and Educational Needs (ARPHEM)	Kharghar	Maharashtra	Child Education Needs Survey in Industrial Communities
187	Inaturewatch	Kharghar	Maharashtra	Impact Study: Taloja Hills Eco-restoration
188	Youth for Unity and Voluntary Action (YUVA)	Kharghar	Maharashtra	Women Empowerment through Financial Literacy
189	Children of the World India Trust	Nerul	Maharashtra	Grassroots Child Development Study
190	AkshayaShakti Welfare Association	Thane	Maharashtra	Strengthening the Operational System of AkshayaDhaaga
191	Khushiyaan Foundation	Thane	Maharashtra	Holistic Service for Community Empowerment
192	Kshamata Transformation Centre	Thane	Maharashtra	Integrated Operations & Social Development Initiative
193	Seva Sahayog Foundation	Thane	Maharashtra	Digital Presence & Social Media Audit
194	Seva Sahayog Foundation	Badlapur	Maharashtra	School Kit Initiative Impact Assessment
195	Udaan Welfare Foundation	Thane	Maharashtra	Elevating NGO Visibility & Outreach
196	Annapurna Pariwar	Vashi	Maharashtra	Digitalisation of Monthly Collection
197	Sujaya Foundation	Vashi	Maharashtra	Inclusive Academic Skill Development Program
198	Akhil Bhartiya Gramin Utahan Samiti	New Delhi	NCT of Delhi	Community empowerment activities with ABGUS
199	Ashish Foundation for the Differently Abled Charitable Trust (AFDA)	New Delhi	NCT of Delhi	Program & Communication Support for Inclusive Development
200	Association For Social Health In India (ASHI)	New Delhi	NCT of Delhi	Empowering Communities Through Structured Outreach Initiatives

Sr. No.	Name of the Organization	City	State/UT	Project Title
201	Auxilium Snehalaya	New Delhi	NCT of Delhi	Child Safety: Awareness & Workshop
202	Child Survival India	New Delhi	NCT of Delhi	Child Welfare: Healthcare & Learning
203	Deepalaya	New Delhi	NCT of Delhi	Resource Mobilization: Outreach, Proposals & Impact
204	Helping Hand India NGO	New Delhi	NCT of Delhi	Strengthening School at Home Through Outreach & Engagement
205	Interactive Forum on Indian Economy (IFIE)	New Delhi	NCT of Delhi	Enhancing the Operational Efficiency of the Jeevan Dhaara Project
206	Manjula Social Welfare Foundation	New Delhi	NCT of Delhi	Project Uday-Unity, Development & Youth Enhancement
207	Nipun	New Delhi	NCT of Delhi	Women-Centered & Gender-Inclusive Community Empowerment
208	NIRMANA	New Delhi	NCT of Delhi	Entitlement Facilitation & Welfare Access for Construction Workers.
209	Pratigya Educational Initiative Society	New Delhi	NCT of Delhi	Smile Twin e-Learning Program
210	Prerna Social Development and Welfare Society	New Delhi	NCT of Delhi	Solar Water Disinfectants Awareness & Proposal for WASH Project
211	Sewa Bharati	New Delhi	NCT of Delhi	Educational and Skill-Building Support for Marginalized Children
212	Shiksha Rath	New Delhi	NCT of Delhi	Strengthening Education Initiative & Digital Outreach
213	Shubhakshika Education Society	New Delhi	NCT of Delhi	Education & Digital Engagement with Data Support
214	SK Vision Foundation	New Delhi	NCT of Delhi	Competitor Research: NGOs in NCR
215	Sri Aurobindo Society	New Delhi	NCT of Delhi	Support for National Conference on Inclusive Education & Stakeholder Management
216	Uttejana Foundation	New Delhi	NCT of Delhi	Awareness on Menstrual Health & Emotional Literacy
217	NALCO Foundation	Angul	Odisha	Community Development at NALCO Angul

Sr. No.	Name of the Organization	City	State/UT	Project Title
218	Sambalpur Integrated Development Institute (SIDI)	Angul	Odisha	SIDI: Fostering Resilient Farming in Angul
219	School of Fine Arts (SOFA)	Bargarh	Odisha	Process Optimization for Inclusive Skill Development
220	Gram Vikas	Berhampur	Odisha	Data Efficiency Through Survey Framework Optimization
221	Centre for Youth and Social Development (CYSD)	Bhubaneswar	Odisha	Developing Dashboard: Digitizing Historical Donor Data
222	Development & Environment Futures Trust (DEFT)	Bhubaneswar	Odisha	Sangathita Krushi: Collective Natural Farming Transition
223	Niyatee Foundation	Bhubaneswar	Odisha	Pre-Recruitment Training Program: Awareness Campaign
224	Spring Health	Bhubaneswar	Odisha	Impact Study: Decentralised Drinking Water Distribution
225	Basundhara	Cuttack	Odisha	Project Proposal of Children's Home
226	National Aluminium Company Limited (NALCO)	Damanjodi	Odisha	Enhancing CSR Operations: School Bus, Tendering Process, and Mobile Health Unit Projects
227	Women's Organisation for Rural Development (WORD)	Damanjodi	Odisha	Civic Engagement in Livelihood Promotion
228	Prateeksha NGO	Nuapada	Odisha	Sustainable Rural Drinking Water & Hygiene Management
229	Community Welfare Society	Rourkela	Odisha	Awareness Program for Women on Financial Literacy
230	Mahanadi Coalfields Limited (MCL)	Sambalpur	Odisha	Examining the Functional CSR System at MCL
231	Akshay Patra Foundation	Puducherry	Puducherry	Cost Reduction & Optimization of Kitchen
232	Abhivyakti Foundation	Amritsar	Punjab	Targeted HIV Intervention Program

Sr. No.	Name of the Organization	City	State/UT	Project Title
233	Ambuja Foundation	Bathinda	Punjab	Virasat: Empowering Women Artisans
234	Pahal	Jalandhar	Punjab	PAHAL: Awareness, Outreach, & Impact Documentation
235	Society for Welfare of the Handicapped	Patiala	Punjab	Educational Support for Patiala School for the Deaf & Blind
236	Kisan Sanchar	Zirakpur	Punjab	Strengthening Outreach & Market Linkages
237	Jan Chetna Sansthan	Abu Road	Rajasthan	Annual Report Documentation Project
238	Society for Humanism and Universal Backward's Habitation development Activities (SHUBHDA)	Ajmer	Rajasthan	Supporting Mentally Challenged: Resource Mobilisation & Teaching
239	Ibtada	Alwar	Rajasthan	Equal Opportunity & Inclusion for Rural Children
240	Pt. Chhitarmal Lata Welfare Society	Alwar	Rajasthan	Fundraising for Intellectually-Challenged Students' Transportation
241	Indian Foundation	Bhilwara	Rajasthan	Educational Needs Assessment & Awareness in Government Schools
242	Azad Foundation	Jaipur	Rajasthan	Developing Modules: Digital Literacy & Men for Gender Justice
243	Disha Foundation	Jaipur	Rajasthan	Designing Product Catalogue
244	Human Life Foundation	Jaipur	Rajasthan	A Multi-Faceted Approach to Urban Slum Education
245	Kamlabai Charitable Trust	Jaipur	Rajasthan	Examining the Functional CSR System at MCL
246	Muskaan Foundation for Road Safety	Jaipur	Rajasthan	Rambagh Circle Road Safety Campaigning
247	Naya Sawera	Jaipur	Rajasthan	Empowering Women Artisans & Integrated Engagement
248	Umang	Jaipur	Rajasthan	Designing Umang's Product Costing & Brochure

