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2018

**WE CARE: CIVIC ENGAGEMENT
INTERNSHIP REPORT**

Jasani Center for
Social Entrepreneurship &
Sustainability Management

July 4, 2018

Acknowledgement

The “We Care : Civic Engagement” internship designed and executed by Jasani Center for Social Entrepreneurship & Sustainability Management has completed its seventh year. The effort has been backed up with support from Dr. Rajan Saxena, Vice-Chancellor, NMIMS, and Dr. Ramesh Bhat, Provost and Dean (School of Business Management). We take this opportunity to express our sincere gratitude for their support and for giving us the autonomy to execute the We Care internship.

Special mention needs to be made of the Office Bearers of SVKM. Their appreciation and support always kept us motivated.

The We Care team expresses sincere gratitude to all the 265 internship organisations who placed our students despite their constraints. They provided mentorship support and wonderful learning experience to our students.

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Last but not the least we are thankful to the students of the 2017-2019 batch for adhering to the We Care code of conduct and contributing their bit to the social sector.

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Executive Summary

We Care : Civic Engagement Internship is in its eighth year of succession. Since its inception in 2010, We Care is successfully achieving its objective to socially sensitize the MBA students.

In the current year from February 1 to 24, 2018, 689 students were placed in 265 organizations across twenty three states and three union territories. The typology of placement organizations included 250 NGOs/social enterprises, 11 public sector and four private sector corporations. Amongst the 265 organizations in which the students were placed, 28% were new organizations.

In all the students contributed total of 94,066 man-hours during the internship duration of 24 days commencing from February 1, 2018.

To orient the students to the social sector, 22 orientation workshops were conducted by three faculty members with the help of SRF volunteers. Experts were invited to conduct special workshops on 'Stakeholder Mapping and Need Assessment' and 'Disability' to further enhance students' knowledge on the mentioned subjects.

Students undertook varied projects in the area of designing social marketing campaigns, designing teaching pedagogies & content, conducting community research, designing functional systems in NGOs, skill development, fundraising, micro enterprise development, database management, micro finance, insurance, digitalization, designing business plans, entrepreneurship development, social media marketing, developing partnership and so on. An attempt was made to map the projects undertaken by the students with the Sustainable Development Goals (SDGs). It was interesting to note that 64% of the students had undertaken projects in the area of promoting quality education (SDG 4).

In addition to the mentors appointed by the internship organizations, in all 58 faculty mentors extended their support to monitor and assess the student's performance.

Post internship feedback reveals that 80 percent of the organizations rated students' conduct as excellent and 17 percent as good. The feedback on the internship revealed that while students acquired knowledge about the issues of the marginalized, NGOs also gained lasting benefits from the students' professional skills and contribution.

It was heartening to know that students felt that the We Care internship helped them to understand the ground realities and become more socially responsible. This is evident from the fact that 78 percent of the students reported to have excellent experience with the internship organization and 19 percent rated their experience as good.

In all 20 students defaulted in adhering to the We Care code of conduct. The Disciplinary Committee of SBM carried out detailed interactions with the defaulter students. Based on the extent of default appropriate academic actions were levied on the students.

We Care internship not only provides experiential learning to the students but also a platform to share their learning and innovative ideas with the peers and experts from various sectors. Post internship Poster Presentation was organized on March 10, 2018 to facilitate sharing of knowledge. The event was inaugurated Ms. Kranti Gada, Senior Vice President, New Biz at Shemaroo Entertainment; Mr. Saiyam Shah, Director and Co-Head at Mizuho Securities; Mr. Praful Bhat, Head of Manufacturing and Supply chain excellence at Godrej Agrovet and Mr. Rahul Karva, Chief Executive Director of The Bucket List. The posters were evaluated by 58 distinguished

judges from the social sector. Based on the results, posters designed by 27 teams won cash prizes worth INR 2.23 lakh.

To augment the internship experience, various competitions in partnership with Social Responsibility Forum were organized between March 9 to 11, 2018. The photo collage competition- WhatMovedYou had participation of 19 students, the We Care Documentary making had participation of 22 students and in all 8 teams comprising of 15 students participated for the 'We Innovate' Social B-Plan Competition.

**Table 1
Major Feedback**

<i>Students</i>	<i>Internship Organizations</i>
1) 89% reported higher level of satisfaction with the internship organizations.	1) 91% expressed higher level of satisfaction with students' conduct.
2) 91% expressed high level of satisfaction with regard to projects allotted to them.	2) 89% reported higher level of satisfaction with regard to students' project management skills.
3) 89% of the students reported having high level of clarity with regard to reporting.	3) 88% organizations reported higher level of satisfaction with regard to report compilation skills displayed by the students.

**Table 2
Important Recommendations**

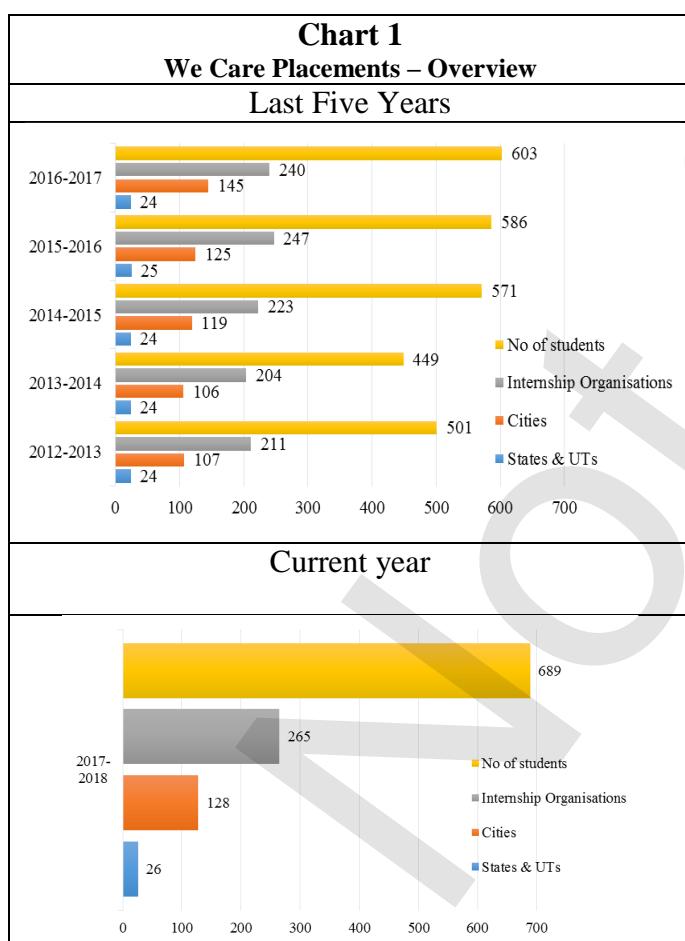
<i>Recommendations by Students</i>	<i>Recommendations by Internship Organizations</i>
1) 19% students recommended that internship projects should be decided prior to commencement of the internship. Therefore students should interact with the organisations prior to the internship.	1) 18% respondents suggested that internship duration should be extended to gain depth of work and provide more sustainable results.
2) 12% students suggested that internship duration should be increased so that their participation in the project implementation generates the expected impact.	2) 10% of the respondents suggested that students' pre-internship interaction with organisational mentor is necessary to allocate appropriate projects in line with students' interest and skills .
3) 9% students suggested that they should get autonomy for execution of project or to select projects in their area of interest.	3) 6% of the respondents suggested that students should contribute in field work or ongoing projects to understand grassroots realities. They should be more open to take up the assignments offered by the organization.
4) 6% students recommended that projects allocated should be aligned with the management specialization.	4) 2% of the respondents recommended that students should be given orientation about development sector, necessity of field work and their responsibility during the internship.

We Care: Civic Engagement Internship 2017-18

1. About We Care

The School of Business Management, NMIMS believes that academic and field inputs in the area of social responsibility and social sensitivity are instrumental in developing socially responsible future managers. In this context since 2010 *We Care: Civic Engagement Internship* has been an integral part of MBA curriculum.

The objective of the internship is to inspire and educate future managers to understand social realities and requirement of sustainability, examine the social issues and apply management tools to help the social enterprises to address those issues. To attain this agenda students are placed in NGOs/CSR departments and Government organizations across India. Chart 1 below maps the We Care internship scenario since 2012-13.



Initially, in all 690 students were placed for We Care internship. Out of which one student deferred internship due to medical issues. Therefore in all 689 students completed their internship in the current year.

There has been substantial increase (38%) in the number of students completing We Care internship since 2012-13 as the total number of students' intake at School of Business Management has increased.

Though there is no major difference found in the number of States that have been covered during the We Care placement, there is sizeable increase in the number of cities covered as well as internship organizations associated with. In comparison to 2012-13 the number of cities in which students have been placed has increased by 20% and number of internship organizations has increased by 26% in 2017-18.

1.1 Number of Students

In all 689 students were placed for the We Care internship between February 1 to 24, 2018. (See Table 3)

Table 3
Students: Specialisation wise

Programme	Female	Male	Total
MBA	193	435	628
MBA HR	34	27	61
Grand Total	227	462	689

1.2 Internship Execution

Internship execution requires undertaking sequence of actions. It started in the month of April 2017 with initial planning and review of organizations' data. Further flow of various activities involved in the internship execution starting from June 2017 is described in Table 4 below:

Table 4
Internship Execution: Schedule

Internship Execution: Scheduled Tasks	2017 - 2018
Establishing contacts with internship agencies over phone/emails.	June 10 to Nov 21, 2017
We Care Orientation Workshops (22 Nos.)	June 15 – June 27, 2017
Collection of student's personal data, preferences, skill-sets. (<i>Refer Annexure V</i>)	June 21 – June 30, 2017
Sorting of student's data, follow up with them for collating data	June 28 – August 9, 2017
Collection of student's preferences for the organization and their CVs. Seeking strategic alignment between student's preference and internship organizations, connecting them with students and follow up with students and internship organizations	July 21 – November 27, 2017
Designing 'Code of Conduct' and 'We Care Project Report Submission Guidelines' and We Care FAQs	September 18 - November 15, 2017
Appointment of 58 Faculty Mentors. (<i>Refer Annexure IV</i>)	September 18 - October 14, 2017
Special workshops on : - Disability Management - Stakeholder Mapping	December 6 and 7, 2017 December 9, 2017
Internship Execution	February 1 – 24, 2018

1.3 Student Placement

As the placement process has been streamlined, the We Care officer based on the internship organisation's requirements aligned student's interest to work in the social sector.

Students were required to select the internship organisation from the database of the internship organizations provided to them. Students whose parents were working in PSUs were given the option to work with the CSR department of the respective PSUs.

Students whose hometowns were in remote places were provided with option to work in an organization in the nearby vicinity or CSR Department of Tata Housing Limited. Few students suggested NGOs located in their respective hometown. After verifying credibility of the NGOs, students were placed in the same. In all six students opted for Mumbai placements due to lack of credible NGOs in their hometowns.

After seeking strategic alignment between student's preference and internship organization's requirement, students were connected with their respective internship organizations through email. In few cases, the internship organization selected students based on personal / skype / tele-interviews.

In all 689 students were placed in 265 social sector organizations spread across 128 cities in 23 states and three union territories. (*Refer Annexure D*).

Chart 2(A) below presents the cross sectorial mix of internship organizations. The distribution of various social sector domains of internship organizations is presented in Chart 2(B).

Chart 2(A)
Distribution of Organizations
(Cross-sector wise)

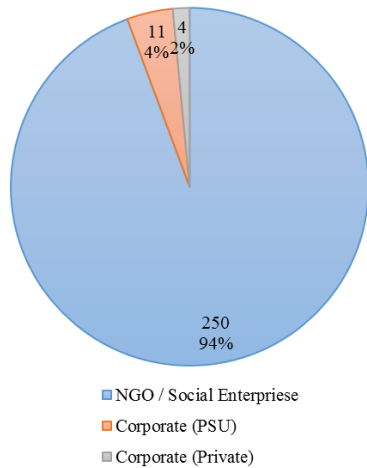


Chart 2(B)
Distribution of Organizations
(Social development sector wise)

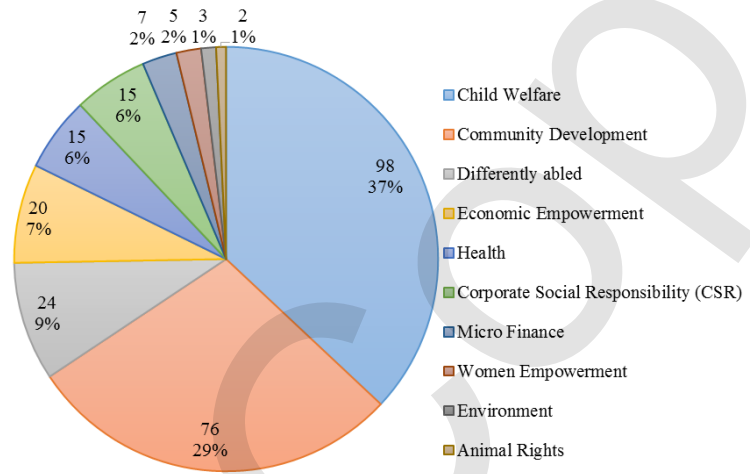


Chart 3(A) presents the distribution of the students across private and public sector organizations. Chart 3(B) lists distribution of students across various domains of social development.

Chart 3(A)
Distribution of Students
(Cross-sector wise)

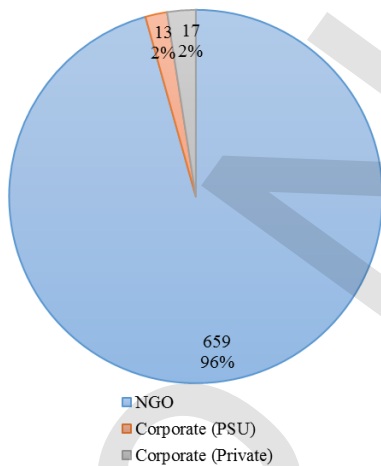
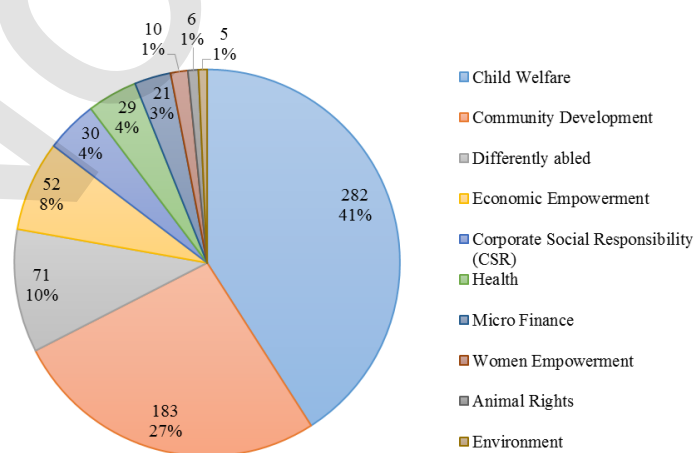


Chart 3(B)
Distribution of Students
(Social development sector wise)



1.4 We Care Workshops

a) We Care Orientation workshops

Prior to placement to orient students to the social sector We Care faculty and students organized 22 orientation workshops between June 15 to June 27, 2017. It was mandatory for all the students to attend the orientation workshop. The workshops provided basic inputs on rationale for internship, expected code of conduct from interns, work culture of social settings and other important aspects.

b) **Workshop on Disability**

Ms. Simi Vij, Visiting Faculty, NMIMS on December 6 and 7, 2017 conducted an interactive workshops on Disability for 70 students who had been placed in 24 NGOs across 10 states. The workshop provided an understanding on prevalence of disability, types of disability and role of Government and NGOs in management of disability. Practical training in techniques utilized for interacting with disabled people was imparted.

c) **Workshop on Stakeholder Mapping**

Workshop on Stakeholder Mapping and Need Assessment was organised on December 9, 2017 for 11 students who were placed in Tata Housing. Ms. Ananya Prabhavalkar, Visiting Faculty NMIMS conducted the workshop. Students were briefed on preparing questionnaire/ interview schedule for conducting stakeholder feedback, waste management study and employee engagement survey.

1.5 Monitoring and Reporting

During the year in all 58 faculty mentors were appointed to monitor the students' internship progress through emails and telephone. A few faculty mentors contacted the organizational mentors to learn about the students' performance.

In addition to the faculty mentors, four Regional In-charges were appointed to facilitate monitoring and grievance handling. The volunteers of Socially Responsible Forum (SRF) were instrumental in monitoring the physical presence of the students in internship organization. This helped in counselling and taking corrective actions in time to help interns to complete the internship with due diligence.

The students were required to adhere to the following:

- a) 'Code of Conduct' specified by the Institute as well internship organization.
- b) Maintain weekly reports.
- c) Submit online weekly reports.
- d) Submit final project report to the internship organization and faculty mentor.

1.6 Evaluation

Assessment of students' performance was done based on the following criteria:

1. Submission of soft copy of final project report to the internship organization, faculty mentor and *We Care* team in Mumbai.
2. Securing 'Certificate of Completion' from internship organization.
3. Securing 'Certificate of Completion' from faculty mentors on the basis of:
 - Communication with the faculty mentor prior to as well as during the internship
 - Submission of hard copies of daily and weekly reports duly approved and signed by the organizational mentor
 - Submission of soft copy of final report
 - Viva-voce based on the final project report
 - Mapping student's learning through Rubric (Refer *Annexure VI*)
4. Presentation of learnings through the Poster Presentation to independent jury

1.7 Feedback

Feedback was solicited through online feedback forms from the students as well as the internship organizations. It was mandatory for the students to provide their feedback.

The feedback data was collated to:

1. Examine the opinion of students regarding level of satisfaction with internship organizations, project execution, clarity of reporting, support provided by the faculty mentors and students' learning's from the internship.
2. Analyze the views of the internship organizations regarding level of satisfaction with students' conduct, project execution and quality of reporting.
3. Recognize special contributions made by the students.
4. Solicit recommendations from students as well as internship organizations for strengthening We Care internship

1.8 Poster Presentation

Post internship, to facilitate sharing of knowledge and innovative ideas with the peers and experts from various sectors Poster Presentation was organized on March 10, 2018 at B. J. Hall in Vile Parle, Mumbai.

The event was inaugurated by Ms. Kranti Gada, Senior Vice President, New Biz at Shemaroo Entertainment; Mr. Saiyam Shah, Director and Co-Head at Mizuho Securities; Mr. Praful Bhat, Head of Manufacturing and Supply chain excellence at Godrej Agrovet and Mr. Rahul Karva, Chief Executive Director of The Bucket List.

The posters were evaluated by 58 distinguished judges from the social sector. Based on the results, posters designed by 27 teams won cash prizes worth INR 2.23 lakh.

2. Methodology

Design of the We Care Rubric and Feedback	<p>The assessment of the student's performance by faculty mentor covered 3 data points spanning 9 variables. Information for the same was captured through the We Care Rubric. (<i>Refer Annexure VI</i>)</p> <p>Student feedback covered 11 data points spanning across 38 variables. Information for the same was captured through an online questionnaire. (<i>Refer Annexure VII</i>)</p> <p>Internship organizations' feedback was covered with the help of 5 data points consisting of 14 variables. Information for the same was captured through an online questionnaire. (<i>Refer Annexure VIII</i>)</p>
Respondents	<p>Feedback was solicited from</p> <ol style="list-style-type: none"> a) 689 MBA students b) 164 internship organizations
Duration of Data Collection	<p>Students :- February 22 to March 1, 2018 Organizations :- February 22 to April 6, 2018</p>
No. of Responses Received	<p>It was mandatory for all the 689 students to submit their feedback. In all 62% (164) organizations submitted their feedback.</p>
Result Analysis and Interpretation	<p>Information gathered was analyzed using descriptive statistics to present a comparative picture of the students' as well as internship organizations' review about the <i>We Care</i> internship.</p> <ul style="list-style-type: none"> • The level of satisfaction of students with internship organizations, project execution and reporting clarity was evaluated using a five point scale. Based on the score, responses were categorized into high, moderate and low levels of satisfaction. • The level of satisfaction of internship organizations with the students with regard to their conduct, project execution and reporting quality was evaluated using a five point scale. Based on the score, responses were categorized into high, moderate and low levels of satisfaction. • Data pertaining to faculty mentor feedback was classified into five categories depending on multiple preferences of the students. • Data pertaining to We Care as a learning experience was classified into two categories based on positive and negative responses of students. • Major learning's as specified by the students were classified into three categories and appropriate inferences were drawn. • Data pertaining to special contributions made by students, special comments by the internship organizations and recommendations from both the type of respondents were classified into specific categories and appropriate inferences were drawn.
SDG Mapping	<p>Students were involved in various projects in the area of child rights, education, skills development, health, environment, water and sanitation. These were appropriately mapped with the Sustainable Development Goals (SDGs). (<i>Annexure III</i>)</p> <p>A little over 60% of the projects were in the area of promoting quality education (SDG 4)</p>

3. Findings: Feedback from Students

Students' Feedback was collated on the following aspects:

- a. Satisfaction levels with regard to internship organizations
- b. Project Execution
- c. Clarity for Reporting
- d. Special Contributions
- e. Learnings from the Internship
- f. Support received from faculty mentors
- g. Suggestions for future

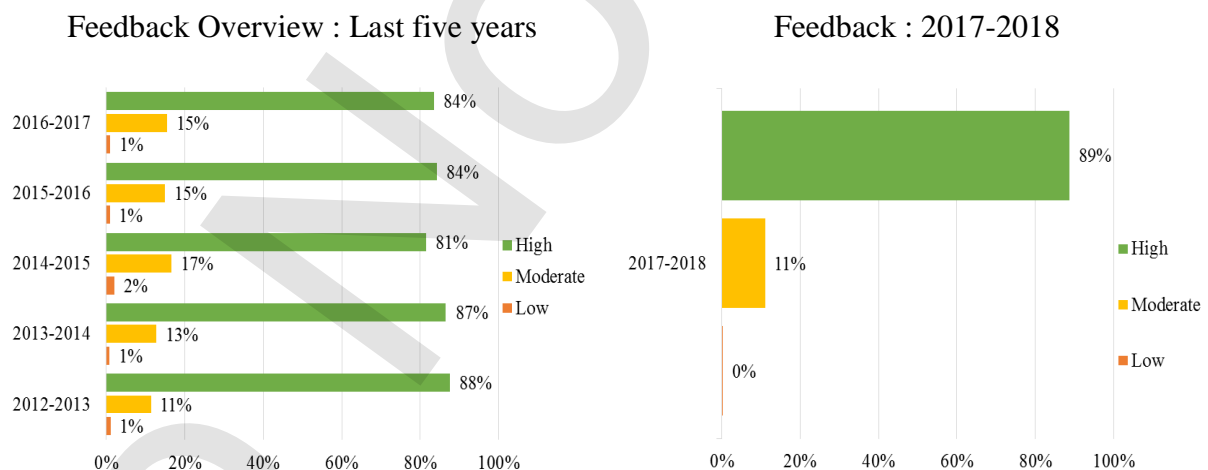
Refer Annexure VII for feedback form. Following analysis is based on the feedback given by 689 students.

3.1 Level of Satisfaction: Internship organizations

The level of satisfaction of the students with the internship organization was measured on a five point rating scale ranging from 'Excellent' (5) to 'Very Poor' (1). The parameters used to infer the level of satisfaction were a) quality of interpersonal relationship; b) orientation provided to interns; c) working atmosphere provided to interns and d) utilization of intern's time.

Review of the students' feedback since inception of the We Care internship reveals that high level of satisfaction has been reported by more than 80% students consistently every year. This is evident from the data of latest six years as depicted in Chart 4.

Chart 4
Level of Satisfaction : Internship Organizations



In the current year, 89% (611 students) experienced higher level of satisfaction. Moderate level of satisfaction with their internship organisations was reported by 11% (76 students).

a) Social sensitization and responsibility :

We Care experience at their respective internship organisations has sensitized students towards ground realities to a great extent. It also helped them to understand about their potentials to make a difference and responsibility to contribute or give back to the society.

Vedanabhatla Venkata Malleswar, who interned with Bapuji Rural Enlightenment and Development Society (BREDS), Srikakulam (Andhra Pradesh) expressed, "I understood the

ground realities about the implementation of government policies in rural and tribal areas and the degree to which they can impact their quality of living. I also recognized that there is a lot of scope to use our expertise to help farmers and other villagers. Interacting with top government officials and getting to pick their brains was a great experience.” Ms. Vasavi Jain, intern of Janvikas, Ahmedabad (Gujarat) shared, “You need to develop a connect with the people to understand their problems, step into their shoes and think from their perspective. Team work is the key to getting work done efficiently and fast. It helps to complete multiple tasks at the same time. It is very important to be on the field to get a taste of real India and their problems. It is only then that you can sit in the office and strategise your next move.”

Mr. Ashish Gupta, who was placed in CSR Department of Tata Housing at Dabolim (Goa) stated, “This internship gave me opportunity to learn how to approach various community members and stakeholders for interviews for research purposes. I got to learn procedure of identification of gaps which corporates can fill through CSR activities, and what can be the restrictions in addressing certain issues in the community. The programme helped me sensitise towards the community members which is usually left bereft of the development that takes place around them.” Mr. Shubhransh Misra, intern of CSR Department, Crompton Greaves, Mumbai (Maharashtra) opined, “The internship taught me that the society as a whole needs to chip in if the lowest strata of the society is to be uplifted. It is a massive undertaking where the government’s efforts alone won’t suffice. Corporates that do CSR just to fulfil the 2% limit hardly give anything substantial to society. Dedicated foundations with the sole motive of giving back to society are the ones that do the real spadework. There are scores of talented children living in poverty who are unable to do justice to their talents, not due to lack of effort but due to lack of resources. I felt this while teaching students at Jeevan Vikas School in Kanjurmarg, Mumbai.”

Mr. Pratheek Reddy Chichhili, who was placed in Youngsters Association, Kadapa (Andhra Pradesh) stated, “I was able to share my resources with different students. I received the feedback from the students and understood how well we can serve the society with minimum efforts.” Mr. Harshit Sangtani, who was placed in Disha, Jaipur (Rajasthan) mentioned “I realized that different people have different needs. Everyone can contribute to the society if given proper guidance. Anything can be achieved if you have enough zeal.”

Ms. Nidhi Jain, who interned with Saath Charitable Trust, Ahmedabad (Gujarat) shared, “Understood the entire functioning of the Micro Finance Unit of the NGO along with all its products, strategies and delivery models. I realized the importance of contributing to the society in a meaningful way by addressing the needs in a feasible and viable manner. Also gained an understanding to streamline the operating procedures to increase efficiency and productivity.” Ms. Sanchita Bohra, who was placed in Towards Future, Kolkata (West Bengal) expressed, “It instilled a sense of realization in me that I’m very fortunate enough to be blessed with all the amenities in life and that I should be sharing the benefits with the underprivileged also. I also understood that the basic problems should be addressed first and then the more complex ones.”

b) Enriching learning Experience:

Through their formal and informal feedback, students reported that they had enriching learning experience. We Care internship provided them an opportunity to understand various social issues, government schemes, operational structure of the NGOs and staff commitment for betterment of the society.

Mr. Ankur Gupta, who interned with Pragati Path, Jhansi (Uttar Pradesh) shared, “It has been an enriching experience. It made me aware of a lot of ground realities. Actually witnessing

the hard work put in by the farmers made me realise how unfairly they have been treated considering the prices the consumer actually pays for the final product. It was an eye opening experience to understand how the system is rigged. We actually interviewed some farmers in the fields and understood the kind of discipline that is needed to successfully grow a harvest. Suitable directions coupled with timely awareness programs could work wonders for both the farmers and the end consumers. I guess in the end, proper education for their next generation is the key.”

Mr. Rohan Johar, who interned with Socio Economic and Education Development Society (SEEDS), Jamshedpur (Jharkhand) expressed, *“Honestly, this has been a great experience especially because this was my first ever visit to a village. I am grateful to We Care team for that. Moreover, the work given to us by SEEDS was highly engaging and diverse.”* Ravi Chandra Manda, who was placed in Kid Power, Visakhapatnam (Andhra Pradesh) was impressed with the contribution of the NGO and their school towards child rights. He mentioned *“Hope-school has been successful to reduce the instances of child labour and child trafficking. Though instances of child marriages are still present, there is a sense of fear among the residents about the consequences of resorting to child marriage and they know it is against law. Hope-school was effective in creating such awareness. There is a stark difference in the regular student and a drop out in terms of etiquette. Hope-school has been very effective in teaching school etiquette to the slum children.”*

Mr. Alan Francis Nigrel, who was placed in Swasth India Services Private Limited, Mumbai - Goregaon (Maharashtra) shared, *“The internship helped in developing an understanding that there are many people who are at the bottom of the ladder who find it very difficult to get access to basic needs.”* Mr. Shahrukh Naved, intern of Smile Foundation, Kolkata (West Bengal) mentioned, *“I learned that the entire community has to be engaged in bringing about a change in the lives of the underprivileged and if this happens, significant improvement can happen. I developed increased empathy and understanding for the underprivileged children and learning how to handle them firmly yet gently. Through the internship, I came to know the real hardships the children, youth in the slums face.”* Mr. Jitesh Ahuja, intern placed in Vatsalya Trust, Mumbai (Maharashtra) stated, *“The program is very good and helped me to develop insight needed to work in social setting. Moreover, it made me understand my responsibility towards society and environment in addition to my family and friends.”*

Ms. Mrinal Ojha, Ehsaas, Lucknow (Uttar Pradesh) reported, *“It was a good learning and eye-opening experience that should be continued so that we can get an understanding of how people who do not have access to resources make their living.”*

It can be summarized that the students have developed empathy and sense of responsibility towards society and environment. They realized that contribution by entire community has to contribute in bringing about a change.

c) Project Allocation and Mentorship support :

Students were requested to have pre-internship interaction with their internship organisation. Many students were able to build rapport with staff at internship organisation prior to their internship. Students who could not visit the organisation in Diwali / Winter break connected with the organisation over email and telephone.

Some students felt that they received good support from the internship organisations. Ms. Leela Jagdish Pai, Atma, Mumbai (Maharashtra) reported, *“My NGO was wonderful. It allotted me a good project. Level of seriousness and the working environment at the internship organisation was great.”*

Students reported that the supportive atmosphere at internship organization and guidance received from the organisational mentor helped them to associate with the organizational staff and its work culture. *“Immense support was received by all of us during our internship at Don Bosco Ashalayam. Fr Swanoop was a great mentor. Clarity in task allocation, resources supplied and facilities provided helped us to achieve our objectives in an effective and efficient manner!”* mentions Ms. Arushi Gupta who interned with DBA, NCT Delhi.

On the other hand, few of the students observed that the internship could have been more structured at the internship organisation. Some students informed that internship organizations should have allocated the project well in advance prior to the internship. The NGO staff could design projects which could effectively utilize management skills, time and resources of the students. Mr. Anubahv Das, who was placed in MAYA - Movement for Alternatives and Youth Awareness, Bengaluru (Karnataka) mentioned, *“A more planned approach on devising project objectives for interns during the WeCare Internship could have led to better utilization of time and resources. Nonetheless, a great hands-on learning experience!!”* Ms. Amrutha Varshini Kandukuri, who was placed in Sahiti Charitable Trust, Rajahmundry (Andhra Pradesh) suggested, *“Communication of internship details and expectations to organisation mentors can be improved”*.

It can be summarized from the above discussion that the projects handled by students have created a sense of empathy and responsibility towards society among students. Though the students had enriching experience, on the whole they felt that organizations could make more efforts for structured internship and could utilize student’s skill sets, time and resources to greater extent.

Concerns related to long distance travel, shorter duration, minimum working hours and autonomy or flexibility at workplace also were reported as their major impediments.

Mr. Harshit Sangtani, Disha, Jaipur (Rajasthan) suggested, *“NGO allocated should not be more than 6-7 kms away from home as all cities do not have a good public transport system.”* Mr. Sundar Srinivas Harish, who was placed in Nidan MFI at Patna (Bihar) opined, *“Increase the length of the programme since 3 weeks’ duration is too short to undertake impactful work.”* Mr. Darrel Boby, Crompton Greaves, Mumbai (Maharashtra) mentioned, *“It is difficult to complete any project undertaken (especially in CSR) or to see any tangible results of the activities done during the internship. Hence the We Care internship either needs to be of a longer duration or should have a cap on the type of projects.”*

Ms. Divya Gupta, placed with Asha Deep Foundation, New Delhi suggested, *“Organizations should give a little autonomy and flexibility to the interns in their working style. More field related projects which connects the students to the community should be offered.”*

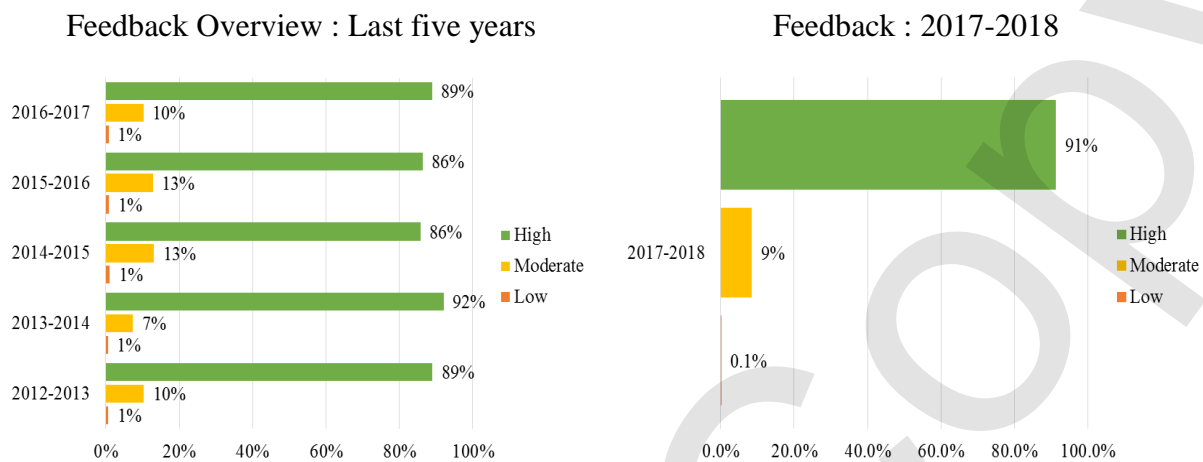
3.2 Project Execution

During the internship period, students were expected to work individually or in teams on specific project(s). Depending upon the cause pursued by the internship organizations wide-ranging projects were allocated to the students such as community research, gap analysis, impact analysis, digitalization, awareness campaigns, teaching children, skill development, developing functional systems, designing strategy, brand building, social marketing campaigns, social media marketing, networking, fundraising, event management, developing MIS, case documentation and so on. (Refer Annexure II).

The level of satisfaction of the interns regarding project execution was measured on a five point rating scale ranging from ‘Excellent’ (5) to ‘Very Poor’ (1). The parameters used to infer level of satisfaction were a) importance of the project to the organization; b) clarity of

expectations; c) autonomy given to complete the project and d) support received from organization mentor to complete the project.

Chart 5
Level of Satisfaction : Project Execution



Data for the last five years as depicted in Chart 5 highlights that students reported high level of satisfaction in handling We Care internship projects. In the current year, 91% (629 students) experienced higher level of satisfaction with regard to project execution.

a) Utilization of management skills and experience :

Most of the students felt that the projects assigned gave them an opportunity for practical implementation of management education in the social domain. Around 5% (38) students felt that their projects were not aligned to their skillsets or were not in management domain. They opined that the internship projects should be related to their curriculum or should provide scope for practical implementation of their knowledge, skills and experience. This will help them to contribute more effectively and learn as well.

Mr. K Raveesh Babu, who was placed in AID India, Chennai (Tamil Nadu) opined that students should be placed only in those NGOs where their MBA skillsets and experience can be used. Mr. Pranay Kothari, who interned at Aarambh Education & Community Development Society, Bhopal (Madhya Pradesh) stated, *“Utilization of MBA students who come as intern can be increased by involving them more in functional aspects rather than technical aspects.”*

Mr. Vrushank Paun, placed in Navjeevan Trust, Rajkot (Gujarat) felt, *“If NGO allots work related to students’ competencies there can be productivity. Students can contribute more efficiently. NGOs will get more benefit from students.”* Mr. Satvik Sharma, who interned with Sparsh, New Delhi suggested, *“If possible the NGO's should be asked to provide an internship which could help us in our curriculum e.g. marketing students could be asked to do projects related to marketing the NGO products or social issues or finance students could be asked to assist them in addressing management financial problems.”*

Five students suggested that there needs to be more involvement from the institute with regard to types of projects to be allocated during the internship to ensure maximum utilization of the knowledge and skills of the students. Mr. Kartik Mehta, who was placed in Save the Children India, Mumbai (Maharashtra) stated *“The college can inform the NGO about the work that can be allotted to the interns rather than leaving it to the NGO and students to*

decide. In absence of this as there may be cases where the NGO would allot work that may not utilize the skills of the interns.”

b) Autonomy at workplace:

Seven students expressed that the internship organisations should give the interns autonomy to execute projects. This will help them to utilize their inherent and acquired skill sets more effectively. For instance, Ms. Divya Gupta, who was placed in Asha Deep Foundation, New Delhi reported, *“Organizations should give more autonomy and flexibility to the interns in their working style. Interns should be allocated more field related projects which would connect them to the ground level people.”*

c) Role of Mentors:

The guidance received from mentors during project execution kept the students motivated and helped them to learn new things and hone their skills. For instance, Ms. Anuja Pawar, placed in Sparsh Balgram, Pune (Maharashtra) reported, *“The entire process was smooth, All the instructions were clear. NGO mentor and faculty mentor had clarity about our work and were very supportive. Overall it was an amazing experience.”*

A few students offered recommendation to strengthen the role of mentors. For instance, Ms. Nikhita Bhatia, intern at Literacy India, Gurgaon (Haryana) suggested, *“NGO mentor should have clearer understanding of the support that we can offer. Since it is an internship and not volunteering, it should be more streamlined to our domain”*

Three students felt that the faculty mentors should interact with organizational mentors and be involved in project allocation. Ms. Sakshi Nayal, placed in Don Bosco Ashalayam, New Delhi opined *“We Care team needs to first do a proper research on whether the given NGOs even require our help. The internship could be made more formal by faculty reaching out to the NGOs in advance and understanding the needs of the organization to plan an appropriate schedule for students.”* Mr. Gaurav Gulati, who interned with Maitri India, New Delhi suggested *“After half way to the internship, one formal conference call should be organised between the faculty and NGO mentor to gain understanding of the contribution made by each student.”*

From overall feedback of the students it can be summarized that students expected more autonomy to execute project. They also felt that organisational mentors should understand objective of the internship and assign appropriate projects based on available skills and experience of the students. They expected active participation of the faculty mentors to facilitate the internship experience.

d) Project assignment and clarity :

In all 59 students opined that projects should be assigned before joining the organisation. Mr. Vikramjeet Dalal, who was placed in Literacy India, Gurgaon (Haryana) stated, *“Whenever possible NGOs should assign work prior to joining so that students can be well prepared.”* Ms. Akshaya Save, who interned with Arpan, Mumbai - Goregaon (Maharashtra) expressed, *“The internship should be more structured. The interns should be notified regarding expectations of the NGO prior to commencing the internship.”* Ms. Ankita Gupta, placed in Asha Deep Foundation, New Delhi shared, *“I believe there should be more communication from the organisation to the trainees about the work to be done. Moreover, trainees should not be treated in the same way as NGO’s permanent employees.”*

Ms. Prachi Garg, who was placed in Balajee Sewa Sansthan, Dehradun (Uttarakhand) suggested, “More clarity is required from NGO about their expectations. If project description can be shared with the interns a little before start of internship, it can help to bring clarity to both NGO and interns.” Going even further Ms. Poorvali Sharma, who interned with Niveda Foundation, Noida (Uttar Pradesh) opined, “It should be compulsory for the NGO to submit a profile of what work they will be expecting the volunteers to do.”