Sr. No.	Name of the Organization	City	State/UT	Project Title
249	Gramin Vikas Vigyan Samiti (GRAVIS)	Jodhpur	Rajasthan	Community Development & Education in Gagari Village
250	Sambhali Trust	Jodhpur	Rajasthan	Execution Support: Educational Activities, Market Expansion Plan for Jodhpur Artisans & LGBTQ Sensitization Workshop
251	Manthan Sanstha Kotri	Kishangarh	Rajasthan	Liquid Gold: Impact Assessment of Rainwater Harvesting on Land Wealth and Livelihood Resilience
252	Shri Karni Nagar Vikas Samiti	Kota	Rajasthan	Inclusive Community Initiatives Execution Support
253	Shubhashraya Foundation	Kota	Rajasthan	Strengthening Smart Village Initiative
254	Mahavir International	Nagaur	Rajasthan	Enhancing Community Healthcare Delivery
255	Rajsamand Jan Vikas Sansthan	Rajsamand	Rajasthan	Brochure Designing for Jagriti Project
256	Gramin Shiksha Kendra Samiti	Sawai Madhopur	Rajasthan	Feasibility & Impact Assessment for New Umang Center in Chaan Village
257	Tara Sansthan	Udaipur	Rajasthan	Store Management & ManPower Planning
258	Agaram Foundation	Chennai	Tamil Nadu	Enhancing Database and Digital Presence
259	AID India	Chennai	Tamil Nadu	Empowering Communities from Classroom to Village
260	Association for Non-Traditional Employment for Women (ANEW)	Chennai	Tamil Nadu	Impact Communication Initiatives at ANEW
261	Chennai Petroleum Corporation Limited	Chennai	Tamil Nadu	Documenting Projects on the Department of Public Enterprise Portal
262	Vidyarambam Trust	Chennai	Tamil Nadu	Strengthening Organizational Systems at Vidyarambam Trust
263	Aishwariam NGO	Coimbatore	Tamil Nadu	Integrated Community Development Initiatives
264	Siruthuli	Coimbatore	Tamil Nadu	Afforestation and Water Channel Rejuvenation
265	Sakthi-Vidiyal	Madurai	Tamil Nadu	Social Audit Report Creation

Sr. No.	Name of the Organization	City	State/UT	Project Title
266	Society for Community Organisation and People's Education (SCOPE)	Tiruchirapalli	Tamil Nadu	Poverty Stop Light Intervention Survey
267	Suyam Charitable Trust	Tiruvallur	Tamil Nadu	Educational Support and Donor Engagement
268	Ashray Akruiti	Hyderabad	Telangana	Support Initiatives for the Hearing-Impaired Community
269	Center for Action Research and People's Development (CARPED)	Hyderabad	Telangana	Socio-Economic Study of Senior Citizens
270	Hyderabad Council of Human Welfare (HCHW)	Hyderabad	Telangana	Execution and Documentation of the Skill Development Initiative
271	Mahita	Hyderabad	Telangana	Process & Digital Improvement in Childcare Systems
272	Subhiksha	Hyderabad	Telangana	Fundraising & Digital Engagement Strategy
273	Ek Pahel	Agra	Uttar Pradesh	SHIKSHA Plus: Empowering Adults with Vernacular Education
274	The Wings of Desire	Aligarh	Uttar Pradesh	Formalizing Education & Public Awareness
275	Sudeeksha Nai Raah Foundation	Azamgarh	Uttar Pradesh	Administrative Support for a Skill Development Center
276	Shobha Foundation Society	Banda	Uttar Pradesh	Operational & Attendance Support at Training Centre
277	Choti si Asha	Bareilly	Uttar Pradesh	Strengthening Brand Visibility & Operational Systems
278	Social Action for Knowledge Building & Awareness Raising (SAKAR)	Bareilly	Uttar Pradesh	Impact Assessment: SAKAR's Programs & Initiatives
279	Love Care Foundation	Ghaziabad	Uttar Pradesh	Educational Support & Digital Content Creation
280	Nirbhed Foundation	Ghaziabad	Uttar Pradesh	Empowering Children Through Education

Sr. No.	Name of the Organization	City	State/UT	Project Title
281	Sanhita Jansahayak	Ghaziabad	Uttar Pradesh	CSR Outreach & Social Media Engagement
282	Tapovan Education Foundation	Ghaziabad	Uttar Pradesh	Digital Empowerment & Education Advancement
283	Pragati Path	Jhansi	Uttar Pradesh	Farmer Training & Agricultural Scheme Awareness
284	India Development Alternatives Foundation (IDAF)	Kanpur	Uttar Pradesh	Integrated Community Health & Cyber Awareness Initiative
285	Shramik Bharti	Kanpur	Uttar Pradesh	Boond Bachat SHGs: Financial Data Reconciliation
286	Caring Souls Foundation (CASOF)	Lucknow	Uttar Pradesh	OncoAware: A Cancer Education Initiative
287	Jan Pragati	Lucknow	Uttar Pradesh	Pragati Pathshala: Foundational Education for Children in Malesemau
288	Milaan Foundation	Lucknow	Uttar Pradesh	Girl Icon 3.0: Community Leadership by Girls
289	Sarthak Foundation	Lucknow	Uttar Pradesh	Student Skill Development & Workplace Readiness Program
290	Yeh Ek Soch Foundation	Lucknow	Uttar Pradesh	Project Pahal: Dashboard Creation for Monitoring Resources
291	Janhit Foundation	Meerut	Uttar Pradesh	Child Marriage Prevention & Rights Protection
292	Manav Utthan Society	Moradabad	Uttar Pradesh	Environmental Initiatives & Career Counseling for Students
293	Social and Development Research and Action Group (SADRAG)	Noida	Uttar Pradesh	Supporting Livelihood Initiatives for Marginalized Women
294	Society for Animal Health, Agriculture Science and Humanity (SAHASH)	Noida	Uttar Pradesh	Awareness on Anaemia & Menstrual Hygiene
295	Astha NGO	Prayagraj	Uttar Pradesh	Promoting SWomen Empowerment through Research & Awareness
296	Social Welfare Department	Saharanpur	Uttar Pradesh	Academic Coaching & Life Skills for Students of ATS