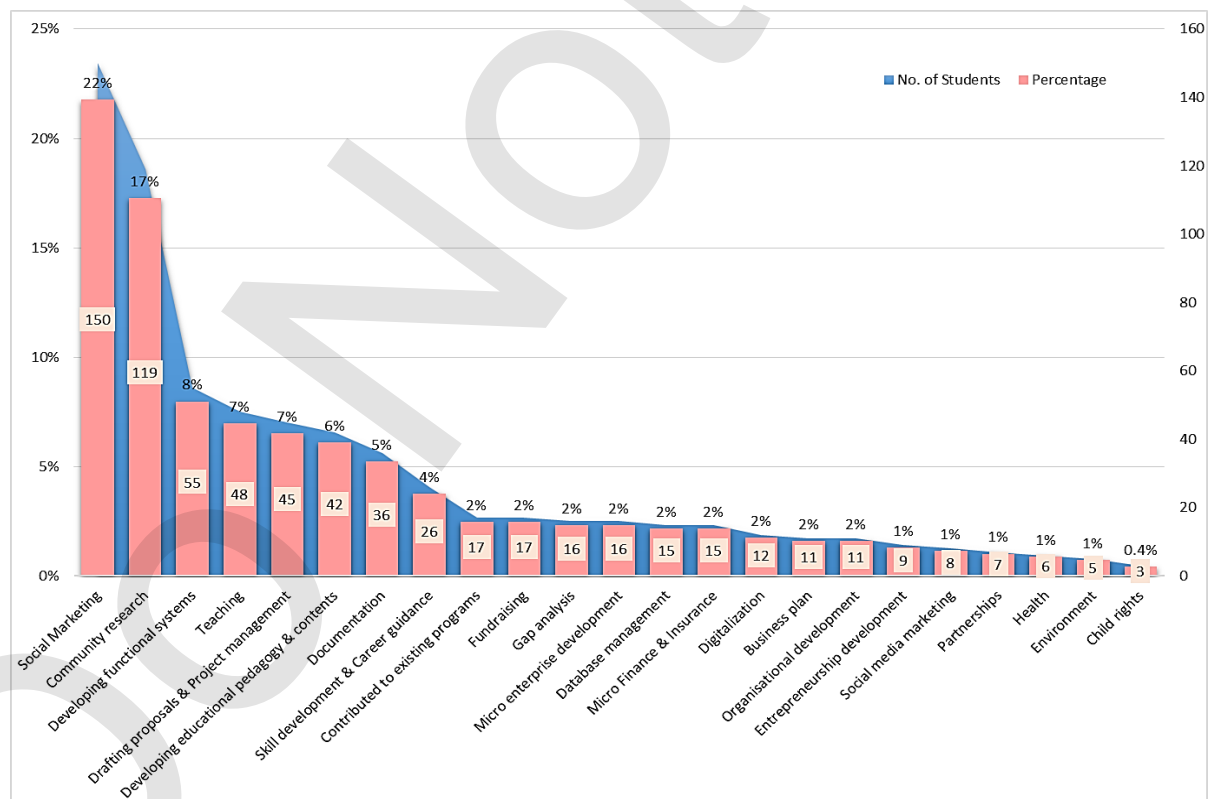
One student, who reported low level of satisfaction, expressed that students should know in advance what kind of work they will be given while choosing the organisation.

Based on the feedback it can be inferred that, internship organizations need to optimize the utilization of the intern’s skill sets by providing project related clarity prior to the internship. The organizational mentor and students should mutually discuss and decide the internship project well in advance. This implies that the interaction of the students with internship organizations prior to their internship duration is a must. It is important that mentors consider the interest area of the students along with their competency and skillsets in project allocation. Faculty mentors should be involved in project allocation and should interact with organizational mentor.

3.3 Contribution by students

Students made special contribution in various areas. Based on the nature of projects assigned and contribution made by students the data was segregated in 23 major categories (Refer Chart 6 below).

Chart 6
Special Contribution by Students



As illustrated in the Chart 6, maximum contribution was done in the area of social marketing. Around 22% (150 students) were assigned social marketing projects and campaigns. They contributed towards brand building, social marketing and spreading awareness.

Out of these 150 students, 10% (68 students) contributed in brand building activities. It included designing and organizing events, redesigning and conducting annual events, designing layout of website, developing or revamping website, content creation, documentary development, registration at various domains to increase chance of funding for NGO etc.

Little more than 4 % (31 students) contributed in social marketing and for designing marketing plan or strategy for their respective NGOs. In all 4% (27 students) contributed in various child rights awareness programs and campaigns. They conducted outreach programs, designed promotion material and conducted various events to spread and increase awareness about child rights and Childline. Ms. Kuhu Johri, placed in Centre for Integrated Development, Gwalior (Madhya Pradesh) and Mr. Prakhar Singh, intern of Ramashiv Bahuudeshiya Vikas Samiti, Rewa (Madhya Pradesh) generated key insights for awareness campaigns. Mr. Rahul Kumar Tiwari, placed in Gandhi Adhyan Peeth, Varanasi (Uttar Pradesh) contributed in conducting a Child Adoption Workshop. More than 3% (24 students) contributed in various awareness programs in the area of disability, health, environment and legal awareness for women.

In all 17% (119 students) were allocated research projects. From which 28 students conducted survey in the area of education and skill development. Contribution in the area of community research was done 16 students. It included conducting baseline or preliminary survey. Impact assessment survey was conducted by twelve students. Community development research was done by nine students to help the respective NGOs to find areas to be covered under community development and devise their expansion strategy. Social market and technical research projects were assigned to seven students. Six students contributed for research in the area of child rights. Other students conducted survey in the area of health, human resource development, livelihood, environment, sanitation, waste management, and so on.

Students placed in Maitri India, New Delhi conducted secondary research in the area of gerontology. Ms. Resham Sahni, who was placed in Basundhara, Cuttack (Odisha) conducted secondary research on adoption. Students placed in Nirmaan, Hyderabad (Telangana) contributed in secondary research in the area of livelihood.

Functional systems in NGO were developed by 8% (55 students). Out of these, 16 students worked in the area of financial inclusion, financial management and financial analysis. In all 14 students developed HR systems. Specifically these projects involved designing / developing HR systems, redesigning HR policies, HR database management, conducting recruitment process. Twelve students contributed towards designing fundraising strategy. Nine students contributed in developing MIS (Management Information System) and remaining four students were engaged in technology enhancement.

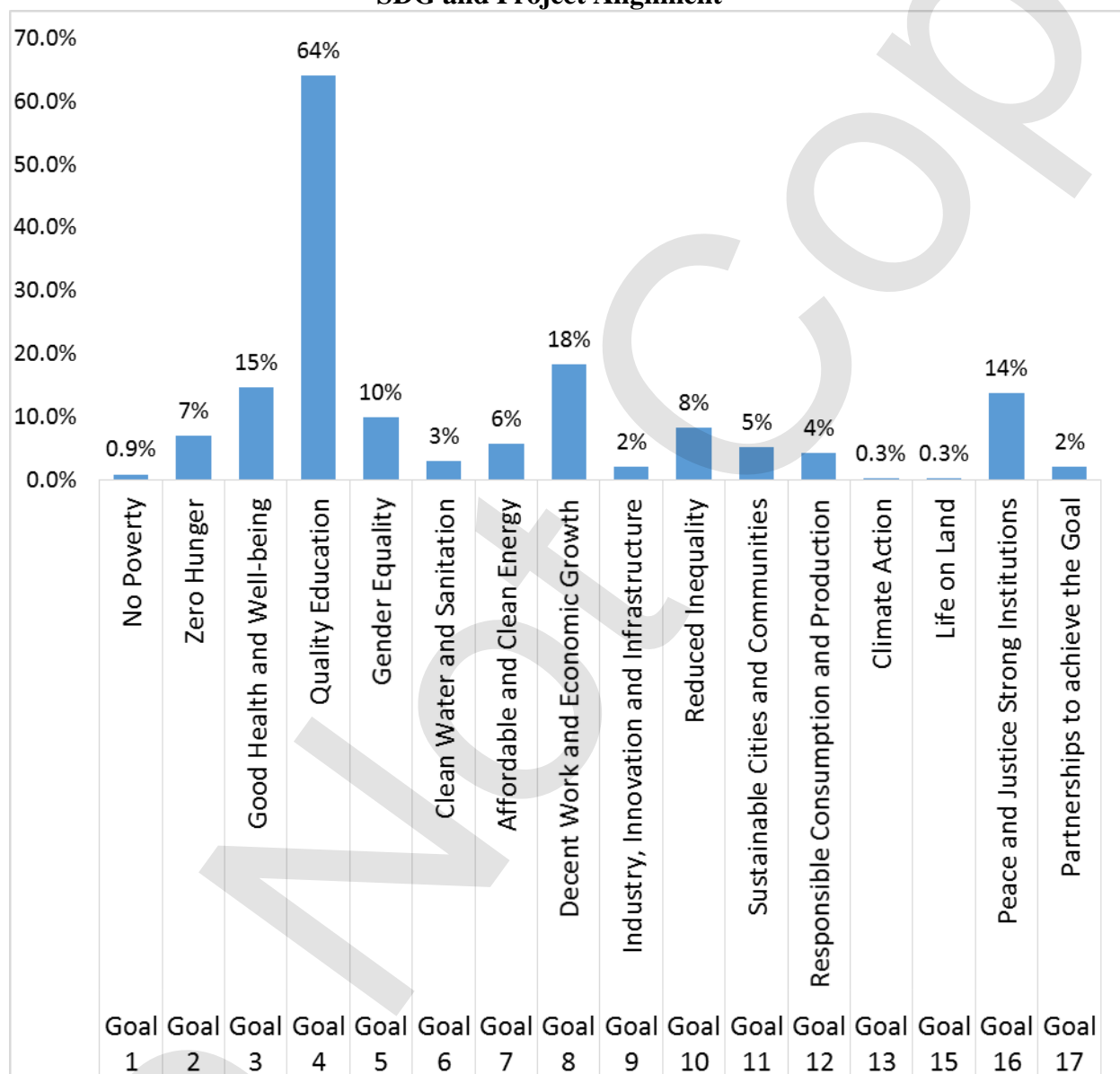
Besides undertaking other projects around 7% (48 students) were involved in teaching underprivileged students. Little less than 7% (45 students) contributed in drafting proposals and managing projects. In all 6% (42 students) contributed in developing educational pedagogy and contents. Documentation of success stories was undertaken by 5 % (36 students). Skill development and career guidance projects were undertaken by 4% (26) students.

Other projects allocated to the students included fundraising, gap analysis, micro enterprise development, database management, micro finance, insurance, digitalization, designing business plans, organisational development, entrepreneurship development, social media marketing, developing partnership and so on. In all seventeen students contributed to the existing projects of their respective organisation.

3.4 Alignment: Student's Projects with SDGs

Involving MBA students is crucial to advancing the 2030 Agenda for Sustainable Development. The We Care civic engagement internship provides an opportunity to students to actively work on multiple aspects of development which are aligned to different themes of SDGs. Refer Chart 7.

Chart 7
SDG and Project Alignment



*Student's projects had inter linkages with two or more goals and hence the total tally will exceed 100 per cent.

The above figure indicates that 64 % of the students had undertaken projects in the area of promoting Quality Education (SDG 4). Greater involvement in the area of education is attributed to the fact that 40 % of the internship organizations were in the area of child welfare. There were multiple distinct tracks on school education, each with its own overarching goals and had shared synergies for providing education to youth and women. A few students apart from handling other projects were involved in providing teaching support to academically weak students in the area of Maths and Science and standard X students. A few others were involved in developing teaching pedagogy, developing teaching contents/manuals with the focus of imparting quality education. Similarly students undertook

projects in the areas of health, skill development, environment and so on. These were aligned appropriately to SDG themes.

The project activities undertaken and their alignment with the SDGs are explained in Table 1. Annexure III provides information on mapping of SDGs in various states.

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Table 5
SDGs & Targets: We Care: Civic Engagement Projects (2018)

Applicable SDG	Applicable Target	Projects undertaken by students
Goal 1 : No Poverty End poverty in all its forms everywhere	1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day	Community consultation for empowering 'Dalit' community; Resource mapping to identify areas having 'Dalit' population; Technical assistance in formulating bye-laws and website content development for the 'Dalit' Community Foundation to eradicate extreme poverty.
Goal 2 : Zero Hunger End hunger, achieve food security and improved nutrition and promote sustainable agriculture	2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round	Providing support in business model development for 'Farmer Producer Organization' to promote sustainable food production; Study on farmer issues to enhance the productivity and income of small scale food producers; Social marketing of nutritional products to end hunger; Conducting market survey for positioning of nutritional products; Suggesting process improvement at food processing unit with the focus on promoting sustainable agriculture.
	2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons	
	2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment	
	2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality	
	2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed	
	2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility	
Goal 3 : Good Health And Well-Being Ensure healthy lives and promote well-being for all at all ages	3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births	Providing support with awareness generation in areas of HIV, drug abuse, personal health, reproductive and maternal health, community health, mental health and sanitation; Conducting research and impact assessment studies for services in areas of providing affordable health care, drug abuse and anemia; Documentation support for creating annual reports and flyers; Brand building and promotion of services with the emphasis on good health and well-being.
	3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases	
	3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	
	3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol	
	3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all	
	3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination	
Goal 4 : Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Providing teaching support to academically weak students in the area of Maths and Science as well as standard X students; Designing teaching pedagogy; Developing teaching contents/manuals with the focus of imparting quality education.
	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	
	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	
	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	
	4.6 By 2030, ensure that all youth and a substantial proportion of	

Applicable SDG	Applicable Target	Projects undertaken by students
	adults, both men and women, achieve literacy and numeracy	
	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	
Goal 5 : Gender Equality Achieve gender equality and empower all women and girls	5.1 End all forms of discrimination against all women and girls everywhere	Documenting success stories of women entrepreneurs women; Conducting situational analysis of women to eliminate all forms of violence; Study of gender issues among migrants to eliminate harmful practices; Enhancing livelihood opportunities for women; Capacity building for adolescent girls and illiterate women; Fund raising for fulfilling training needs of women and ensure equal opportunities for leadership; Developing communication strategy; Resource mobilization and business development with the focus on gender equality.
	5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation	
	5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life	
	5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws	
	5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women	
	5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels	
Goal 6 : Clean Water And Sanitation Ensure availability and sustainable management of water and sanitation for all	6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all	Examining the utility of rain water harvesting projects to prevent water scarcity; Designing efficient project schedule for construction of rain water harvesting system; Impact analysis of sanitation projects; Primary research for Georeferencing of water harvesting structures; Facilitating collaboration for waste management; Study of solid waste treatment plant; Designing marketing and communication material with the agenda of promoting importance of clean water and sanitation.
	6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations	
	6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally	
	6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity	
	6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate	
	6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes	
	6.b Support and strengthen the participation of local communities in improving water and sanitation management	
Goal 7 : Affordable And Clean Energy Ensure access to affordable, reliable, sustainable and modern energy for all	7.1 By 2030, ensure universal access to affordable, reliable and modern energy services	Cost-benefit analysis for setting up a solar power plant with the focus on ensuring affordable and sustainable energy.
	7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support	
Goal 8 : Decent Work And Economic Growth Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services	Study on financial inclusion plan for the disabled to achieve productive employment for persons with disabilities; Development of social entrepreneurship model for target beneficiaries; Market study to identify employment opportunities for city livelihood center to achieve full and productive employment for all; Feasibility study for setting up new micro-finance unit for ensuring access to finance; Process analysis of weavers and artisans for decent job creation; Labour engagement study and field survey to protect labour rights; Promotion of skill development; Training and mentoring women and adolescents, Teaching assistance and module development for soft skills training to youth; Beneficiary and resource mobilization with the focus on decent work and economic growth.
	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	
	8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms	
	8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment	
	8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all	
Goal 9 : Industry, Innovation And Infrastructure Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	9.3 Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets	Market assessment for business opportunity identification for marginalized women; Support in developing micro enterprise with focus on innovation and infrastructure development.
	9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and	

Applicable SDG	Applicable Target	Projects undertaken by students
	substantially increasing the number of research and development workers per 1 million people and public and private research and development spending	
Goal 10 : Reduced Inequalities Reduce inequality within and among countries	10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average	Feasibility study of business models to generate employability for slum dwellers; Resource mobilization for developing community based micro enterprises to achieve and sustain income growth; Imparting digital literacy in slums; Survey of economically backward areas to promote social inclusion; Establishing bank linkages for facilitating access to finance; Impact assessment of projects designed for inclusion of the disabled to promote equal opportunities; Case study documentation for children in difficult situations; Operations management at organizations working towards reducing inequality.
	10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	
	10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard	
Goal 11 : Sustainable Cities And Communities Make cities and human settlements inclusive, safe, resilient and sustainable	11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums	Creating green spaces by conducting survey on plastic usage and disposal methods; Risk analysis and process improvement for green bag manufacturing unit; Case presentation to create safe places for children; Community needs assessment; Developing IEC content and business model development with focus on creating sustainable cities and communities.
	11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management	
	11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	
Goal 12 : Responsible Consumption And Production Ensure sustainable consumption and production patterns	12.2 By 2030, achieve the sustainable management and efficient use of natural resources	Impact analysis of weather information services; Study on farmer suicides; Reducing waste generation through process improvement for green bag manufacturing unit and citizen mobilization; Promoting sustainable public procurement practices by creating consumer awareness on organic produce and 'Fair Trade' practices; Training on integrated farming measures for efficient use of natural resources; Examine farmer issues with the aim to promote responsible consumption and production.
	12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses	
	12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse	
	12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	
Goal 13 : Climate Action Take urgent action to combat climate change and its impacts ²	13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	Feasibility study of 'Green Business Model' for improving climate change impact; Drafting project for 'Green Business Model'; Event management for clean-up program with the aim to increase awareness about climate change.
Goal 15 : Life on Land Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development	Survey of ecological habitats of migratory birds to conserve natural ecosystems; Data collection on resident and migratory birds with the focus on conserving life on land.
	15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species	
	15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts	
Goal 16: Peace and Justice Strong Institutions Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children	Resource mobilization for upliftment of backward community; Research on funding opportunities for projects designed to reduce all forms of violence; Case documentation and process improvisation for child rescue operations to end violence against children; Counselling support and awareness generation about child rescue services and child rights; Study on child labour scenario; Impact assessment of child rescue services to promote peace and justice.
	16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	
Goal 17: Partnerships to achieve the Goal Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development	17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology	Promotion of digital literacy; Operationalizing technological projects with the focus on creating platform for developing partnerships.

3.5 Reporting

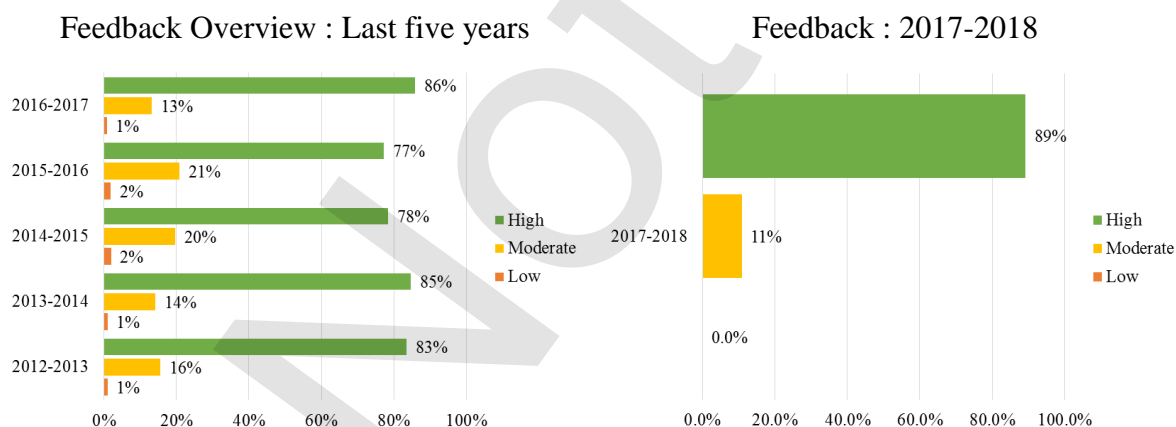
As per the code of conduct laid down by the Institute, students were required to submit online weekly logs to help the We Care team and faculty mentors to track the progress of their projects during the internship. It was also mandatory for the students to submit hard copies of weekly logs duly signed by the organizational mentors.

At the end of the internship the students were required to submit soft copy of the final report to the organisational mentor, faculty mentor and We Care office. Post internship, they were required to meet the faculty mentor for viva-voce. To crystallize student learning, a poster presentation was scheduled on March 10, 2018.

The level of clarity regarding reporting was measured on a five point rating scale ranging from 'Excellent' (5) to 'Very Poor' (1). The parameters used to infer level of clarity in reporting were a) clarity of expectations in terms of reporting; b) clarity in submitting final report and c) clarity given for poster presentation.

It can be inferred from the feedback given by the students that all students had clarity regarding reporting. As depicted in Chart 7, high level of satisfaction with regard to clarity in reporting was expressed highlights that 89% (614) of the students. Moderate level of satisfaction was expressed 11% (75) of the students.

Chart 8
Clarity of Reporting



Code of conduct and guidelines were shared with the students well in advance in the month of September 2017. However it was observed that the students did not read the documents diligently. This leads to breach of conduct and discipline.

In all 2% (12 students) expressed their concerns regarding the reporting practices. They felt that the weekly log is sufficient documentation of the work undertaken by them. They were unable to understand the validity of the organisational mentor's approval on the weekly as well as final report submitted by them.

3.6 Faculty Mentor Support

In all 58 faculty mentors were appointed to monitor the students' internship progress. (Refer Annexure IV). It was mandatory for all students to meet their respective faculty mentors prior to the commencement of internship. We Care team helped to follow up with students to ensure that all students meet their respective faculty mentor. We Care officer coordinated

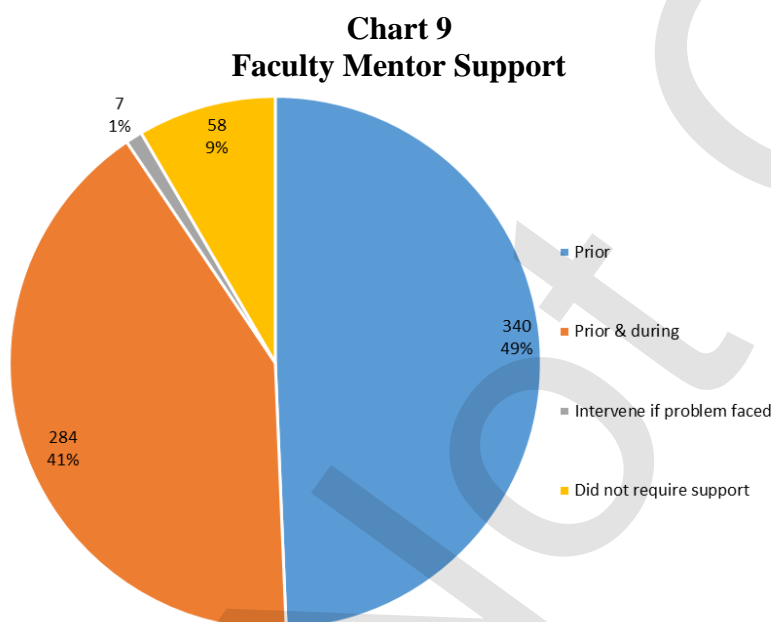
with the visiting faculty mentors and wherever intervention was required from We Care office.

The faculty mentors were required to provide inputs and monitor student's progress in the duration of the internship. Faculty members were also requested to assess the performance of their respective mentees during the internship period and evaluate the same through post-internship viva-voce based on the We Care rubrics.

To provide immediate intervention to address internship grievances four regional in-charge executives were appointed. This aided in facilitating the mentorship to the students.

Feedback was solicited in order to gauge the support received by the students from their respective mentors based on the following parameters:

1. Inputs prior to internship placement
2. Inputs during internship placement
3. Mid-course intervention



It can be interpreted from the feedback received from the students and as depicted in Chart 8, 49% (340 students) received inputs from the faculty mentor only prior to the internship.

In all 41% (284 students) were in contact with their faculty mentors and received their inputs prior to as well as during the internship. Only 1% of the students (7 students) contacted their faculty mentors to resolve some

concerns during internship. Those who did not need any faculty mentor support amounted to 9% of the students strength.

In all four students expected more participation and support from the faculty mentors. Mr. Arnab Saha, who interned with Voluntary Health Association, Agartala (Tripura) stated, *“More active involvement of faculty is necessary in some NGOs because sometimes NGOs are not sure of what projects they must give to the interns.”*

Students were also asked to give feedback on ease / difficulty experienced by them in contacting their respective faculty mentors and the mode of communication utilized for the same.

Chart 10(A)
Responsiveness of the Faculty mentors

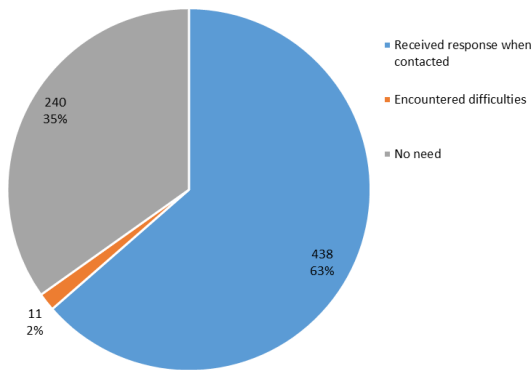
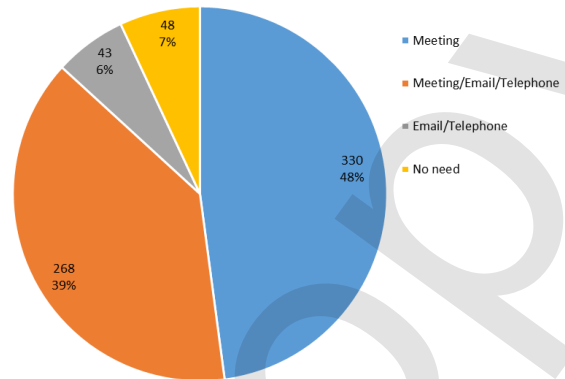


Chart 10(B)
Methods of communication used by students



As revealed in Chart 10(A) above 63% (438 students) received responses from the faculty mentor whenever contacted. Those who faced difficulty in receiving response from the faculty mentor amounted to 2% (11 students).

In all 45% (311 students) used multiple modes of communication to interact with their faculty mentors. Overall, the support given by the faculty mentors was reported to be satisfactory by those students who sought it actively.

3.7 Learnings from the internship

The feedback data observes that 98% (675 students) agreed that We Care internship was a good learning experience. This can be confirmed from chart 10(A) below. A marginal 2% (14 students) felt that the internship experience was not beneficial. Concerns mentioned by these students include commutable distance to the project location, management skills should be utilized and internship placement should be in other place than hometown.

Students were also asked to specify three major learning's from the internship. The responses of the students were classified into appropriate categories based on the inferences : a) Social sensitization; b) Projects related and c) Self-development which is displayed in Chart 10(B).

Chart 11(A)
We Care: Learning Experience

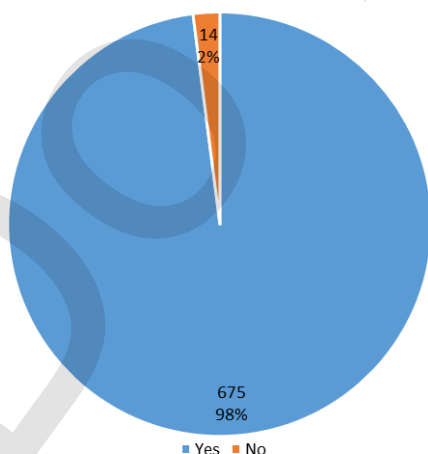
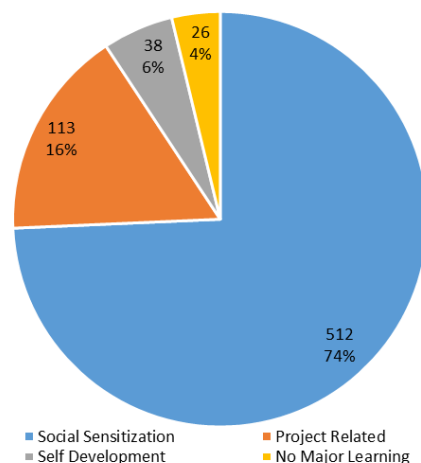


Chart 11(B)
Learning from the internship



Social sensitization :

In all 74% (512 students) reported that the internship made them sensitive towards social issues like education system child rights, women empowerment, livelihood support and so on. They learnt about the real life issues of under privileged and differently abled population. Ms. Amruta Raghava, Catalysts for Social Action, Thane (Maharashtra) expressed, *“I understood the value of giving back to the society. I realized how small organizations can work effectively, overcoming the drawbacks of having a diverse workforce. I learnt how to maximize the opportunities and utilize them efficiently.”* Mr. Shail Soni, intern of AROH Foundation, Noida (Uttar Pradesh) expressed, *“The project radically transformed our outlook towards life and made us appreciate the kind of background we have bestowed with. We never realized that life would be so different just few kms away from swanky malls of Sanket, Delhi. It made me sensitive to my dealings with poor and deprived. It also helped me understand the gaps in current education system of India. It made us think that universal enrolment will have no meaning if the learning levels achieved by children who complete five years of primary schooling are poor. At a personal level, this internship benefited us in improving our communication and writing skills.”*

Ms. Sanjana Varada, Kid Power, Visakhapatnam (Andhra Pradesh) mentioned, *“I learnt about various rules for starting a girls orphanage, legal implications as well as about various reports of the organization. I understood the difficulties in maintaining balance between safety of the girls, providing livelihood training as well as providing education. I also learnt about the various skill development schemes available for deprived girls.”* Mr. Pranay Jain, Gramin Evam Nagar Vikas Parishad, Patna (Bihar) stated, *“This internship helped me to understand about dwelling into the life of the ultra-poor and the meaning of real hardships. I learnt about how a NGO works as it was my first experience in the social sector.”* Mr. Ankur Ralhan, Society for Service to Voluntary Agencies (SOSVA), Chandigarh expressed, *“This internship ended with making me more sensitive towards the social problems present in the society around us. I understood about the problems faced by pregnant women and adolescent children. I also learnt about various skill development programs being carried out in my city.”* Mr. Nikhil Singh, Development Support Team, Ankleshwar (Gujarat) expressed, *“I understood the paradox of government helping people involved in illegal activities. The internship helped me to realize the importance of appropriate sales technique for rural India, exposed me to ground reality of the labourers and their expectations from companies they work at.”*

Around 22% (150 students) were involved in various projects in the area of child rights and child welfare. Students learnt about ground realities related to gravity of the issues faced by street children and distressed children. They also learnt about difficulties faced by Childline NGO partners in rescuing children and their efforts in successfully able reduce the instances of child labour and child trafficking. It made them more empathetic towards distressed children. They also became aware of the various legal provisions for child rights.

Mr. Satyaki Kundu, who was placed in Crescent Education & Welfare Trust, Kishanganj (Bihar) stated, *“Majority of the students from a modest background fail to see the long term effects of continuing education. Children when shown the career prospects for continuing education are more eager to learn. Children learn more quickly when they are in an interactive session.”* Ms. Madhura Mestry, who interned with Salaam Bombay Foundation, Mumbai - Nariman Point (Maharashtra) observed, *“Children have opinions of their own, so preaching to them is of no help. They need to be included in the discussion and their ideas need to be heard and responded. The socio-economic segment that we interacted with is much more aware about the happenings around them. What they lack is the confidence to use that information to their advantage. The education system of our country especially the aided schools have multiple challenges in terms of infrastructure and basic skills. There needs to be sufficient intervention from the government and corporates to improve the current scenario.”*

Ms. Kavya Rastogi, intern with Prayas Social Welfare Society, Faridabad (Haryana) stated, *“The one-on-one interactions with the students helped us to understand them better and aided to creating a bond with them. It also helped us understand about the hardships that these small children go through during their daily life. They get up early in the morning, go to work till noon and then come to school. It helped us appreciate the rigor these children put in to grab the opportunities that come their way. We also understood that contrary to the common belief of surface level problem of illiteracy, it is actually a deeper problem as it is very easy to say that parents of these children are not literate enough to send these children to schools, however it was observed that it was necessary for these kids to go to work in order to survive their families and thus high level of absenteeism prevails in this sector.”*

Ms. Shiffali, intern of Indian National Portage Association, Chandigarh who was placed in mentioned, *“Since my internship was in an organization that focused on development of disabled children, these 24 days helped me move beyond my normal lifestyle and thought process. I had an unforgettable experience of interacting with these kids and their families and learning from them how to be grateful for the life in-spite of all the difficulties.”* Mr. Sparsh Wadhwa, placed in Sparsh, New Delhi stated, *“The internship gave me a learning for life where I understood that no task is menial, no person is above and beneath us. It helped me to realize the untapped potential of children suffering due to family's lack of financial position. By interacting with differently abled children, I became more patient and am able to deal with difficult things in a calm manner. It helped me improve my communication skills through simultaneous engagement with students having diverse intellectual level.”*

Mr. Abhik Banerjee, placed with Diocesan Development & Welfare Society, Allahabad (Uttar Pradesh) shared, *“The internship taught me about the hardships faced by the slum dwellers and how hard it is to teach such children on a regular basis. It also taught me to be thankful for what I have in life because there are people out there who are not that fortunate.”*

Mr. Aakash Agarwal, placed in Vidyasagar School of Social Work, Kolkata (West Bengal) expressed *“It helped me to understand how juvenile cases are handled in the state. I also understood the focus that UNICEF along with the government is giving for child care at country and global level.”*

Students learnt about the functioning of the NGO / CSR department, the skills, efforts and patience required to work in the field and the difficulties they face while working for the cause.