Sr. No.	Name of the Organization	City	State/UT	Project Title
297	Jan Shikshan Sansthan (JSS)	Sultanpur	Uttar Pradesh	Project Kaushal Vikas: Skill Development
298	Social Action and Research Centre (SARC)	Varanasi	Uttar Pradesh	Boosting the digital presence of SARC
299	Balajee Sewa Sansthan	Dehradun	Uttarakhand	Evaluative Study of Integrated Farming Systems
300	Waste Warriors Society	Dehradun	Uttarakhand	Improving the Operational Efficiency of Waste Management Systems
301	Bhoomi Sanstha	Haldwani	Uttarakhand	Enabling Sustainable Markets for Rural MSMEs
302	Ramraj Gramodhyog Seva Sansthan	Haridwar	Uttarakhand	Study on Community Development Initiatives
303	Setu Foundation	Rishikesh	Uttarakhand	Building a Foundation for Students' Learning
304	Impart	Rudrapur	Uttarakhand	Strengthening Community Health through HIV Awareness and Outreach@IMPART
305	Food Education and Economic Development Society (FEED)	Asansol	West Bengal	Udyog: Breaking Barriers & Empowering Women
306	Mallabhum Prayas	Bishnupur	West Bengal	Integrated Community Development: Education, Nutrition, & Empowerment
307	Swami Vivekananda Vani Prachar Samity	Durgapur	West Bengal	Digital Healthcare System & Employability
308	All India Helping Care Foundation	Howrah	West Bengal	Education for All Underprivileged Children
309	Raising Voice Foundation	Howrah	West Bengal	Domestic Violence Intervention & Rehabilitation
310	Samaritan Help Mission	Howrah	West Bengal	Financial Inclusion Initiative
311	Barnamala Educational and Cultural Society	Kharagpur	West Bengal	Save the Cows: An Animal Welfare Work in Mawa Region
312	Association for Social and Health Advancement (ASHA)	Kolkata	West Bengal	Digital Revamp & Fundraising

Sr. No.	Name of the Organization	City	State/UT	Project Title
313	Bharat Petroleum Corporation Limited	Kolkata	West Bengal	Structural Assessment of BPCL's CSR Initiatives in the Eastern Region
314	Bhoruka Public Welfare Trust	Kolkata	West Bengal	Thalasemia Outreach & Performance Analysis
315	Community Action Society	Kolkata	West Bengal	Safeguarding Children: Social Development & Child Welfare
316	Hope Kolkata Foundation	Kolkata	West Bengal	Project Naboasha: Education for Underprivileged Children
317	Jayaprakash Institute of Social Change (JPISC)	Kolkata	West Bengal	Counsellor Training and Livelihood Project for Rural Women in Madhyamgram
318	Prayasam	Kolkata	West Bengal	Scalable Model for Sustainable Community Development & Donor Engagement
319	Right Track	Kolkata	West Bengal	Quality Education & Soft Skill Development for Underprivileged Students
320	Smile Foundation	Kolkata	West Bengal	Smile Twin Learning Program: Documentation & Outreach
321	Tomorrow's Foundation (Partner of Salaam Bombay Foundation (SBF))	Kolkata	West Bengal	Financial Literacy & Entrepreneurship Skill Development
322	Towards Future	Kolkata	West Bengal	Holistic NGO Digitalization & Outreach
323	World Wide Fund (WWF)	Kolkata	West Bengal	Magical Mangroves: Environmental Conservation
324	Elmhirst Institute Of Community Studies	Shantiniketan	West Bengal	Proposal for Content Creation Lab for Government Schools and Registration on Fundraising Portals
325	Youth of India Foundation	Siliguri	West Bengal	Designed Tribal Crèche Proposal and Gap Analysis for Strengthening Services

Annexure X

Resource Mobilization - Fundraising

Sr. No.	Organization Name	State City	Student Name (Roll No)	Amount Mobilized (₹)
1	Bangalore Rural Educational and Development Society (BREADS)	Bengaluru, Karnataka	Densina P Sunny (B022)	14,03,000
2			Vishnu P Nair (G071)	
3			Nirag Darren Soans (HR-B044)	
4			Rishavendu Jana (I053)	
5	Purbottar Vikash Parishad	Tinsukia, Assam	Arya Prakash Kashyap (H025)	5,50,000
6			Pratham Jain (B031)	
7	PlanatEarth	Aluva, Kerala	Neha Jerald P (HR-A014)	5,00,000
8	Saurashtra Medical & Educational Charitable Trust (SMECT)	Rajkot, Gujarat	Vishwa Shah (A040)	3,00,000
9			Dhrupal Vagadia (J063)	
10	Caring Souls Foundation (CASOF)	Lucknow, Uttar Pradesh	Manvi Maheshwari (C046)	2,00,000
11			Shashwat Mishra (B013)	
12	Society for Humanism and Universal Backwards Habitation Development Activities (SHUBHDA)	Ajmer, Rajasthan	Anmol Surana (A008)	1,07,916
13			Akshika Jain (B029)	
14	Vasudha Vikas Sansthan	Indore, Madhya Pradesh	Siddhi Jain (G012)	80,000
15			Rishita Mohite (HR-B054)	
16	Subhiksha	Hyderabad, Telangana	VAMJA MADHAV (G046)	57,326
17			Naina Chakraborty (J012)	
18			Rishith Mamdabad (J026)	
19			Balivada Sai Suraj (D017)	
20			Lakshmi Meghana (F007)	
21	Academy of Learning and Development	Mumbai, Maharashtra	Akhila Namboodiri (HR-A050)	45,900
22	Anadi Foundation	Pindaruch, Bihar	Isha Sarawagi (HR-B028)	45,000
23			Prachi Poddar (J023)	
24	Food Education and Economic Development Society (FEED)	Asansol, West Bengal	Rishav Seth (A021)	30,000
25			Sayantana Bhattacharya (HR-A063)	
26	Agaram Foundation	Chennai, Tamil Nadu	Bala Phani Rajkumar Gannavarapu (I004)	25,000
27			Jagan D (G019)	
28	Prangan Foundation	Dombivli, Maharashtra	Suhani Gupta (E056)	20,601
29			Natasha Mankani (E013)	
30			Piyush Mishra (C053)	
31	Aishwariam NGO	Coimbatore, Tamil Nadu	Aditya Krishnan (E042)	15,000
32	Pt. Chhitarmal Lata Welfare Society	Alwar, Rajasthan	Bhaskar Rogha (HR-B014)	13,750
33	Manav Seva Ashram	Bokaro, Jharkhand	Antara Ojha (D053)	13,000
34			Ajmerun Khatoon (B021)	
35			Saima Ejaz (A014)	
36	Rajalakshmi Children Foundation	Belagavi, Karnataka	Vrushank Jakati (J009)	10,400
37			Mohammed Saaliq (H030)	
38	Atma Foundation Thrissur	Thrissur, Kerala	John J Tharayil (A050)	10,251
39			A J Vani (H026)	
40			Godwin Franco (HR-A065)	