Different Perspective of life :

Some students mentioned that the internship learning gave altogether different perspective towards life. For instance Mr. Nachiket Burade, who was placed in Pragatee Foundation, Jui Nagar (Maharashtra) reported, *“I saw old Sanskrit phrase in action 'Vasudhaiva Kutumbakam'. When homes get small, hearts get big. It did not matter to some of the people I met that they were living 10 people in a 8' X 7' room. They saw it as whole world is theirs for taking. Keeping positive attitude and clean intentions is important. If done so, there is no scarcity of helpers. Never take children lightly. What's little to us can be a life changing thing for them.”* Ms. Arushi Goel, who interned with Balajee Sewa Sansthan, Dehradun (Uttarakhand) stated, *“We came to know our own culture, people and place better. Being a marketing student, I got an opportunity to study the business of Uttarakhand's farmers and got an opportunity to work for their upliftment. My dream to work for the underprivileged women's welfare was accomplished.”*

Ms. Prerna Nawka, placed in Centre for Rural Development (CRD), Guwahati (Assam) expressed, *“Talking to the women of urban poor slum areas, instilled in me a feeling of doing something for their livelihood betterment. The project assigned helped me to understand the harmful effects of plastic bags and to use bio degradable bags instead. During the internship, I got to meet senior people from CSR department, and their views on the same and discussing the project with them was a very good learning.”* Ms. Unnati Bhartia, placed in AROH Foundation, Noida (Uttar Pradesh) mentioned, *“I understood the importance of Self Help Groups in women empowerment, especially in rural and backward areas. I also learnt how small efforts make a big difference in rooting out social problems like open defecation.”* Mr. Rahul G, intern with Association for Non-Traditional Employment of Women (ANEW), Chennai (Tamil Nadu) stated *“I understood the ground realities of skill levels of underprivileged women and the exposure they have. I learnt how the mindset of such women would be regarding life and career due to low exposure they have. I also learnt how to be more patient in dealing with students from government schools and colleges.”*

Mr. Abhishek Iyengar, placed in Hope Foundation, Vadodara (Gujarat) mentioned, *“Women empowerment and skill development was an integral part of my project. It gave me an opportunity to closely monitor the problems faced by rural women and suggest solutions for addressing their grievances. ‘Sae’ Sanitary Napkins one of the products of our NGO gave me a clear understanding about the goals of my NGO for providing affordable sanitation solutions to rural women. The awareness level reflected the poor condition among the lower strata about menstrual hygiene. Mobile health vans reaching out to Jammu and Nurgpur gave me a clear picture regarding the health problems faced by the community and the poor accessibility of quality healthcare. I was also informed that the vans fulfilled the role of disaster relief at times of need.”*

Ms. Ayushi Kothari, placed with Kartavya, Dhanbad (Jharkhand) reported, *“These children and this internship in turn taught me that despite being deprived of many resources and facilities, a person can still learn if he/she has the attitude to do so. Families in villages are struggling but now have learnt the importance of education and thus are willing to get their children educated. The volunteers taught me how we also can give back to the society while gaining from it, no matter how busy we are.”*

Ms. Astha Anand, who was placed with The Society for Child Development, New Delhi expressed – *“During the internship I realized communication doesn't require words or language. Differently abled people are equally capable to interact with us. The products made by NGOs are as good as the mass produced products.”* Ms. Shiny Kaur, who interned with Society for Welfare of the Handicapped, Patiala (Punjab) shared *“Deaf and Blind people are equally capable as any other person. They aren't disabled, they are just differently abled. It is very important that we as a society support welfare initiatives of NGO by doing our bit to make this world a better place to live in. I got insights about the functioning of nonprofit organization which would definitely be helpful in future engagement.”*

Mr. Jatin Kochar, placed in Kisan Sanchar, Chandigarh mentioned, *“I got chance to interact with farmers, so was able to understand their thinking. I observed and learnt varied challenges in managing a retail outlet. I met key bureaucrats and industry professionals interacted with them on the farmers’ issue. The interaction had a positive impact on me.”* Mr. Tushar Sharma, placed with Kisan Sanchar at Panchkula (Haryana) stated, *“The internship helped in connecting with all the sections of the society ranging from small farmers to managers in government organisations. We got a sense of how corporate life will be as the work we did was similar to what we will be doing in our internship and after our final placement. It helped us to sensitize about issues concerning our food consumption.”* Mr. Harshameer Singh, placed in same organisation at Mohali (Punjab) expressed, *“I learnt how farmers view weather related information and their response to the same. I became aware of*

the prevalence of large scale adulteration in milk and the related awareness of it among people.”

Ms. Akanksha Prasad, Nidan MFI, Patna (Bihar) shared, *“I became aware of the plight of the street vendors. Earlier I viewed them as source of traffic problems. I became aware of the laws governing the vendor. I realized how NGOs work with government for betterment of weaker section of the society.”* Ms. Akriti Mittal, placed with Blind People's Association, Ahmedabad (Gujarat) opined, *“If isabled people and children are given appropriate training they can earn their livelihood. I got to know there are rules, laws to protect disabled. I realized how the lack of infrastructure like ramps and elevators at all public places creates problems for the disabled to travel.”* Ms. Poonam Pany, who interned with Community Advancement & Rural Development Society (CARDS), Raipur (Chhattisgarh) mentioned, *“The internship gave me a reality check of where our society lags in providing adequate infrastructure to all sections of the society. I learnt about the concept of farmer producer groups- how it is enabling and empowering the marginalized.”*

Project related :

In all 16% (113 students) reported that they learnt about project implementation / project management skills, operations and work culture in a nonprofit organisation. For instance, Mr. Chirayu Bhonsle, who interned with The Society for Door Step Schools, Pune (Maharashtra) opined. *“I learned how to execute a project at the grass root within a limited time frame. Also learned how to adapt to the various varied situations.”* Mr. Saurabh Prabhu, placed in Astitva, Dombivali (Maharashtra) expressed, *“I learnt the business aspects of working in an NGO. I also learnt to utilize my skills and think out-of-the-box to analyze a given problem and provide appropriate solution.”*

Ms. Aanal Snehal Shah, who was placed in Kaivalya Education Foundation (Gandhi Fellowship), Ahmedabad (Gujarat) expressed, *“Being a fresher, this internship gave me hands on experience in understanding the work culture and professionalism, which will help me for the summer internship. I assisted in the recruitment process and was part of the Personal Interview Process. This exposed me to the scenario of education and its importance in municipal schools. Hearing the experiences of the candidates has changed my perception towards finding monetary value in job as it has always clouded our judgements. Finding opportunities and working for the betterment of the society, one definitely needs a heart.”*

Mr. Sachin Pande, who was placed with Community Advancement & Rural Development Society (CARDS), Raipur (Chhattisgarh) stated, *“I learnt how a not-for-profit organisation operates, their sources of funding and their collaboration with government or privately held agencies for project implementation. I understood about the livelihood initiatives in the field of agriculture such as farmer producer organisation scheme and watershed program. I also learnt about use of technology in the agriculture industry.”* Mr. Vamsi Krishna Sahini, placed in Bapuji Rural Enlightenment and Development Society, Srikakulam (Andhra Pradesh) mentioned, *“I learnt about financing credit and lending models of agriculture, food product market, marketing strategies for the agriculture products and commodities like cashew, coffee and other crops. I also got an exposure to the procurement strategies of retail markets.”*

Students placed in Make a Wish Foundation, Jaipur (Rajasthan) mentioned that they studied the operational structure and functioning of Make-a-Wish Foundation. They closely observed the day to day procedures conducted by the organization to fulfill wishes of the children suffering from Cancer. Mr. Aakash Bhavsar, placed in Sense International India, Ahmedabad (Gujarat) shared, *“I got first-hand experience of dealing with books of accounts. I also came to know how an event is organized and how an organization works.”* Mr. Prashant Khisty, who interned with Deepak Foundation, Vadodara (Gujarat) reported, *“This internship helped*

me to develop understanding of HR processes, structure and functioning of an NGO.” Ms. Sakshi Nigam, who was placed in Deepalaya, New Delhi expressed, “I understood the importance of HR department in an NGO. I learnt different functions of HR Department and interaction of different functions like marketing, finance, HR etc. with each other.”

Mr. Akshit Agarwal, who interned with Centre for Rural Development, Guwahati (Assam) stated, *“I learnt to design a questionnaire and do primary research, to handle a real-life project, office etiquette and discipline.”* Mr. Ronak Bhardwaj, placed in Agrasar, Gurgaon (Haryana) mentioned, *“I learnt how to communicate with prospects and leads for association as well as importance of follow up for maintaining relationships with leads. I also got knowledge about how different industries hire employees at entry level.”* Mr. Agnidipto Giri, placed in Asha Deep Foundation, New Delhi mentioned, *“I understood operations of various projects under AshaDeep. I learnt how the organization receives help and support from other organizations (financial and non-financial) and how existing community resources are utilized for effective operation at minimum cost.”*

Students placed in CSR departments learnt about various CSR activities and its impact on the social life. Mr. Mayank Singh, placed in South Eastern Coalfields Limited, Bilaspur (Chhattisgarh) expressed, *“I learnt CSR’s key role in an organization for successfully running the business and image building. I also learnt about its impact on the lives of the beneficiaries.”* Mr. Chris Daniel, who interned with Bharat Heavy Electricals Ltd. (BHEL), Bhopal (Madhya Pradesh) mentioned, *“I learnt how to analyze impact assessment reports and how an organization does CSR activities in different domains. I also learnt that field visits are important to understand the needs and requirements of the people.”*

Some students reported that the internship helped them to understand importance of marketing and digitalization in social sector. For instance, Mr. Husain Kothari, placed in Trishul, Mumbai (Maharashtra) stated, *“I learnt the importance of marketing and how it can be used for better lives of marginalized children.”* Ms. Prachi Vaidya, Light of Life Trust, Mumbai (Maharashtra) expressed, *“I understood about business and professional side of the NGO. I learnt about social media marketing, metrics, fund raising and marketing campaign strategies at national and international level. I also learnt about importance of having PR and media coverage for developing the visibility of the NGO.”* Ms. Visakha Agarwal, placed in Spring Health, Bhubaneswar (Odisha) mentioned, *“I got an exposure to rural India and an understanding of consumer behaviour of people who are at the bottom of the pyramid. I learnt how to create marketing strategy using limited resources of the organization.”*

Mr. Abhinav Dixit, placed in Bharat Memorial Charitable Trust, “Neev”, Gurgaon (Haryana) stated, *“During the internship I learnt how to modify website layout, video editing and documentary clip making. I also got an understanding of NGO operations.”* Ms. Sheena Jain, who interned with MAYA - Movement for Alternatives and Youth Awareness, Bengaluru (Karnataka) shared, *“I learnt how to contact vendors to finalize healthcare products. I designed flyers on Canva software. I also learnt analysis of past data using excel.”* Mr. Parth Ashar, placed in Srujna, Mumbai (Maharashtra) reported, *“The internship gave an idea about working in a social organisation. I gained experience in finalizing script for video, designing promotional strategy with restricted budget, shooting and taking part in video.”*

Some students got learning in the area of strategic planning and coordination. They understood practical implementation of their theoretical learning about strategic management. Mr. Parikshit Alva, World Wildlife Fund, Mumbai (Maharashtra) mentioned, *“I understood, small initiatives can also be very complex and require a lot of planning. Coordination amongst team members is very important. It feels really good to give back something to the society.”* Mr. Nitin George, placed in Agastya International Foundation, Bengaluru (Karnataka) expressed, *“I got an opportunity for practical application of statistical analysis*

learnt in class. I understood about state of scientific outreach program for children organized by the Agastya Foundation. I learnt skills required to resolve logistic and administrative problems.” Mr. Nishanth S, who interned with Sikshana, Bengaluru (Karnataka) opined, “I got practical exposure to strategic management and insight into the organisational structure. The field visits provided an overview of the implementation of the organizations programs.”

Nine students reported that they understood process and importance of documentation as well as information management in NGO. Mr. Rushabh Vora, placed in The Society for Door Step Schools, Mumbai (Maharashtra) shared, *“I learnt to provide a meaningful outcome from all the data which the NGO had collected. The project documentation has helped to improve the current processes.”* Ms. Kashish Jain, who interned with Catalysts for Social Action at Mumbai (Maharashtra) reported, *“I learnt how to create effective social campaigns in order to attract large number of donors. I was able to funnel out / structure a research into a comprehensive and easily readable document. I also learnt to represent simple data in creative ways (annual report) in order to influence the audience to read it.”* Mr. Neeraj Agrawal, placed in Smile Foundation, New Delhi reported. *“I got an understanding of the beneficiary management system and need of maintaining an updated beneficiary database for an NGO.”*

Ms. Snehal Thorat, who interned with Annapurna Pariwar, Pune (Maharashtra) shared, *“I understood the importance of client education in micro finance. Understood how women from lower strata from the society can be empowered.”* Mr. Kushal Gupta, placed in Arohan, Kolkata (West Bengal) mentioned, *“I got an exposure towards how micro financing companies are changing the lives of the people at the bottom of the pyramid. For them it is very difficult to get loans from big commercial banks but micro finance companies have brought that change. I learnt how to derive insights from the information collected from the beneficiary. One more big learning was being an effective and efficient team member. Co-ordinating and completing the project in 3 weeks of time along with 4 other members was also a good learning experience.”*

Mr. Ankit Dabas, placed in Nipun, New Delhi shared, *“I realized that the problems faced by NGO's for smooth functioning are completely different than corporates. Interacting with people of different qualifications is challenging. I had never designed posters for advertisements but this internship gave me good learning opportunity in this regard.”*

Mr. Abik Halder, who interned with Banglanatak dot com, Kolkata (West Bengal) reported, *“We learnt ideation of business model for fusion products, Beta testing plan for release of the product in the market for testing customer sentiment and idea about social entrepreneurship ecosystem of India.”*

Mr. Pijush Biswas, placed in Hope Kolkata Foundation, Kolkata (West Bengal) stated, *“I learnt about different methods of learning-Froebel Methodology. I learnt to conduct primary research through interviews of the teachers and students.”*

Mr. Niroj Chakraborty, who interned with World Wildlife Fund, Kolkata (West Bengal) expressed, *“I learnt about Wildlife conservation, steps taken by WWF, breeding patterns of migratory birds and places they visit in West Bengal.”*

Self Development:

Many students were involved in development of handling management systems in the internship organizations. Little less than 5% (33 students) expressed that their communication and content writing skills were improved. Mr. Kush Naik, placed in Amalsad Vibhag Vividh Karyakarini Sahakari Khedut Mandali Ltd., Amalsad (Gujarat) stated, *“I developed*

communication skills to conduct ground research and got clearer understanding for agriculture based organisation.” Ms. Parinita Matharu, who interned with Subhag Foundation, New Delhi reported, “I learnt how to interact and communicate with the underprivileged effectively and socially sensitize ourselves. I realised that it is actually quite difficult to create awareness amongst the underprivileged and hence, used different modes of communication to get our points across.” Ms. Priyanka Murjani, placed in Delhi Brotherhood Society, New Delhi opined, “I understood the need as well as plight of slum schools and their students. Communications, event management, gathering primary data from slums and low economic class were part of the project as well as my key learnings from the internship.” Mr. Bhavij Motiwala, placed in Crompton Greaves, Mumbai (Maharashtra) shared, “During the internship I improved my vocabulary and public speaking skills to a great extent.”

Mr. K Raveesh Babu, placed in AID India, Chennai (Tamil Nadu) mentioned, *“Understood the level of education that the underprivileged children have access to. Learnt the importance of communication and especially in an organisation that works towards change. Met people from different walks of life who had given up big corporate careers and wanted to work towards change. It was inspiring.”* Mr. Devendra Sharma, Kalyanam Karoti, Mathura (Uttar Pradesh) stated, *“We were able to learn how the small things in life can make you smile. Making someone else happy, or bringing more knowledge and learning to someone else’s life, can be an experience worth cherishing.”* Mr. VMN Ganesh Vamsi Kumar Turaga, placed in Navajeevan Bala Bhavan Society, Vijayawada (Andhra Pradesh) mentioned, *“Understood the ground realities of under privileged people, especially street children. I have learned how we with our power of knowledge and communication skills we can bring about a change in the society.”* Mr. Shreyas Musalgaonkar, AAS, Indore (Madhya Pradesh) expressed, *“There was increased awareness about the difficulties faced by socially challenged societies. There was a realization that in order to change or to bring about a change in the society, strong financial backup is not a pre-requisite. I learnt how to break the communication barrier, when the other side is hesitant to talk about anything and everything.”*

In all 3% (21 students) understood importance of team work. Ms. Shristi Goel, placed in Agastya International Foundation, Bengaluru (Karnataka) mentioned, *“I learnt the importance of team work when we were given so many tasks.”* Mr. Nikhil Wadhvani, who interned with Lok Biradari Trust, Indore (Madhya Pradesh) stated, *“Doing field work required strategizing and working with the team as everyone would have valuable inputs. So it is necessary to listen to all and provide your thoughts. Being a POC, implies that it is necessary to make the first effort to interact and do it right to earn the respect of the team.”* Ms. Nupur Anand, placed in Delhi Brotherhood Society, New Delhi reported, *“I understood need of team work and cooperation for working with different teams and completing the tasks assigned.”*

More than 2% (17) students reported that they developed patience during the We Care Internship. For instance Ms. Mrunmayi Deshpande, placed in Academy of Learning and Development, Mumbai (Maharashtra) mentioned, *“I learnt increasing awareness is a very difficult and tedious task. Anything to be implemented practically takes a lot more than just an idea. There are so many differently abled children in the society who face so many problems, I felt my personal issues are futile. Patience is the key to every problem.”* Ms. Gunjan Arora, who interned in Ashadeep Association, Mumbai (Maharashtra) reported, *“My patience level increased by teaching small kids.”* Ms. Jui Shinde, placed with Trishul, Mumbai (Maharashtra) expressed, *“I developed my patience to iterate things as I began to teach children who asked a lot of questions.”* Mr. Sachin Aggarwal, intern with Disha India, New Delhi shared, *“I learnt perseverance and patience, empathy and importance (rather need) of giving back to the society as when possible, there's in no right time for it.”*

It was reported by 2% (14 students) that they developed advanced excel skills and utilizing the same helped the NGO to manage their huge database or design MIS system. For instance, the students placed in Welfare Services Ernakulam, Kochi (Kerala) mentioned in their feedback, *“We saw that digitalization is becoming extremely important even in the non profit sector. We assisted the NGO in updating their outdated systems, for their record keeping and general administration tasks.”* Mr. Sagar Nadkarni, who interned with Astitva, Dombivali (Maharashtra) stated. *“I learnt practical application of Excel Macros to the NGO’s business to fulfill their needs and suggesting changes in existing operations of the NGO.”* Mr. Ashutosh Dhoot, placed in Aarambh Education & Community Development Society, Indore (Madhya Pradesh) expressed, *“I learnt to develop Excel dashboard with the help of macros.”* Mr. Shuvam Ghosal, interned with Hope Kolkata Foundation, Kolkata (West Bengal) expressed, *“The experience helped me in the development of my interpersonal skills especially with children, improved my excel and document formatting capabilities.”*

A little less than 2% (12 students) reported that, during the internship, they got opportunity to deal with different stakeholders of the internship organisation or individuals from different strata of the society. This helped them to develop their interpersonal skills and learnt people management at work. Ms. Iyshwaryalakshmi R, placed in Association for Non-Traditional Employment of Women, Chennai (Tamil Nadu) shared, *“I understood the importance of interpersonal skills required to interact with underprivileged women considering the exposure they have.”*

In all 2% (12 students) expressed that they got to understand practical implementation of their management skills during the We Care internship. For instance Mr. Mr. Udaykiran Paluri, Uma Manovikasa Kendram, Kakinada (Andhra Pradesh) expressed, *“I got a chance to apply managerial knowledge and practical application of financial management. By meeting different kind of employees, I got a real chance to understand how the behavioural patterns vary in an organisation.”* Ms. Sanjana Baheti, placed in AAS, Indore (Madhya Pradesh) stated, *“I learnt managing formal relationships and adhering to delivering expectations and deadlines.”*

A little more than 1% (8 students) understood importance of time management. The students placed in Sounds of Silence Foundation, Mumbai (Maharashtra) reported that time management was essential as this is short internship duration. This helped them to enhance their time management skills.

Some students mentioned that they acquired various skills into designing posters, documentary making, content writing and editing skills while working on brand building projects for the organization.

A few students expressed that during the internship they learnt to value what they have. Ms. Purvi Sekhani, placed in Academy of Learning and Development, Mumbai (Maharashtra) stated, *“I learnt importance of getting out of comfort zone, teamwork and understanding the value of what you have.”* Ms. Vaishnavi Pydimarri, who interned with Swami Brahmanand Pratishtan, CBD Belapur (Maharashtra) expressed, *“I learnt about the challenges special kids face and how they can overcome them. I can surely make a difference to someone’s life by investing time. Also, coordinating and working in teams was a great learning.”* Mr. Vaneet Verma, who interned with Childline, Kullu (Himachal Pradesh) mentioned, *“I learnt values which are important while dealing with sensitive issues.”*

It can be summarized that the students besides getting sensitized towards social issues they developed empathy towards marginalized people and understood their responsibility to give back to the society. They learnt to value what they have. The internship gave the students

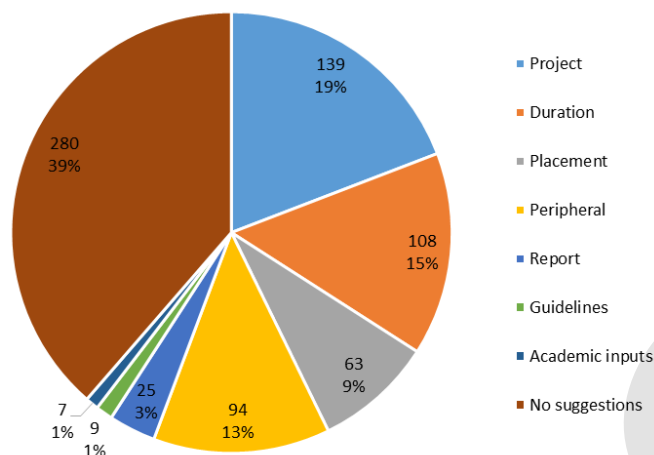
different perspective to look at their home town as well as towards the life. (Refer Annexure IX for qualitative impact on students.)

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3.8 Recommendations

Students were requested to provide suggestions to review and revise the We Care internship and for further enhancing learning experience of the students.

Chart 11
Recommendations by Students



* Number will not tally due to multiple responses.

Chart 11 reveals that in all 41% (280 students) found the internship program well-structured and well executed. The students did not recommend any changes as they were satisfied with the way the We Care program was conducted. They reported that the internship was an insightful and they had a good learning experience. Some students mentioned We Care internship should be continued in its present form.

Mr. Mridul Grover, placed in Prakashdeep, Faridabad (Haryana) mentioned, *“We care was an enriching experience for me and as such I didn't find any shortcoming.”* Mr. Gaurav Gupta, who interned in Kisan Sanchar, Panchkula (Haryana) expressed, *“We Care is an important internship program and is a very good addition to our course. I have no suggestions to improve this program.”* Mr. Amol Joshi, who interned with CSR Department of Tata Housing at Bengaluru (Karnataka) opined, *“I think the current program is conducted effectively and it should be conducted with the same seriousness for every batch because it is important to be aware about the community that you live in.”* Ms. Leela Pai, placed in Atma, Mumbai (Maharashtra) mentioned, *“My NGO was wonderful in allotting me a good project and the level of seriousness and the working environment was great. Hence in my case, I would say We Care internship program needs no improvement as of now.”* Mr. Anvesh Sinha, placed in Delhi Council for Child Welfare, New Delhi expressed, *“I do not think any change is needed in the WeCare internship program as it provides students with a wonderful opportunity to understand the ground reality by often engaging with people of weaker section of society. The program generates awareness among students and instills a sense of responsibility towards the needy.”* Mr. Sourajeet Kar, placed in Hope Kolkata Foundation, Kolkata (West Bengal) reported, *“The We Care internship is a great way of connecting with the society. My experience with Hope Kolkata Foundation was great and I don't really think there is any further scope for improvement.”*

a) Project related suggestions:

In all 19% (139 students) of the recommendations received pertained to internship projects. Out of these, 59 respondents suggested that the projects should be decided prior to the internship. They felt that clarity regarding the project, interns' role and deliverables before commencement of the internship would have helped the students to contribute to the NGO more efficiently and effectively. In turn, it would have ensured better utilization of their time, skills and resources.

Ms. Poonam Pany, placed in Community Advancement & Rural Development Society, Raipur (Chhattisgarh) suggested, *“Ensuring each student gets equitable amount of work - quantitatively and qualitative- is a challenge. If the projects to be undertaken are decided*

upon before the internships begin, this can probably be more streamlined.” Mr. Akshat Patni, placed in Aarambh Education & Community Development Society, Indore (Madhya Pradesh) recommended, “The project should be finalized with the organization before reaching so that entire three weeks can be utilized in delivering the requirements. Some amount of pre requisite reading about the NGO functions should be given well in advance.”

In all 6% (41 respondents) suggested that the internship projects allocated should be aligned with the management specialization. Students’ interest area and skills sets have to be considered while allocating the projects by NGO. Some students recommended to check the NGO’s work requirements and map it with the students’ interest. For instance Mr. Sunaina Jhamb, who interned in Pragati Social Services Society, Karnal (Haryana) suggested, *“The projects should be more realistic and should involve implementation of managerial skills.”* Mr. Pranjal Aggarwal, placed in Nav Srishti, Faridabad (Haryana) opined, *“The whole thing could have been more organized, NGOs should consulted about our competencies and skillsets, so that they can use us effectively.”* Mr. Shridhar Chilka, intern with Salaam Bombay Foundation, Mumbai (Maharashtra) suggested, *“We Care programme seems to be at its best for me. If we could link any of our academic subject's project with We Care internship it would lead to tangible results.”*

Some students suggested that We Care team and faculty mentors should be involved in project allocation. For instance Mr. Ankit Abhishek, placed in Save the Children India, Mumbai (Maharashtra) suggested, *“We care program should be made more clear to the NGO. Fields of work like marketing, finance, strategy should be already given to NGO so that students can get hands on experience. It should be more oriented towards MBA curriculum.”* Ms. Ishita Garg, who interned in Prayas Social Welfare Society, Faridabad (Haryana) recommended, *“The NGOs can be asked to prepare in advance a structured work plan for the internship period rather than having a last minute schedule.”* Mr. Vikram Juneja, Sparsh, New Delhi expressed *“If possible, NGOs should be asked to allocate projects or tasks which could bring about a positive structural change in the NGO.”*

It was recommended by around 2% (15 students) that the students should be allocated field work. For instance, Mr. Varun Kawatra, placed in Rasta, New Delhi suggested, *“If there is a mechanism to ensure that organization focuses on more field work rather than taking documentation work from students that would be great.”* Mr. Shreyas Musalgaonkar, who interned with AAS, Indore (Madhya Pradesh) suggested, *“Partner NGOs should be encouraged to give more field work instead of report writing and documentation of the ongoing projects”* Mr. Ritu Falor, who interned with Disha, Jaipur (Rajasthan) suggested, *“More live projects with a greater reach can make the whole process a lot more transformational.”*

Mr. Sanandan Pandey, placed in Milaan: Be the Change, Lucknow (Uttar Pradesh) suggested, *“Adequate field exposure should be ensured, as spending entire month in office restricts students from getting clarity regarding actual field work.”* Mr. Ayush Somani, placed in ASHRAY - South Vihar Welfare Society for Tribal, Ranchi (Jharkhand) stated, *“The organization could have given us more exposure by providing us more field work.”* Mr. Tushar Kumar, placed in Connecting Dreams Foundation, New Delhi reported, *“I wanted to work with the schools to get an idea about the ground realities. The problems that a child faces everyday in his/her life. We were working on the website/marketing aspects most of the times so didn't get a chance to work with the schools.”*

b) Internship Duration / timespan:

In all 15% (108 students) provided suggestions in the area of duration of the internship.

In all 12% (81 students) suggested that the duration of the internship should be increased. Mr. Sundar Harish, placed in Nidan MFI, Patna (Bihar) suggested, *“Increase the length of the programme since 3 weeks is too short to undertake impactful work.”* Mr. Dharmik Soni, interned with Navjeevan Trust, Rajkot (Gujarat) recommended, *“Prolonging the duration of the programme could help the students be more effective and sensitive towards social work.”* Mr. Rahul Lohia, placed in Shakti Foundation, Surat (Gujarat) suggested, *“Duration of the internship can be increased so that the fulfillment of the activities carried out can be achieved.”* Ms. Komal Rajkumar Makhijani, who interned in Shree Mahadev Educational & Rehabilitation Public Charitable Trust, Surat (Gujarat) suggested, *“It should be of one full month since some large projects which can make a huge difference take time to get executed and completed. Otherwise, this is an experience and learning which will last forever.”* Ms. Priya Bhalla, placed in Prayas Social Welfare Society, Faridabad (Haryana) suggested, *“Internship duration should be increased to four weeks as the first week is required only for understanding the work culture and functioning of the organization and only two weeks are actually left for working.”* Mr. Vaibhav Kalra, interned with Agrasar, Gurgaon (Haryana) expressed, *“Three weeks is too less a time to make an impact. This duration is just enough to gauge the problem and suggest solutions but not implement them.”* Mr. Pratik More, placed in Atma, Mumbai (Maharashtra) mentioned, *“Although my mentor had given me an idea that I could not see the benefits of the work, I feel the We Care Internship period should be extended so that we can see the full outcome of the project.”*

Mr. Darrel Bobby, placed in Crompton Greaves, Mumbai (Maharashtra) suggested, *“It is difficult to complete any projects undertaken (especially in CSR) or to see any tangible results of the activities done during the internship. Hence the We Care internship either needs to be of a longer duration or should have a cap on the type of projects.”* Mr. Jasmeet Singh Bedi, who interned in Child Rights and You, New Delhi recommended, *“There were some projects or areas which involve more contribution from our side in terms of time/days spent there. The internship period should be for some more days, like 45days or something.”* Mr. Piyush Singhal, placed in Child Rights and You, New Delhi expressed, *“I taught children at SWATI city centre and by the time we developed an understanding, the internship came to an end. Although it is difficult to incorporate a longer We Care internship, but, if that can be achieved, it will be more enriching.”* Mr. Javed Taj, intern with Seva Mandir, Udaipur (Rajasthan) suggested, *“Duration of We Care can be extended so that we get to work more on the field visits.”*

In all 3% (13 students) recommended that the internship should be scheduled either before or after the term to ensure continuous academic learning. According to them internship scheduled during the trimester leads to long break in the trimester and obstructs the flow of studies.

It was recommended by 1% (eight students) that the internship can be extended in second trimester of the MBA program.

c) Placement related:

Placement related suggestions were given by in all 9% (63 students). In all 15 students suggested that the students should get freedom to select internship location as well as the NGO.

They also felt that if the students are given autonomy to select their projects in their area of interest, it will help the student as well as the NGO.

Eight students suggested that the students should interact with the NGO prior to the internship. It will help the students to understand about their first day timings and ensure proper orientation prior to the internship. Students felt that pre-internship induction will help them to utilize entire duration of the internship for project execution. They also felt that pre-internship interaction between NGO and students will help them to understand project deliverables well in advance. They can prepare themselves and contribute efficiently to the NGO.

It was suggested by six students that the students should be provided with the information prior pertaining to NGO, their field locations and projects well in advance. They felt that if field location details can be informed at the time of selecting NGO, it will help them to save travel-time and utilize the same in the field.

It was suggested by six students that the students to be placed in cities other than hometown. They felt that if the students can be sent to different locations apart from their hometowns as it can give them a fresh perspective and a good experience about the problems away from their home. They will get exposure to the social issues of a different culture and society.

Five students suggested that there should be less monitoring while students are in the field.

Two students suggested that more options of NGOs should be added in the list of city to provide students more choice.

d) Other Recommendations:

In all 4% (25 students) provided suggestions related to submission of final report, weekly log and poster presentation. Marginal number of students did not see the validity of submitting weekly reports verified by the organisational mentor or have mandatory poster presentation.

A small number of students suggested that guidelines related to final report and poster presentation should be circulated well in advance.

Students also suggested that NGOs should provide guidelines for students so that the expectations are set in the beginning.

It can be summarized from the feedback that students suggested to align internship projects with their management skills and interest area. They recommended to increase duration of the internship to enhance their learning experience and ensure effective and efficient contribution to the NGOs.

4. Findings: Feedback from Internship Organizations

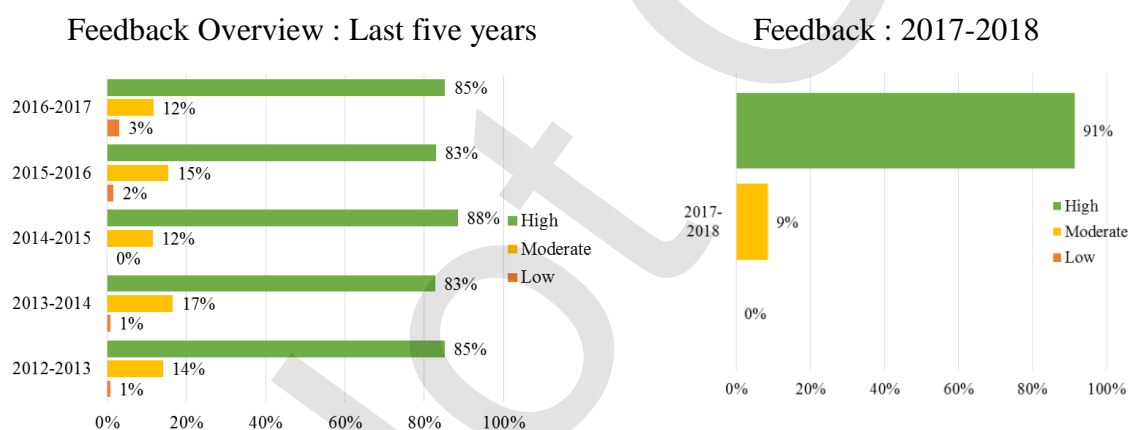
At the end of the internship, feedback was sought from 265 internship organizations (Refer Annexure VIII for feedback form). Out of 265 organisations, 62% (164 internship organizations) provided their feedback. The following analysis is based on the online feedback received from 164 organizations.

4.1 Level of Satisfaction: Interns Conduct

The level of satisfaction of the internship organizations with interns' conduct was measured on a five point rating scale ranging from 'Excellent' (5) to 'Very poor' (1). The parameters used to infer level of satisfaction were i) adherence to the work discipline; ii) quality of interpersonal relations; iii) level of motivation to work with the organization and iv) ability to learn about a social issue.

Data for the last five years as depicted in Chart 12 highlights that the internship organisations have expressed high level of satisfaction with students' conduct.

Chart 13
Level of Satisfaction: Interns Conduct



This year, 91% of the respondent (150 organizations) expressed high level of satisfaction with students' conduct. These organisations observed that the students were enthusiastic and motivated. Out of these nine organisations mentioned that, the students' performance was excellent during their internship. Internship organizations felt that the students gave innovative ideas and their contribution was beneficial for the organization. Organizations also indicated that the students were passionate towards cause. In this context Centre for Rural Development (CRD), Guwahati (Assam) expressed, *"Excellent! Interns understood the project well and hopefully project will go live soon. Interns' contribution is highly appreciated."* Prakashdeep, Faridabad (Haryana) mentioned, *"All the interns worked with dedication and sincerity. Their motivation level was excellent and we felt that our interaction was such that created a win-win for both sides. The tasks given to them were completed in time and to our satisfaction. It was a pleasure working with them. Their empathy for the underprivileged and the cause of education for the marginalised children was commendable. Overall, I think the whole exercise was indeed worthwhile because it achieved the objective of sensitising the educated youth towards the lower strata of society and gave them a cause worth pursuing. Their enthusiasm showed that they can be the torch bearers and contribute to the society's urgent need of severing the link between lack of education and poverty and the widening gap that technological advancements are bringing in, through the medium of skill based quality education. Thanks for sending them."* Prayas Social Welfare Society,

Faridabad (Haryana) reported, *“Excellent performance by all the interns. They worked like they are working for their own organization.”*

ASHRAY - South Vihar Welfare Society for Tribal, Ranchi (Jharkhand) mentioned, *“Yash, Monica, Ayush and Sumit have been excellent learners and implementers as well. They have taken specific interest in going to the far reached villages of Jharkhand to understand the community work and conducted PRA. This initiative is worth an applause. Moreover they have maintained a poised approach in developing their understanding and utilization of their skills to bring a high social impact.”* Childline (Disha Gramin Vikas Manch), Bhagalpur (Bihar) expressed, *“Ms. Richa Khaitan gave tremendous performance here in Bhagalpur. She was always ready to take initiative for field work as well as documentation. She supported to us for evaluation process of Bhagalpur Childline Staff.”* Sneh Sampada Vidhyalaya, Bhilai (Chattisgarh) stated, *“Shubham Jain was very sincere and dedicated towards the work assigned to him and he has contributed immensely to promote our organisation on various social platforms.”* Piramal Foundation (Kaivalya Education Foundation), Ahmedabad (Gujarat) mentioned, *“All three interns were quite energetic, punctual and organised in their work. They were eager to learn and followed the given instructions properly.”*

SHAISHAV Child Rights, Bhavnagar (Gujarat) reported, *“Niral was very proactive and helpful in troubleshooting through various problems in the projects we put her on. She maintained the same level of enthusiasm for more tedious desk projects as she did for creative projects. Glad to have her join us.”* SOS Children's Village - Bal Gram, Jammu (Jammu & Kashmir) mentioned, *“Ms. Apram Kour worked with both of our programmes, Family Based Care in Children's Village and Family Based Care - Community Service. She completed all the given assignments in time and with full commitment. Overall, she has been a very good student.”* MAYA - Movement for Alternatives and Youth Awareness, Bengaluru (Karnataka) stated, *“Interns have been remarkably good in the tasks they were allotted. They have made themselves available to the ground staff and community to understand their issues and needs to bring out with solutions.”* Fisherman Community Development Programme (FCDP), Kollam (Kerala) reported, *“Appreciate the interns’ commitment to completion of tasks entrusted and their pleasant, gentle approach to women staff and others. Specifically appreciate the contribution of pointing out errors in the accounting software, making arrangements for billing machines and for organizing the face book page.”*

Rashtriya Chemicals and Fertilizers Limited (RCF), Mumbai (Maharashtra) stated, *“Intern has shown keen interest in understanding the CSR procedures and practices adopted in RCF. Visited implementing agencies as well as the stakeholders for impact assessment purpose. The intern has been precise observant, had systematic approach and was enthusiastic about assignments given. He had good report writing skills.”* Swasth India Services Private Limited, Mumbai (Maharashtra) mentioned, *“I worked with Alan. He is extremely professional in his conduct and work ethic. We were able to manage a fairly complex piece which was possible because of his willingness to learn.”*

Tapovan Education Foundation, Ghaziabad (Uttar Pradesh) stated, *“All three done the assignment with great enthusiasm and care. It was their first real time exposure to the underprivileged society and they performed quite well and with sensitivity.”* Milaan: Be the Change, Lucknow (Uttar Pradesh) reported, *“Interns were sincere and committed towards their projects. They showed great interest in visiting the fields and wanting to engage with the stakeholders from the community.”* Make a Wish Foundation, Kolkata (West Bengal) expressed, *“We were fortunate enough to get an opportunity to working with the students of NMIMS School of Business Management. We are extremely happy and excited to working with them, for its cause and hope to be of meaningful assistance by me.”*

Moderate level of satisfaction was expressed by 9% (14 organizations). These organisations found the students’ performance satisfactory. They found that some of the interns placed with them were not diligent or lacking capabilities to deliver the deliverables expected during the internship, which in turn lowered overall satisfaction level. For instance, Towards Future, Kolkata (West Bengal) mentioned, “*The interns were good at taking up the responsibility of the work assigned to them. However, they were not very capable of coming up with new ideas and ways towards the work.*”

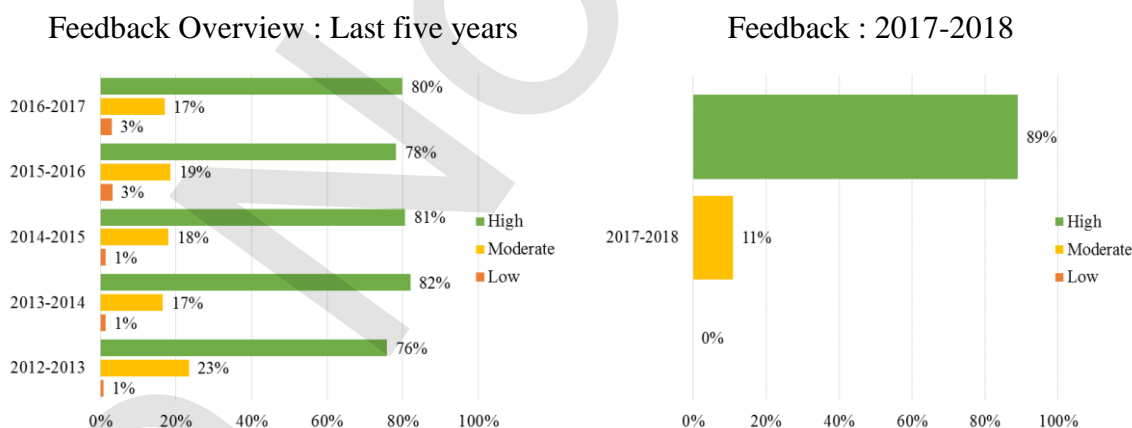
In all six organisations felt that the students’ conduct was average especially in terms of adherence to workplace discipline, interpersonal relations and ability to learn about a social cause. They felt that not all interns display equal commitment on the ground. They are pre-occupied with their personal agenda, hence they are interning because of the mandatory requirement.