Sr. No.	Organization Name	State City	Student Name (Roll No)	Amount Mobilized (₹)
41			Anuvindha T A (D004)	
42			Anjith Thekkath (E030)	
43	Naya Sawera	Jaipur, Rajasthan	Riya Dangayach (C017)	10,000
44			Khushi Nahar (J014)	
45			Khushi Agarwal (D006)	
46	Ashish Foundation for the Differently Abled Charitable Trust (AFDA)	New Delhi, NCT of Delhi	Rahul Kataria (C059)	9,500
47			Aniket Kumar Singh (D008)	
48	Setu Foundation	Rishikesh, Uttarakhand	Hitesh Arora (HR-A022)	9,100
49	The Inspire India NGO	Hisar, Haryana	Shweta (F056)	5,514
50			Shweta Ailawadi (HR-A074)	
51	Prayasam	Kolkata, West Bengal	Aayush Sen (D012)	5,475
52			AINDRILA SAHA (HR-A028)	
53	Manjula Social Welfare Foundation	New Delhi, NCT of Delhi	Priyanshi Jain (HR-A037)	4,250
54			Yanica Singh Bharti (F060)	
55			Garvit Arora (HR-B062)	
56	Green Tigers	Betul, Madhya Pradesh	Vishesh Jain (E062)	3,500
57			Esha Kabra (B033)	
58	All India Helping Care Foundation	Howrah, West Bengal	Sanjeev Panigrahi (I009)	3,000
59			Sankarson Das (D067)	
60	Deepalaya	New Delhi, NCT of Delhi	Aakshi Jain (E057)	1,450
61			Naman Rajput (G047)	
62	Child Help Foundation	Thane, Maharashtra	Rahul Awhad (A066)	1,200
63	Kshamata Transformation Centre	Thane, Maharashtra	Yash Khedekar (F037)	1,000
	Total			35,01,458

In-kind Support

Sr. No.	Organization Name	State City	Student Name (Roll No)	Amount Mobilized (₹)
1	Umang	Jaipur, Rajasthan	Sejal Baid (H047)	15000
2	Access Life Assistance Foundation (Access Life)	Pune, Maharashtra	Aniruddh Naik (G056)	85,000
3			Aradhana Mehta (D071)	
4			Harshada Patil (B038)	
5			Ishika Mundhra (J071)	
6			Rhea Alphons (A016)	
	Total			1,00,000

Annexure XI Theoretical Subjects Found Useful During the Internship



Annexure XII
Ignite: We Innovate for Good Competition 2026

A) List of Participants and Winners

Sr. No.	Team No.	Team Name	Student Name	Status	Internship Organization
1	1	DV	Dhrupal Vagadia	Winner	Saurashtra Medical & Educational Charitable Trust (SMECT), Rajkot
2			Vishwa Shah		
3	2	AI Samarth	Pradyuman Ajay Sharma	1 st Runner Up	Salaam Bombay Foundation, Mumbai
4			Vatsal Amit Parikh		
5			Siddhi Sanjay Panchal		
6			Riya Narendra Solanki		
7			Saumil Hemant Joshi		
8			Hemish Bhavesh Shah		
9			Raksha Nayak		
10			Harsh Alpesh Shah		
11	3	The Innovator	Rishav Seth	2 nd Runner Up	Food Education and Economic Development Society (FEED), Asansol
12	4	Blitz	Argho Dutta	Finalists	Jan Shikshan Sansthan (JSS), Bokaro
13			Md Nawaz Hussain		
14	5	tanisha.agrawal189	Tanisha Agrawal	Finalists	Salaam Bombay Foundation, Mumbai
15			Shikhar Rohela		
16	6	aditi.hegishte184	Aditi Hegishte	Finalists	Salaam Bombay Foundation, Mumbai
17			Aashutosh Tiwari		
18			Pritish Anil Kulkarni		
19			Ankita Girijan Nair		
20			Jiya Jacob Mathew		
21			Aaryaa Paresh Gholkar		
22	7	pramita176	Pramita	Participants	Spread Smile Foundation Trust, Sonipat
23			Parth Dhiman		
24	8	Catalyst Crew	Naureen Rehman	Registered	Association for Social and Health Advancement (ASHA), Kolkata
25			Shubham Agarwal		
26			Atrirup Basu		
27			Anindita Das		
28	9	Team Pratibha	Sonali Maheshwari	Registered	Ahmedabad Management Association (AMA), Ahmedabad
29			Vartika Darshak Desai		
30			Alok Abhayajith		
31			Shah Yash Kamlesh		
32	10	Igniters	Aryan Khandelwal	Registered	Aseema, Bandra
33			Shilpi Panwar		
34	11	Vanguard	Pratham Jain	Registered	Purbottar Vikash Parishad, Tinsukia

Sr. No.	Team No.	Team Name	Student Name	Status	Internship Organization
35	12	vedika.gupta786	Vedika Gupta	Registered	Azad Foundation, Jaipur
36			Abhishek Mathur		
37			Kanika Goyal		
38			Akshat Chhangani		
39	14	amersha.jaiswal183	Amersha Jaiswal	Participants	Samarthanam Trust for the Disabled, Bengaluru
40			Koney Sai Keerthi		
41			Arjun Sree Madhav		
42			Dhruv Mahajan		
43	15	arunava.dey429	Subarna Mitra	Participants	Swami Vivekananda Vani Prachar Samity (SVVPS), Durgapur
44			Somnath Dey		
45			Arunava Dey		
46			Hindol Bose		
47	16	The Innovators	Shashank B M	Registered	Deenabandhu, Bengaluru
48			Bharath Panchakshari		
49	17	Santiniketan Strategists	Animesh Mondal	Registered	Elmhirst Institute Of Community Studies, Santiniketan
50	18	gayatrilkulkarni99	Gayatri Kulkarni	Registered	Savitribai Phule Mahila Ekatmata Samaj Mandal (SPMESM), Chhatrapati Sambhajinagar
51	19	rashioberoi.oberoi598	Rashi Oberoi	Participants	Uttejana Foundation, New Delhi
52			Madhur Garg		
53			Kiratjit Singh		
54			Pratham Arora		
55			Prarthna		
56	20	Shiksha Rath	Ansh Sachdeva	Participants	Shiksha Rath, New Delhi
57			Jalaj Verma		
58			Madhav Jauhari		
59	21	BREDS_MAYA	Samridh Srivastava	Registered	Bapuji Rural Enlightenment and Development Society (BREDS), Visakhapatnam
60			Sai Krishnaja Regulagedda		
61			Rishi Sri Bandaru		