4.2 Level of Satisfaction: Handling Projects

The level of satisfaction of the internship organizations regarding handling of projects by the interns was measured on a five point rating scale ranging from ‘Excellent’ (5) to ‘Very Poor’ (1). The parameters used to infer level of satisfaction were, i) originality of ideas; ii) clarity in designing plan of action; iii) adherence to timelines in delivering tasks and iv) overall delivery of the project.

As depicted in Chart 13, data for the last five years highlights that internship organizations have expressed high level of satisfaction with students’ project handling. This year, 89% (146 respondent organizations) expressed high level of satisfaction with students’ project execution.

Chart 14
Level of Satisfaction: Project Execution



The organizations found students to be sincere, dedicated, self-driven and innovative. Organizational staff felt that their readiness to learn, professional approach, innovative ideas and management skills helped them to contribute efficiently. Some organisations also mentioned that the suggestions given by the students will be implemented by them. The organisations reported that students gave meaningful and significant contribution. For instance Balajee Sewa Sansthan, Dehradun (Uttarakhand) stated, “*The interns developed business plan for the FPO and HR manual for the organization which will be adopted in future.*” The Society for Door Step Schools, Pune (Maharashtra) reported, “*The English assessment sheet that they prepared will hopefully be helpful to other volunteers interested in teaching English.*” Vikas Sahyog Pratishthan, Mumbai (Maharashtra) mentioned, “*Interns*

have helped in unique manner such as making video films, PPT, creative content to display at social media such as on FB, Blog and Instagram.” Navjyoti India Foundation, New Delhi stated, “We are happy with the job done by your students at our center. They have done a very good job especially in organizing legal awareness workshop for the community women and girls.”

Development Support Team, Ankleshwar (Gujarat) stated, “Interns supported our MIS system to normalize data from various formats.” Navjeevan Trust, Rajkot (Gujarat) reported, “Interns worked in development of W-Mart concept. They conducted focus group discussions, one-to-one interaction with SHG members and tried to understand the skills and aspirations of the women about their livelihood. Also they interacted with local stake holders and used SWOT to check the possibilities of establishment of W-Mart. Interns coordinated mental health awareness programme organized in government engineering college at Rajkot for school/college teachers which is being implemented by us in partnership with District Health Society, Rajkot.”

Agastya International Foundation, Bengaluru (Karnataka) stated, “Interns supported us in our Math park, YIL program and retail templates. Interns exhibited good team work.” Bharat Sewa Sansthan, Saharanpur (Uttar Pradesh) reported, “The intern worked steadfastly towards completing the goals that were given to him. He compiled a report covering various aspects of childline including selected cases. He also helped in counseling and moving for outreach programmes.” Banglanatak dot com, Kolkata (West Bengal) mentioned, “Interns assisted in our work on developing a database on incubation centres and social enterprises. They also explored potential of online craft market for diversified products.” Manbhum Anand Ashram Nityananda Trust, Kolkata (West Bengal) reported, “The intern is good to contribute to planning for better health care services.” Development Organization for the Development of People, Mysore (Karnataka) stated, “Developed the general business plan based on the need assessment to the Sushravya Upliftment Foundation (SUF), a financial wing of ODP.” Aseema, Mumbai (Maharashtra) stated, “The interns helped us in education fair, administrative work, designing ppts and worksheets. They trained the students for the fair and also helped with reading and writing.”

Moderate level of satisfaction was reported by 11% of the respondents (18 organizations). These organizations found that there was lack of diligence and dedication though overall performance was good. Some organisations reported that the students’ contribution was not up to the mark. For instance, Society for All Round Development, New Delhi mentioned, “The intern has good knowledge about excel and power point presentation. He is quick learner and interested to learn more about projects from a programmatic angle. However, he needs to learn how to get expected results from people who are senior than him.” Arpan, Mumbai (Maharashtra) mentioned, “On an average performance was good. However, students should be more open to taking up the assignments offered by the organization.”

Association for Social and Environmental Development, Kolkata (West Bengal) mentioned, “It took us a long time to get original ideas from the interns.” Socio Economic and Education Development Society, Jamshedpur (Jharkhand) expressed, “Interns have tried their best. The computer literacy provided to school children was commendable. The planned website re-designing didn't materialize.” Sneha Society for Rural Reconstruction, Nizamabad (Telangana) expressed, “The intern’s contribution is nil for the betterment of any activity.” Deepak Foundation, Vadodara (Gujarat) mentioned, “One of the interns Mr. Prashant Khisty digressed from the assignment allocated to him. The quality of presentation was not as good as Ms Farah Dadi. Both did not make efforts to visit field sites and tried to obtain information only from secondary sources.” Idea Foundation, Pune (Maharashtra) mentioned, “The quality of video made by interns wasn't satisfactory.”

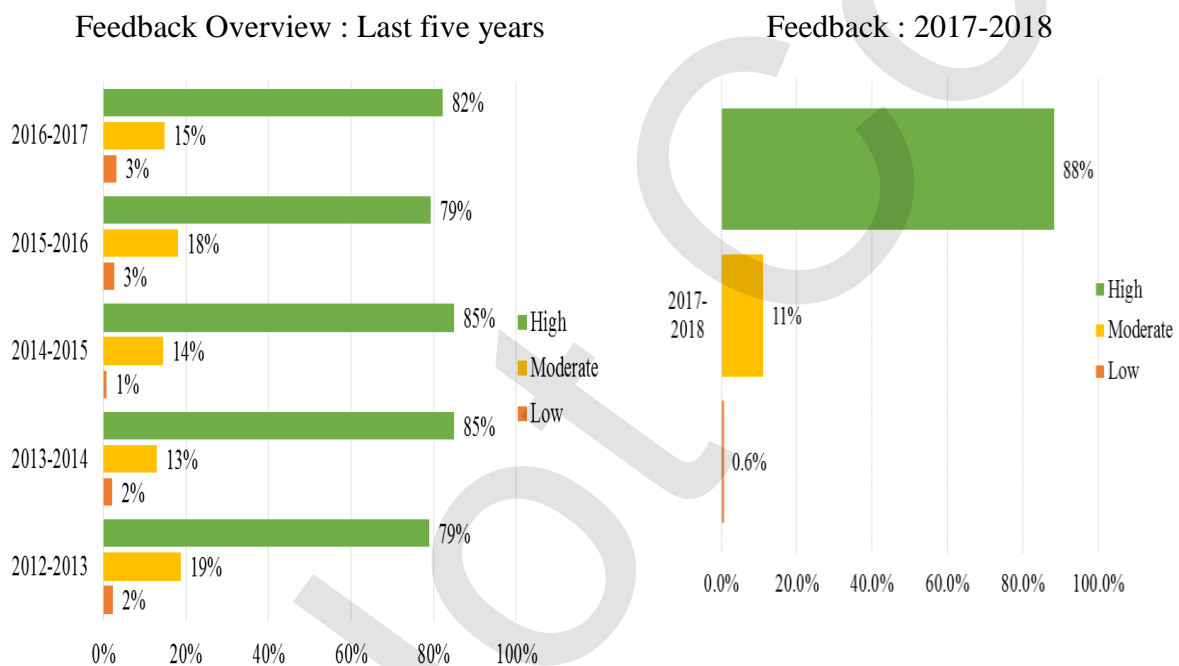
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4.3 Level of Satisfaction: Reports

As per the *We Care* Code of Conduct students were required to submit weekly log which were to be authenticated by the organizational mentors. At the end of the internship students were also required to submit final reports to organization and faculty mentors.

The level of satisfaction of the internship organizations regarding reporting skills of interns was measured on a five point rating scale ranging from ‘Excellent’ (5) to ‘Very Poor’ (1). The parameters used to infer level of satisfaction were i) timely submission of log book and weekly report; ii) timely submission of final report; iii) clarity in presentation of the report and iv) overall quality of the report.

Chart 15
Level of Satisfaction: Reports

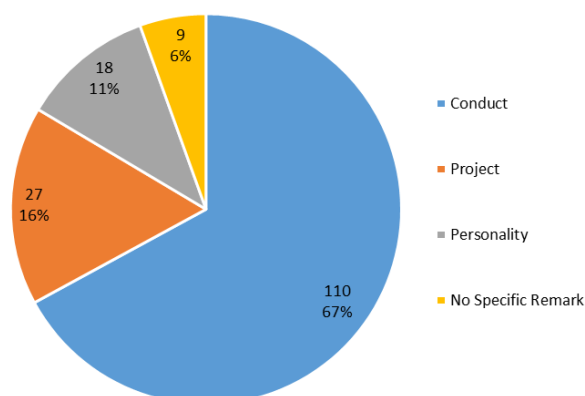


Data for the last five years as depicted in Chart 14, internship organizations have expressed high level of satisfaction with respect to reporting skills of students. This year, 88% of the respondent (145 organizations) expressed high level of satisfaction. For instance, Kid Power, Visakhapatnam (Andhra Pradesh) reported, “*Sanjana and Swaroopa worked with Manasu girl home and they have presented the reports which are useful for our work. Quality of the reports is good.*”

In all nine organisations mentioned that there is need of improvement in reporting skills and punctuality in submission. For instance, Center for Action Research and People's Development, Hyderabad (Telangana) suggested, “*Students should be given prior exposure to research methodology and orientation on qualitative reports.*” Milaan: Be the Change, Lucknow (Uttar Pradesh) suggested, “*Interns should become more innovative and creative with ideas with respect to work. Better report writing skills and ownership of responsibilities should be inculcated.*”

4.4 Special Comments on Student's Performance

Chart 16
Special Comments on Students' Performance



Internship organizations were requested to specify contributions made by the students during the internship. These remarks were classified into appropriate categories namely students' conduct, their overall personality and project performance. The responses of organizations in this regard are presented in Chart 15.

Responses pertained to the conduct of students during the internship were received from 67% of the respondents (110 organisations).

From the above, 9% (10 organisations) found that the students' performance was excellent or outstanding. The organisational staff found the students to be sincere, dedicated and proactive. They appreciated students' willingness to learn and professional approach. For instance, Plan@Earth, Aluva (Kerala) expressed, *"Performance and quality of work exceeded our expectations. Interns are very diligent, excellent conceptual thinking, identification with cause, and very professional, wish we could afford to hire both of them."* Social Service Centre Diocese of Eluru (Andhra Pradesh) mentioned, *"We are very happy with the performance of your students. They showed lot of interest in learning new things. They were very punctual and were much matured in behavior. They were very kind in relating themselves with the children."* Bapuji Rural Enlightenment and Development Society, Visakhapatnam (Andhra Pradesh) stated, *"Two students placed with us worked very well and adopted the local circumstances while delivering the work."* Ekta, Koraput (Odisha) expressed, *"The intern is quite cooperative and eager to learn new things which is positive sign. As per his professional advantages, he supported the staff to do and present their work in a professional manner."* Udaan Society, Aligarh (Uttar Pradesh) mentioned, *"The interns placed in the UDAAN Society are very responsible to the tasks given. They are accountable and worked in unison."*

In all 77% (58 organisations) found the students' performance to be good. They appreciated readiness to take responsibility and commitment to contribute towards society. They found that the contribution made by the students with their innovative ideas are very useful for their organisations. For instance, Baroda Citizens Council, Vadodara (Gujarat) expressed, *"The interns were go getters and ready to take up multiple roles as per to the project requirement. They have presented innovative ideas for project implementation. They were also responsible for training staff the KPIs of each of the project which would lead to smooth functioning."* Trivandrum Don Bosco Veedu Society, Thiruvananthapuram (Kerala) expressed, *"Interns understood the objectives of the organisation and helped in designing specific projects based on the directions provided to them."*

Aarambh Education & Community Development Society, Bhopal (Madhya Pradesh) stated, *"Interns were very enthusiastic and keen to learn new things. They completed all the projects or assignments effectively. The kind of energy they have demonstrated while working is remarkable."* Participatory Action for Community Empowerment (PACE), Lucknow (Uttar Pradesh) mentioned, *"Intern is responsible and honest towards the work assigned to him. His presentation skills and coordination with other team members are good. He is always ready to learn new things. Overall performance was very good."* Subhag Foundation, New Delhi

stated, *“Interns were very intelligent, focused and hardworking. They could manage the whole event as desired and guided. We are very much satisfied with their performance.”*

Kailash Satyarthi Children's Foundation, Vidisha (Madhya Pradesh) mentioned, *“I have been consistently impressed with Garima's attitude and productivity during the internship. Garima is both very bright and highly committed team member. She demonstrated the ability to articulate information and ideas in both the verbal and written forms. She is a quick learner and has shown the ability to digest large volumes of information.”* Smile Foundation, Mumbai (Maharashtra) reported, *“The students planned their work well. Their creativity and readiness to be a part of activities or projects did help the students at the center. Overall students have been proactive and committed to every task. They are excellent motivator and have good confidence to work in the communities.”* Swami Brahmanand Pratishtan, Mumbai (Maharashtra) expressed, *“All three interns placed in the organization worked with total commitment and dedication. They interacted with the special children and got a better understanding of the type of work done in a special school.”*

Four organizations felt that there is a need for improvement of students' performance with their willingness and involvement to work for the cause. In general these organizations felt that students' performance was satisfactory but they could have contributed to a greater extent. The organisations felt that the students should be punctual, follow timelines and the instructions given by organizational mentor. Through both formal and informal discussion a few organisations mentioned about the casual attitude displayed by the students. Instances of interns taking leave for personal and professional commitments was often quoted as a concern by NGOs.

Comments related to the projects undertaken by the students during the internship were received from 44% (27 organisations). The organizations lauded the interns for their excellent and innovative contribution in various areas such as education, spreading awareness regarding child rights and Childline, community research, fundraising, human resource development, designing MIS, social marketing, digitization and so on. Some organizations mentioned about the students contribution in revamping operational systems and designing new policies which was found to be very helpful. For instance, Social Educational and Economic Development Society (SEEDS), Guntur (Andhra Pradesh) mentioned, *“The intern participated in a National Survey of National Coalition for Education (NCE) related to the Right of Children to Free and Compulsory Education Act, conducted in Guntur through SEEDS.”* Adarsh Seva Sansthan, Jamshedpur (Jharkhand) expressed, *“They made a positive approach to the families of the drop out and child labour through discussion during field visit. They contributed in making perspective tools to find out the status of child labour and drop out from school of the slum area as well as reasons behind. They also prepared analysis report and overall findings which will be a way forward to design our strategic plan.”* Nidan MFI, Patna (Bihar) mentioned, *“The interns made meaningful and significant contributions. They developed vending plan of a market which was appreciated by the city corporation and the organization also got help.”* Deesha Education Foundation / Prayas-Sevankur, Amravati (Maharashtra) stated, *“Interns' contribution has helped us in designing the upcoming projects. Data Analysis work done by them has helped us to improve the process and design the new one.”*

Community Development Society, Nagpur (Maharashtra) mentioned, *“All the three students had given excellent performance by studying CDS reports. They conducted interviews of our staff and beneficiaries. They also developed five proposals for raising CSR funds.”* Atma, Mumbai (Maharashtra) mentioned, *“Interns brought creative insight to projects. They worked towards clarity of thought for project expectations and outcomes. They were keen to identify areas of support required. Priyanshu Doshi displayed the highest level of professionalism and dedication to his work. He was extremely proactive and took up work on*

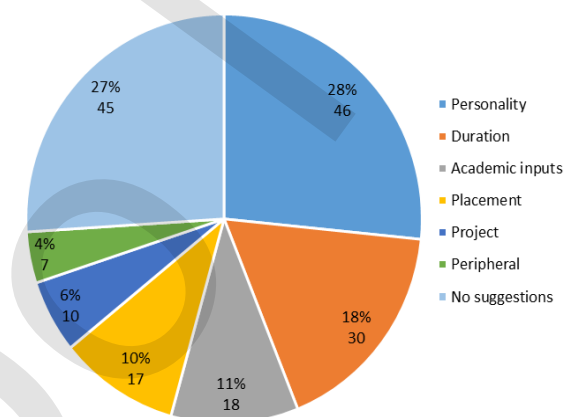
his own initiative. Leela Pai was excellent in understanding the project and completing the project in a short span. She dealt well with ambiguity and gave good inputs. Sidhanth was excellent. His understanding of the task at hand and ability to produce high quality material in a short span of time was impressive. He worked on a monitoring and evaluation plan for academic outcomes at an after school centre. The quality of the work is outstanding and has already been implemented at the concerned organisation.” Development Education Service (DEEDS), Mangalore (Karnataka) expressed, “The intern has contributed in writing contents for our website, brochure and the fact sheets. She set up instagram for the organisation and worked on increasing the reach of our facebook page. She also helped in verifying the data for reporting and preparing the annual report.”