B) Business Ideas Submitted by Winning Teams

Winning Teams (Team Members) NGO Name	Abstract: Idea Presented
<p>DV (Ms. Dhruval Vagadia, Ms. Vishwa Shah)</p> <p>Project Life, Saurashtra Medical & Educational Charitable Trust (SMECT), Ahmedabad</p>	<p>Project Life Digital Ecosystem Platform is an innovative social business model designed to digitally transform the operations of livelihood-focused NGOs and create sustainable economic opportunities for women. The platform addresses critical gaps in training management, market access, and impact measurement through a three-layer digital ecosystem comprising a Digital Training Management System, a Digital Marketplace, and a Real-Time Impact Dashboard. Leveraging cost-effective technologies such as Google Workspace, AppSheet, WhatsApp Business, ONDC, and Razorpay, the platform enables NGOs to manage trainee records, assessments, certifications, alumni tracking, and product sales within a single integrated system. The solution targets a sector with over 3.4 million NGOs in India and responds to the growing demand for accountability in a CSR ecosystem that recorded ₹29,000+ crore in annual spending, while supporting women whose workforce participation remains around 37%.</p> <p>The platform is projected to digitally register and track 200+ women trainees annually, achieve 85%+ training completion rates, onboard 150–200 women entrepreneurs to digital marketplaces, and generate an average 30–40% increase in participant income through online sales channels. Real-time dashboards will improve donor engagement by over 60%, enabling transparent reporting of training outcomes, employment generation, revenue growth, and social impact. With an estimated implementation cost of only ₹30,000–₹50,000, the model remains highly scalable and financially sustainable through product sales commissions, corporate gifting partnerships, CSR-funded programs, and platform licensing. Over the next five years, Project Life aims to empower 5,000+ women entrepreneurs, expand across multiple NGOs, and establish a technology-driven ecosystem that strengthens employability, enhances income generation, and delivers measurable social impact at scale.</p>
<p>AI Samarth (Siddhi Panchal, Harsh Shah, Raksha Nayak, Saumil Joshi, Hemish Shah, Vatsal Parikh, Pradyuman Sharma, and Riya Solanki)</p> <p>Salaam Bombay Foundation, Mumbai</p>	<p>Presented “Project UDAAN AI”, an initiative aimed at helping students from municipal and government schools learn the basics of Artificial Intelligence and digital skills. The idea was created to reduce the growing digital gap between students from privileged and underprivileged backgrounds. The project focuses on providing simple and easy-to-understand AI learning modules in partnership with NGOs, schools, and CSR organizations. Along with student learning, the initiative also plans to train teachers so they can confidently teach AI concepts in classrooms.</p> <p>The project follows a step-by-step implementation plan, starting with pilot programs in selected municipal schools in Mumbai and later expanding to other cities. Students will be introduced to topics such as basic AI concepts, ethical use of technology, and real-life applications of AI through interactive activities and workshops. The team also proposed the use of simple digital platforms to track student progress and measure improvement in learning outcomes. By creating awareness and improving digital skills, the project aims to make students more confident and better prepared for future career opportunities.</p> <p>To ensure long-term growth, the team suggested collaborating with NGOs, educational institutions, government bodies, and corporate CSR partners. The initiative plans to spread awareness through workshops, social media campaigns, and school engagement programs. Funding for the project would come from CSR sponsorships, grants, teacher training programs, and partnerships with organizations supporting digital education. The long-term vision of Project UDAAN AI is to make AI education accessible to students across India and help create a more inclusive and future-ready learning environment.</p>

Winning Teams (Team Members) NGO Name	Abstract: Idea Presented
Innovator (Rishav Seth) Food Education and Economic Development Society (FEED), Asansol	<p>Presented “GaonRoots: A Tribal Experience & Rural Enterprise Hub”, a community-owned experiential tourism and rural commerce model aimed at generating sustainable livelihoods for tribal communities while preserving indigenous culture and traditions.</p> <p>The project addresses challenges such as limited employment opportunities, exploitation by middlemen, cultural erosion, low female workforce participation, and migration of tribal youth to urban areas.</p> <p>The model proposes eco-friendly village stays where visitors can experience authentic rural life through farm-to-table dining, craft workshops, folk performances, farming activities, and cultural experiences. GaonRoots integrates tourism with direct sales of tribal handmade products, enabling villagers to earn income through hospitality, workshops, and marketplace participation. Women Self-Help Groups (SHGs) play a major role in hospitality, product manufacturing, and cultural activities, promoting women-led entrepreneurship and financial independence.</p> <p>The business model is supported through multiple revenue streams, including accommodation, food experiences, workshops, product sales, and corporate or educational retreat programs. Digital platforms, QR-based systems, and social media storytelling help build long-term market access for tribal products. The initiative aims to create a scalable “Tribal Experience Network” that strengthens rural economies, preserves cultural heritage, and promotes inclusive community development through sustainable tourism and rural enterprise.</p>

C) Glimpses : Ignite: We Innovate for Good 2026

Poster:



Participants presenting their business ideas:



Annexure XIII
Lenses of Care: The We Care Documentary Film Fest 2026

A) List of Participants and Winners

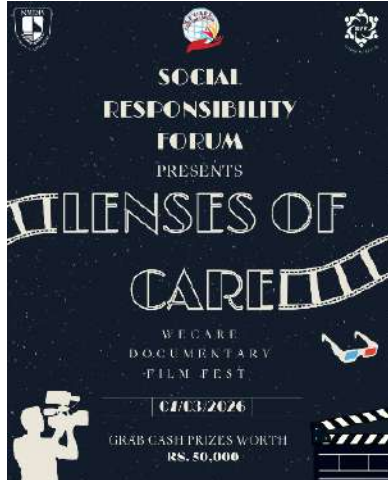
Sr. No	Team No.	Team Name	Student Name	Position	Internship Organization
1	1	Team Ophelia	Sejal Chopra	Winner	Tata Chemicals Society for Rural Development (TCSR), Mithapur
2			Purva Jignesh Paun		
3	2	Blitz	Argo Dutta	1 st Runner Up	Jan Shikshan Sansthan (JSS), Bokaro
4			Md Nawaz Hussain		
5	3	Samriddhi Setu	Mohini Dey	2 nd Runner Up	Help & Helps Samiti, Raipur
6			Aditya Mishra		
7	4	NIRMANA	Puru Chitkara	Finalists	NIRMANA, New Delhi
8			Sanyam Jain		
9			Akshit Suri		
10			Siddhant Kaushal		
11			Dheeraj Munjal		
12	5	NMstory.tellers	Hishansh Wadhvani	Finalists	Gramin Vikas Vigyan Samiti (GRAVIS), Jodhpur
13			Dikasha Tharwani		
14	6	prerit.udasi381	Prerit Udasi	Finalists	Salaam Bombay Foundation (SBF), Mumbai
15			Isha Rajesh Gala		
16			Garima Bhatt		
17			Anas Sheikh		
18			Paliakkara Daniel Joy		
19			Vaidehi Shah		
20	7	khushi.nahar859	Khushi Nahar	Registered	Naya Sawera, Jaipur
21	8	SSF	Pramita	Registered	Spread Smile Foundation Trust, Sonipat
22	9	ICare	Yash Padia	Registered	Ekjut India, Chakradharpur
23	10	aaryaa.gholkar138	Aaryaa Paresh Gholkar	Participants	Salaam Bombay Foundation (SBF), Mumbai
24			Ankita Girijan Nair		
25			Aditi Hegishte		
26			Pritish Anil Kulkarni		
27			Jiya Jacob Mathew		
28			Aashutosh Tiwari		
29	11	rishav.seth676	Rishav Seth	Registered	Food Education and Economic Development Society (FEED), Asansol
30	12	SSF	Parth Dhiman	Participants	Spread Smile Foundation Trust, Sonipat
31	13	Aseema	Aryan Khandelwal	Registered	Aseema, Mumbai
32			Shilpi Panwar		
33	14	tanisha.arora528	Tanisha Arora	Registered	Vidya Integrated Development for Youth and Adults (VIDYA), Gurugram
34			Yuvraj Gupta		
35			Akshat Singh		

Sr. No	Team No.	Team Name	Student Name	Position	Internship Organization
36			Nishtha Bhasin		
37	15	vedika.gupta786	Vedika Gupta	Participants	Azad Foundation, Jaipur
38			Kanika Goyal		
39			Akshat Chhangani		
40			Abhishek Mathur		
41	16	prajwal.indalkar580	Prajwal Prakash Indalkar	Participants	Swami Brahmanand Pratishthan, CBD Belapur
42	17	arunava.dey429	Arunava Dey	Registered	Swami Vivekananda Vani Prachar Samity, Durgapur
43			Subarna Mitra		
44			Somnath Dey		
45			Hindol Bose		
46	18	Gram Vikas Trust	Avinash Prasad	Registered	Gram Vikas Trust, Bharuch
47			Ishan Gupta		
48	19	Team Pegasus	Shashank B M	Registered	Deenabandhu, Bengaluru
49			Bharath Panchakshari		
50	20	manvi.maheshwari353	Manvi Maheshwari	Participants	Caring Souls Foundation (CASOF), Lucknow
51			Shashwat Mishra		
52	21	anushka.sharma767	Anushka Sharma	Participants	Aarambh Education & Community Development Society, Bhopal
53			Ekta Dubey		
54			Nandini Madrey		
55	22	Santiniketan Strategists	Animesh Mondal	Registered	Elmhirst Institute Of Community Studies, Shantiniketan
56	23	pradyuman.sharma096	Pradyuman Ajay Sharma	Participants	Salaam Bombay Foundation (SBF), Mumbai
57			Hemish Bhavesh Shah		
58			Raksha Nayak		
59			Saumil Hemant Joshi		
60			Riya Narendra Solanki		
61			Siddhi Sanjay Panchal		
62			Vatsal Amit Parikh		
63			Harsh Alpesh Shah		
64	24	Sunshine	Suhani Sanjay Gupta	Participants	Prangan Foundation, Dombivli
65	25	Umang	Sejal Baid	Participants	Umang, Jaipur
66			Chirag Sonkhiya		
67	26	DV	Dhrupal Vagadia	Registered	Saurashtra Medical & Educational Charitable Trust (SMECT), Rajkot
68			Shah Vishwa		
69	27	adit.gupta628	Adit Gupta	Participants	Shramik Bharti, Kanpur
70			Kavya Dwivedi		
71			Vaibhav Tiwari		
72			Nilesh Gupta		
73	28	rashioberoi.oberoi598	Rashi Oberoi	Registered	Uttejana Foundation, New Delhi
74			Madhur Garg		
75			Pratham Arora		
76			Kiratjit Singh		

Sr. No	Team No.	Team Name	Student Name	Position	Internship Organization
77			Prarthna		
78	29	Samvednaa	Stuti Thacker	Registered	Centre for Social Justice (CSJ), Ahmedabad
79			Desai Jayshil Shashank		
80			Shashank Srivastava		

B) Glimpses: Lenses of Care

Poster:



Documentaries:



Annexure XIV
We Digitize: Making a Digital Difference Competition 2026

A) List of Participants and Winners

Sr. No	Team No.	Team Name	Student Name	Position	Internship Organization
1	1	Narcotics	Sheron Singh	Winner	Society for Promotion of Youth & Masses (SPYM), Chandigarh
2			Garima Singla		
3	2	UWF	Dhiren Jadhav	1 st Runner Up	Udaan Welfare Foundation, Thane
4			Sanskruiti Chavan		
5			Manasi Kulkarni		
6	3	aaryaa.gholkar138	Aaryaa Paresh Gholkar	2 nd Runner Up	Salaam Bombay Foundation (SBF), Mumbai
7			Aditi Hegishte		
8			Aashutosh Tiwari		
9			Jiya Jacob Mathew		
10			Ankita Girijan Nair		
11			Pritish Kulkarni		
12	4	gayatrilkulkarni99	Gayatri Kulkarni	Finalists	Savitribai Phule Mahila Ekatmata Samaj Mandal (SPMESM), Chhatrapati Sambhajnagar
13	5	ASHA 2.0	Naureen Rehman	Finalists	Association for Social and Health Advancement (ASHA), Kolkata (Bidhannagar)
14			Shubham Agarwal		
15			Anindita Das		
16			Atrirup Basu		
17	6	jatin.bhagchandani208	Jatin Bhagchandani	Finalists	Kotak Education Foundation, Deonar
18	7	KULT_Ops	Srushti Sanjay Sali	Finalists	
19	8	tanisha.agrawal189	Tanisha Agrawal	Finalists	Salaam Bombay Foundation (SBF), Mumbai
20			Shikhar Rohela		
21	9	Mavericks	Anushka Berry	Registered	Project Flashlight, Jabalpur
22	10	SSF	Pramita	Participants	Spread Smile Foundation Trust, Sonipat
23			Parth Dhiman		
24	11	rishav.seth676	Rishav Seth	Participants	Food Education and Economic Development Society (FEED), Asansol
25	12	Blitz	Argho Dutta	Registered	Jan Shikshan Sansthan (JSS), Bokaro
26			Md Nawaz Hussain		
27	13	arunava.dey429	Arunava Dey	Participants	Swami Vivekananda Vani Prachar Samity, Durgapur
28			Hindol Bose		
29			Subarna Mitra		
30			Somnath Dey		
31	14	aryan.khandelwal146	Aryan Khandelwal	Registered	Aseema, Mumbai
32			Shilpi Panwar		
33	15	vedika.gupta786	Vedika Gupta	Registered	Azad Foundation, Jaipur

Sr. No	Team No.	Team Name	Student Name	Position	Internship Organization
34			Abhishek Mathur		
35			Kanika Goyal		
36			Akshat Chhangani		
37	16	Digi Impacteers	Amersha Jaiswal	Registered	Samarthanam Trust for the Disabled, Bengaluru
38			Arjun Sree Madhav		
39	17	Team Pegasus	Shashank B M	Registered	Deenabandhu, Bengaluru
40			Bharath Panchakshari		
41	18	Santiniketan Strategists	Animesh Mondal	Registered	Elmhirst Institute Of Community Studies, Shantiniketan
42	19	ruchir.sadana806	Ruchir Sadana	Registered	Child Survival India, New Delhi
43	20	Social Sync	Kushagra Mehta	Registered	Shubhakshika Education Society, New Delhi
44			Arushi Bhandula		
45			Aryan Goyal		
46	21	AI Samarth	Pradyuman Sharma	Participants	Salaam Bombay Foundation (SBF), Mumbai
47			Vatsal Amit Parikh		
48			Siddhi Sanjay Panchal		
49			Riya Narendra Solanki		
50			Saumil Hemant Joshi		
51			Hemish Bhavesh Shah		
52			Raksha Nayak		
53			Harsh Alpesh Shah		
54	22	Umang	Sejal Baid	Registered	Umang, Jaipur
55			Chirag Sonkhiya		
56	23	Team LOLT	Neelay Rakesh Jagani	Participants	Light of Life Trust, Bandra
57			Tania Himmat Ramavat		
58			Dhwani Kalpesh Paradia		
59	24	DV	Dhrupal Vagadia	Registered	Saurashtra Medical & Educational Charitable Trust (SMECT), Rajkot
60			Shah Vishwa		
61	25	madhur.garg262	Madhur Garg	Participants	Uttejana Foundation, New Delhi
62			Prarthna		
63			Rashi Oberoi		
64			Pratham Arora		
65			Kiratjit Singh		
66	26	JanPragati	Siddharth Dev	Registered	Jan Pragati, Lucknow
67			Anmol Gupta		
68			Anmol Bajpai		
69	27	Janvi riders	Mythri M	Participants	Janvi Charitable Trust, Chandivali (Saki naka)
70	28	ansh.sachdeva415	Ansh Sachdeva	Registered	Shiksha Rath, New Delhi

B) Glimpses: Lenses of Care

Poster:



Presentations by the participants:



Annexure XV

Impact: Students' Perspective

My time at Snehalaya has been deeply enriching, both personally and professionally. It was special to reflect on the work being done on the ground. I felt valued and heard, and I am grateful for the trust placed in me to represent this experience.

- Khushi Chhibber, Snehalaya, Ahilyanagar

My time in Margherita, Assam, has been an invaluable learning experience. I am grateful for the exposure to the internal CSR ecosystem, including the estate schools and hospitals, and for the opportunity to study the Community Development Fora (CDF) at Dirok Tea Estate, where I witnessed the importance of community-led development firsthand.

- Siddharth Bhattacharya, McLeod Russel India Limited, Margherita

The internship has been an extremely enriching and meaningful experience for us. It gave us valuable insights into conservation communication and community engagement. We are grateful for the guidance and support from the WWF team, which contributed to our learning and professional growth.

- Tirthankar Mukherjee, World Wide Fund (WWF), Kolkata

The experience at CMSSS has been deeply enriching, and I gained valuable insights into grassroots operations and implementing management frameworks in the social sector. I am truly grateful for the learning experience and mentorship.

- Dhanyashree J K, Chikmagalur Multipurpose Social Service Society (CMSSS), Hassan

I sincerely thank you for the opportunity to intern with Global Friendship Society during the We Care Internship. The experience of working across education, healthcare operations, livelihood awareness, and relief initiatives in Nagaon has been deeply enriching and professionally transformative.

- Nikunj Khatuwala, Global Friendship Society, Nagaon

The internship has been an extremely enriching experience for me, providing valuable exposure to grassroots realities and practical implementation challenges. I am truly grateful for the guidance and support extended by the team throughout this journey.

- Animesh Mondal, Elmhirst Institute of Community Studies, Shantiniketan

I am grateful for the wonderful internship opportunity offered by the institution at Help and Helps Samiti. I witnessed personal growth while working at the grassroots of society. I hope to take forward the learnings at every step of my life.

- Mohini Dey, Help and Helps Samiti, Raipur

I am grateful for the opportunity to contribute through this initiative, which has been an enriching learning experience and has helped me in community engagement.

- Shreyasi Modak, Salaam Bombay Foundation (SBF), Pune & Tanisha Agrawal, Shikhar Rohela, Salaam Bombay Foundation (SBF), Mumbai

The We Care Internship helped me to understand the execution of NGO projects and the management and sustainability of development organizations. I learned about various aspects of working in the CSR department as well as the roles and responsibilities an individual holds.

- Khushi Shah, Mahanadi Coalfields Limited (MCL), Sambalpur, Odisha

I understood the way a very different world works, which is non-existent for official bodies. Children living on the streets go unnoticed by everyone, even census officials, but TFS is working towards giving them a better life. The exposure not only created social awareness and sensitization but also helped my personal growth.

- Ravi Kumar Singh, Tata Steel Foundation (TFS), Jamshedpur, Jharkhand

While working with Annapurna Pariwar, I gained knowledge on how digitalisation works in microfinancing operations. The Internship learning includes professional growth, social awareness, and sensitization.

- Archana Balakrishnan, Annapurna Pariwar, Vashi, Maharashtra

I learned how the technology transfer and organizational dynamics work in the development organization.

- Dev Dhoot, Action Related to the Organisation of Education, Health and Nutrition (AROEHAN), Jawhar, Maharashtra

My key learnings included event organization and social sensitization. I also got information about government schemes/policies.

- Maitreyee Agarwal, Academy of Learning and Development, Mumbai, Maharashtra

Annexure XVI

Impact: Internship Organizations' Perspective

We are pleased to share that the interns were appreciated for their work, dedication, and active involvement across the various interventions assigned to them during their tenure. Under the guidance of their respective mentors, they demonstrated strong commitment, professionalism, and a willingness to learn. The mentors have shared very positive feedback and expressed their appreciation for the interns' contributions.

- Kotak Education Foundation, Deonar, Mumbai

Excellent and highly professional performance. No need to spoon-feed Meera. She understood our needs and supported us in all possible ways through her knowledge. Our heartiest thanks to the We Care Team for the wonderful internship opportunity given to your students, which has brought greater impact to our organization. It has been an added strength to us.

- Suyam Charitable Trust, Tiruvallur, Tamil Nadu

The interns demonstrated sincerity, discipline, and a willingness to learn during their association with our organization. We believe such internship programs play an important role in helping students gain practical exposure, develop a sense of social responsibility, and awareness about environmental life cycles. We look forward to continued collaboration and welcome more students for such meaningful learning experiences.

- Green Tigers Betul, Betul, Madhya Pradesh

At the outset, we would like to congratulate the student on his commitment during the internship and the successful completion of all assigned deliverables. We truly appreciate the sincerity and dedication demonstrated throughout the time with WORD.

- Women's Organisation for Rural Development, Koraput District, Odisha

An extension of the internship duration can be allowed for the students, as they did great work in building an entirely new and relevant community model. More time would allow them to ensure the sustainability of the wonderful work they did.

- Chotanagpur Sanskritik Sangh, Ranchi, Jharkhand.

All three interns have contributed their skills in tech, marketing, and finance exceptionally well, along with applying knowledge which they have acquired from their MBA course.

- Bookwallah Organization, Mumbai, Maharashtra

Each student approached their assigned responsibilities with exceptional dedication and sincerity. They demonstrated not only a clear understanding of the tasks at hand but also a remarkable sense of ownership and accountability. Their commitment was so evident that there was no need for supervision or follow-up. They managed their work independently and efficiently.

- Agaram Foundation, Chennai, Tamil Nadu

Annexure XVII

We Care: Civic Engagement Internship: Glimpses

A) Field Execution



Investor Pitch on Scope 3 emissions
People Action Social Service (PASS), Tirupati
(Andhra Pradesh)

Market leaders' meeting
NASVI, Patna (Bihar)



Mentoring sessions: Don Bosco De-Addiction Centre Engagement, Nuzividu Branch
Navajeevan Bala Bhavan Society, Vijayawada (Andhra Pradesh)



Farmer Awareness: Rashtriya Gramin Vikas Nidhi (RGVN), Guwahati, Assam



Open Shelter Engagement: Don Bosco Unit
 Navajeevan Bala Bhavan Society, Vijayawada (Andhra Pradesh)



Academic Mentoring: Tadepalli and Vijayawada
 Navajeevan Bala Bhavan Society (Andhra Pradesh)



Educational support and learning gap assessment
 Souls of Humanity, Visakhapatnam (Andhra Pradesh)



Health & Community Awareness
 Global Friendship Society, Nagaon (Assam)

Health & Hygiene Awareness Campaign
 Community Action Society (CAS), Kolkata



Dental Checkup Camp & Daily Nutrition Drive
Vikalp Foundation, Gaya (Bihar)



Interaction: Women Artisans. Anadi Foundation, Darbhanga (Bihar)



Awareness Session: Girl Child Education. Tatvasi Samaj Nyas, Purnea (Bihar)



CSR Impact Assessment: Vedanta BALCO Initiatives in the Korba region
 Taru Foundation, Korba (Chhattisgarh)



Spash Sakhi – Menstrual Health Management Camps
 Gram Vikas Trust, Bharuch (Gujarat)



Impact Assessment: Pashu Sakhi
 TATA Chemicals Society for Rural Development (TCSR), Mithapur (Gujarat)



Awareness Session: Farm Mechanization & Agricultural Entrepreneurship Development
Northern Region Farm Machinery Training and Testing Institute, Hisar (Haryana)



Awareness Session: Entrepreneurship & Employment
Light of Life Trust, Mumbai (Maharashtra)

AI Awareness Session
Light of Life Trust, Mumbai (Maharashtra)



Community Radio
Snehi Lokotthan Sansthan, Siwan (Bihar)

Mentoring: Sparsh Balgram, Pune
(Maharashtra)



Adhar training sessions: Khidderpore, Taratala, Anwar Shah Road for Uddami, and Madhyamgram. Smile Foundation, Kolkata (West Bengal)



Facility Evaluation: Sri Baliram Gaushala Trust, Benapur. Barnamala Educational and Cultural Society (BECS), Kharagpur (West Bengal)



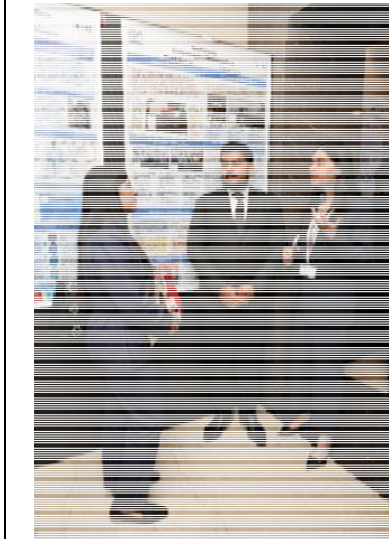
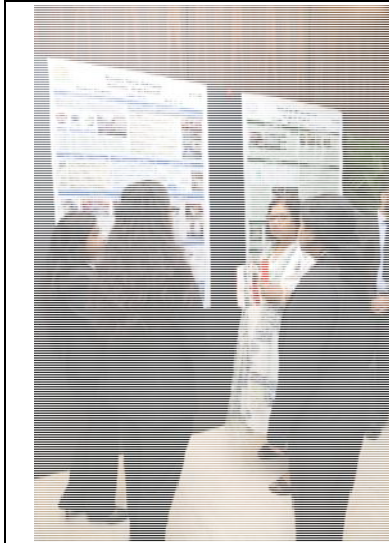
Educational Trip: "Helpers of the Handicapped" facility in Gad Mudshingi and Kolhapur. Bharatiya Samaj Seva Kendra (BSSK), Sangli (Maharashtra)



Facility Visit: A Study of Goat Farming Bhagirath Gramvikas Pratishthan, Kudal (Maharashtra)

B) Poster Presentation





School of Business Management

SVKM's Narsee Monjee Institute of Management Studies

Deemed to be University

V. L. Mehta Road, Vile Parle (West), Mumbai – 400056, India.

Tel: (91-22) 42355555 | Web: www.nmims.edu