Welfare Services Ernakulam, Kochi (Cochin) (Kerala) reported, “The interns contributed in one of our major social security scheme, i.e. Sahrudaya Karunya Insurance, meant for the weaker sections of the society.” Center for Action Research and People's Development (CARPED), Hyderabad (Telangana) expressed, “Interns have studied the welfare programmes and issues of exclusion based on field study which is helpful for the NGOs and authorities to improve the welfare measures.” Voluntary Health Association, Agartala (Tripura) expressed, “The intern contributed in group outreach and client related services organized by the Childline project of the organization” Udayan Care Trust, New Delhi reported, “Both the interns were conscientious and confident in their work. It has been a pleasure for our entire staff to have them as part of our team.” Samavedana, Pune (Maharashtra) expressed, “Intern’s perspective and problem solving approach was helpful.”

Overall internship organizations observed that students were dedicated, committed and behaved responsibly. Organisational staff found the students to be supportive punctual, sincere, motivated and disciplined. They found the interns were meticulous, proactive to learn new things, hard working as well as smart working. They took keen interest in their work and contribution for the social cause. They were creative and came up with innovative ideas which helped the organizations complete important tasks. (Refer Annexure X for qualitative impact on internship organisations.)

4.5 Recommendations

**Chart 17
Recommendations**



* Number will not tally due to multiple responses.

Recommendations received from 28% (46 organisations) were related to improvement in the students personality. Out of these, 15 organizations mentioned that students should improve skills in areas of communication, leadership, interpersonal and report writing skills. Organizational staff felt that the students should to be punctual, dedicated and responsible. They should work with commitment, responsibility and learning attitude. For instance : Empowering Minds (EM), Ghaziabad suggested, “The interns should come with the mindset

Internship organizations were requested to give suggestions to increase operational effectiveness of We Care internship. As depicted in Chart 16, 27% (45 organizations) did not offer any suggestions as they felt that We Care internship is well organized.

Recommendations received from 28% (46 organisations) were related to improvement in the students personality. Out of these, 15 organizations mentioned that students should improve

that they are not going to their home for holidays. Instead, they should understand that the internship is the requirement of the course which they have to do with all sincerity.”

In all 18% (30 organizations) recommended that the duration of internship should be increased to gain depth of work and provide more sustainable results. Out of these, 26 organisations mentioned that the internship duration should be increased to minimum one month. Four organisations suggested that the internship duration should be stretched between two to three months.

Two organisations recommended to shift the internship duration from February to either April to June or September to December.

Academic inputs related suggestion were received from 11% (18 organisations). Out of these 14 organisations emphasised that students could be oriented on development sector, social work, students' responsibilities and necessity of field work. For instance, Janvikas, Ahmedabad (Gujarat) suggested, *“Enhance students' knowledge of issues in resource poor community.”* Socio Economic and Education Development Society, Jamshedpur (Jharkhand) suggested, *“It would be helpful if students gain some knowledge about the socio-eco-cultural aspects of the region prior to the visit.”* Centre for Integrated Development, Gwalior (Madhya Pradesh) suggested, *“Student must be oriented about social responsibilities and social status of India, it will help them understanding the small significance of the contribution they going to make.”* Srujna, Mumbai (Maharashtra) suggested, *“Interns should be given a brief about development sector in general before internship to sensitize them further about the entire sector. This helps them in selecting the project that are feasible in a short period.”* Vatsalya Trust, Mumbai (Maharashtra) suggested, *“Preassignment training for the social work will be added advantage.”* ETASHA Society, New Delhi suggested, *“Orient the interns better and help them to understand the way CSOs/NGOs work. NGOs are professional, expect professional conduct from the interns. They should develop right attitude toward volunteering, learning and using this 3 week opportunity to the maximum. Expect them to be interested, sincere, disciplined and professional.”* Seva Mandir, Udaipur (Rajasthan) suggested, *“Students should be oriented by the university about the sector before the internship starts as sometimes they are unwilling for to stay in village / project location.”*

Some organisations also suggested to guide the students in the area of socializing skills, research methodology, quantitative reports as well as project & research analysis.

Suggestions pertaining to placement were received from 10% (17 organisations). Out of these 11 organisations highlighted that the students should interact with the organisational staff prior to the internship. They felt that pre-internship visit to the organisation will help to build rapport between students and organisational mentor as well as to ensure interest based project allotment. Organisational staff suggested that the students should study organisations' website to gain an understanding about the organisation's work.

Additionally, some organisations suggested that students should be ready with their draft proposal regarding internship project prior to the pre-internship interaction. This will help the organisational staff / mentor to allocate appropriate project based on students' interest and skillsets. Child Rights and You, New Delhi suggested, *“It will be great if the student's are directed to go through the website of the organization thoroughly, including their background/history. Students should do some kind of online research on things that CRY has been working on, so that they can come up with some kind of preference yet not be rigid to stick to their preference.”* Association for Social and Health Advancement, Kolkata (West Bengal) suggested, *“Interns should be briefed, well ahead of their placement about the purpose of internship placement. They should have a clear idea about community health and development. They need to have one draft proposal in readiness, so that time is not wasted after reporting. Each one of them should one specific proposal in mind. Collective or group*

work should be avoided. If needed, the faculty in-charge of the internship may talk to the president, much before over skype."

Recommendations pertaining to project allocation and execution were received from 6% (10 organisations). Organisational staff suggested that the students should work more in the field and accept the projects assigned by the organisation. This will help them to understand the ground level issues and connect with the stakeholders. For instance Deepak Foundation, Vadodara (Gujarat) suggested, *"Time spent on field work and site visits will help interns to understand the grassroots realities."* All India Centre for Urban and Rural Development (AICURD), Kathua (Jammu & Kashmir) recommended, *"More practical work should be done in the internship."* Arpan, Mumbai (Maharashtra) suggested, *"Students should be more open to taking up the assignments offered by the organization."* Spring Health, Bhubaneswar (Odisha) suggested, *"Students need to spend more time in the field and adapt to the local surrounding quickly."* Vidyasagar School of Social Work, Kolkata (West Bengal) suggested, *"Interns should spend more time in the field. They should build rapport with the field level stakeholders."*

Besides the above recommendations, four percent organizations highlighted the need for re-introducing the daily log for reporting, redesigning feedback form to capture data on each student's performance in lieu of collective feedback and receiving constant support from NMIMS.

5. We Care Competitions

To augment the internship experience following three competitions were organized :-

- A) Photo collage: To depict moving experiences during internship journey.
- B) We Care Documentary: Short Films on advocacy of social issues or on projects carried out.
- C) We Innovate B-Plan: Platform to share entrepreneurial ideas to address social issues.

For details please refer Annexure XI.

6. Agenda for Future

Based on the above feedback by students as well as the organizations it may be worthwhile to consider the following:

- a) **Pre-internship interaction:** Organisations can be requested to conduct tele / skype / personal interviews before confirming internship placement. It should be made mandatory for the students to spend two working days with the organizational mentor/staff during Diwali / Christmas vacation. This would help them to get oriented to the organization's culture and increase their understanding of the social issues. In case if personal meeting prior to placement is not possible students should be mandated to submit their proposal for internship project to the organizations and connect with the mentor through skype or conference call to discuss the same. Submission of short report on pre-internship interaction should be made mandatory to ensure that the interaction takes place and projects are decided prior to the internship. This can be part of code of conduct.
- b) **Academic Inputs:** It is mandatory for the students to meet their faculty mentors as soon as their placements are confirmed. The faculty should give appropriate orientation and guidance to the students to establish the validity and importance of We Care internship. Faculty can suggest readings in the areas of social / public policy, government reports as well as reports published by national and international NGOs.

Annexure I
State-wise Distribution of Internship Organizations

State / Union Territory	No. of Students	NGOs	Corporate (Private / Public)	PSUs	Total Internship Organizations
Andhra Pradesh	15	10	0	1	11
Assam	2	1	0	0	1
Bihar	10	5	0	0	5
Chandigarh	10	3	0	0	3
Chhattisgarh	8	3	0	2	5
Goa	1	0	1	0	1
Gujarat	53	19	1	1	21
Haryana	36	11	0	0	11
Himachal Pradesh	6	5	0	0	5
Jammu and Kashmir	2	2	0	0	2
Jharkhand	14	5	0	1	6
Karnataka	19	9	1	0	10
Kerala	8	5	0	0	5
Madhya Pradesh	31	15	0	2	17
Maharashtra	157	50*	5	2	57
NCT Delhi	106	30	0	0	30
Odisha	4	4	0	0	4
Puducherry	1	1	0	0	1
Punjab	12	5	0	0	5
Rajasthan	18	9	0	0	9
Tamil Nadu	16	5	0	0	5
Telangana	13	5	0	1	6
Tripura	1	1	0	0	1
Uttar Pradesh	71	27	0	0	27
Uttarakhand	6	2	0	1	3
West Bengal	69	19	1	0	20
Grand Total	689	251*	9**	11	271

* Students placed in Catalysts for Social Action (CAS) were placed at two locations.

** The students placed in one Corporate – Private (Tata Housing, Mumbai) were deputed by organization at total six locations.

Annexure II List of Projects

Sr. No	Project Title	State / UT	City	Organization Name
1	Mobilizing communities: understanding child rights	Andhra Pradesh	Eluru	Social Service Centre Diocese of Eluru
2	Analysing social issues in Andhra Pradesh	Andhra Pradesh	Guntur	Social Educational and Economic Development Society (SEEDS)
3	Community development project with Youngsters Association	Andhra Pradesh	Kadapa	Youngsters Association
4	Fund raising and risk assessment at Uma Manovikas Kendram	Andhra Pradesh	Kakinada	Uma Manovikasa Kendram (Uma Educational & Technical Society)
5	Documentation and event management	Andhra Pradesh	Kurnool	Sai Educational Rural and Urban Development Society (SERUDS)
6	Understanding implementation of skill development schemes in Andhra Pradesh	Andhra Pradesh	Rajahmundry	Sahiti Charitable Trust
7	Developing farmer producer organizations in Andhra Pradesh	Andhra Pradesh	Srikakulam	Bapuji Rural Enlightenment and Development Society (BREDS)
8	Children in need and support: Navjeevan Bal Bhavan Society	Andhra Pradesh	Vijaywada	Navjeevan Bala Bhavan Society
9	Study on Bridge School intervention	Andhra Pradesh	Visakhapatnam	Kid Power
10	CSR study of RINL, Visakhapatnam Steel Plant	Andhra Pradesh	Visakhapatnam	Visakhapatnam Steel Plant (Vizag Steel Plant)
11	Ideation and execution of awareness campaign on disability	Andhra Pradesh	Visakhapatnam	Prajwal Vani
12	Eliminate plastic: empower women	Assam	Guwahati	Centre for Rural Development (CRD)
13	Imparting entrepreneurial skills to Bhagalpur youth	Bihar	Bhagalpur	Childline (Disha Gramin Vikas Manch)
14	Situational analysis of children in Darbhanga, Bihar	Bihar	Darbhanga	Childline (East & West Education Society)
15	Facilitating school performance	Bihar	Kishanganj	Childline (Crescent Education & Welfare Trust)
16	Interventions towards strengthening the Dalit community	Bihar	Patna	Gramin Evam Nagar Vikas Parishad
17	Mobilization of street vendors & planning for a model vending zone	Bihar	Patna	Nidan MFI
18	Organization development and fund raising at INPA	Chandigarh	Chandigarh	Indian National Portage Association (INPA)
19	Impact assessment and social marketing for Kisan Sanchar	Chandigarh	Chandigarh	Kisan Sanchar (Sristi Gyan Kendra)
20	Study of skill development at SOSVA	Chandigarh	Chandigarh	Society for Service to Voluntary Agencies (SOSVA)
21	Market analysis: income generation opportunities for rural poor	Chhattisgarh	Bhilai	Bhilai Steel Plant, Steel Authority of India Ltd. (SAIL)
22	Organization development and fund raising for Sneha Sampada.	Chhattisgarh	Bhilai	Sneha Sampada Vidhyalaya
23	Impact assessment: motorized tricycle distribution project	Chhattisgarh	Bilaspur	South Eastern Coalfields Limited (SECL)

Sr. No	Project Title	State / UT	City	Organization Name
24	Analysis of farmer producer organization	Chhattisgarh	Raipur	Community Advancement & Rural Development Society (CARDS)
25	Study of children in difficult situation	Chhattisgarh	Rajnandgaon	Srijan Samajik Sanstha
26	Community needs assessment study at Tata Housing's Rio-De-Goa-Site	Goa	Dabolim	Tata Housing
27	Understanding the world of visually challenged	Gujarat	Ahmedabad	Blind People's Association
28	Documentation of case studies at project - Driverben	Gujarat	Ahmedabad	Janvikas
29	Facilitating recruitment process	Gujarat	Ahmedabad	Kaivalya Education Foundation (Piramal Foundation)
30	Overview of CSR projects at ONGC: Ahmedabad	Gujarat	Ahmedabad	Oil & Natural Gas Corporation Limited (ONGC)
31	Administrative and Creative support to Saath Charitable Trust	Gujarat	Ahmedabad	Saath Charitable Trust
32	Finance and social marketing support for Sense India	Gujarat	Ahmedabad	Sense International India
33	Farmer empowerment through business development	Gujarat	Amalsad	Amalsad Vibhag Vividh Karyakarini Sahakari Khedut Mandali Ltd.
34	Documentation at Shree Amreli Mukbadir Seva Trust	Gujarat	Amreli	Shree Amreli Muk Badhir Seva Trust
35	Social marketing of HIV AIDS	Gujarat	Ankleshwar	Development Support Team
36	Research on CSR funding opportunities for Shaishav	Gujarat	Bhavnagar	SHAISHAV Child Rights
37	Farmer producer organization & integrated agriculture model	Gujarat	Dwarka	Tata Chemicals Society for Rural Development (TCSR) / Tata Chemicals Ltd.
38	Impact analysis of computer based financial literacy program at Vatva	Gujarat	Gandhinagar	PRAYAS
39	Situational analysis of SHG's in Rajkot	Gujarat	Rajkot	Navjeevan Trust
40	Empowering communities through income generation opportunities	Gujarat	Surat	Navsarjan Trust
41	Research and analysis of municipal primary schools in Surat	Gujarat	Surat	Shakti Foundation
42	Feasibility study for setting up paper recycling unit	Gujarat	Surat	Shree Mahadev Educational & Rehabilitation Public Charitable Trust
43	Documentation of case studies at Bal Bhavan	Gujarat	Vadodara	Bal Bhavan Society
44	Resource mobilization and operations management at Baroda Citizens Council	Gujarat	Vadodara	Baroda Citizens Council
45	Social Marketing strategy for Women's Farmer Producer Company	Gujarat	Vadodara	Deepak Foundation
46	Livelihood support and skill development at Saarthi	Gujarat	Vadodara	Hope Foundation
47	Analysing process of NULM and NDLM	Gujarat	Vapi	Universal Charitable Trust
48	Developing non formal education centres at Faridabad	Haryana	Faridabad	ABLE Charities

Sr. No	Project Title	State / UT	City	Organization Name
49	Status of children in Faridabad	Haryana	Faridabad	Nav Srishti
50	Feasibility study for energy and water saving practices	Haryana	Faridabad	Prakashdeep
51	Community development and empowerment with Prayas	Haryana	Faridabad	Prayas Social Welfare Society
52	Mapping employment opportunities at Agrasar	Haryana	Gurgaon	Agrasar
53	Understanding child development processes at Neev.	Haryana	Gurgaon	Bharat Memorial Charitable Trust, "Neev"
54	Content development and fund raising for Literacy India	Haryana	Gurgaon	Literacy India
55	Beneficiary mobilization at Sukarya	Haryana	Gurgaon	Sukarya
56	Study of special Schools at Pragati Social Services Society	Haryana	Karnal	Pragati Social Services Society
57	Digitization of operations at ASHI	Haryana	Panchkula	Association For Social Health In India (ASHI)
58	Impact assessment and social marketing at Kisan Sanchar	Haryana	Panchkula	Kisan Sanchar (Sristi Gyan Kendra)
59	Awareness generation: Swachh Bharat Mission	Himachal Pradesh	Hamirpur	Himachal Pradesh Voluntary Health Association (HPVHA)
60	Awareness generation and counseling: Childline, Manali	Himachal Pradesh	Kullu	Childline (H.P.Mahila Kalyan Mandal)
61	Sensitization of citizens of Shimla about Childline	Himachal Pradesh	Shimla	Himachal Pradesh Voluntary Health Association (HPVHA)
62	Study on children in need of care and protection	Himachal Pradesh	Solan	Himachal Pradesh Voluntary Health Association (HPVHA)
63	Feasibility study for livelihood enhancement	Himachal Pradesh	Sundernagar	Centre for Sustainable Development
64	Family strengthening and child care program at SOS	Jammu & Kashmir	Jammu	SOS Children's Village - Bal Gram
65	Communication with beneficiaries: a strategy for project enhancement	Jammu & Kashmir	Kathua	All India Centre for Urban and Rural Development (AICURD)
66	Education for children and social media marketing at Kartavya	Jharkhand	Dhanbad	Kartavya
67	Child labour scenario in Jamshedpur	Jharkhand	Jamshedpur	Adarsh Seva Sansthan
68	Strengthening a model village in the making	Jharkhand	Jamshedpur	Socio Economic and Education Development Society (SEEDS)
69	Studying feasibility of implementing a social change plan	Jharkhand	Ranchi	ASHRAY - South Vihar Welfare Society for Tribal
70	Impact assessment: CSR in education	Jharkhand	Ranchi	Central Coalfields Limited
71	Jhpiego: providing excellence in maternity services	Jharkhand	Ranchi	Jhpiego
72	Innovation in education : Learning by doing	Karnataka	Bengaluru	Agastya International Foundation
73	Mission 5k : Building affordable healthcare	Karnataka	Bengaluru	MAYA - Movement for Alternatives and Youth Awareness
74	Developing IEC content for solid waste management	Karnataka	Bengaluru	Saahas

Sr. No	Project Title	State / UT	City	Organization Name
75	Risk assessment of Sikshana	Karnataka	Bengaluru	Sikshana
76	Streamlining Born Learning Campaign and study of Wake the Lake programme	Karnataka	Bengaluru	United Ways of Bangalore
77	Study of dropout children in Hassan	Karnataka	Hassan	Prachodana (Center For Social Service)
78	Developing communication strategy for resource mobilization at DEEDS	Karnataka	Mangalore	Development Education Service (DEEDS)
79	Study of model village programme of Pratham	Karnataka	Mysore	Pratham Mysore
80	Detailed study of Sushryva Upliftment Foundation	Karnataka	Mysore	Organization For The Development Of People - Mysore
81	Community needs assessment: Tata Luxury One Bangalore Project .	Karnataka	Bengaluru	Tata Housing
82	Green audit and waste management: A business model for Plan@Earth	Kerala	Aluva	Plan@Earth
83	Facilitating implementation of Sahrudaya Karunya Insurance Policy (SKIP)	Kerala	Kochi	Welfare Services Ernakulam
84	Fishermen community development programme at Kollam	Kerala	Kollam	Fishermen Community Development Programme (FCDP)
85	Operations management at Abhya Bhavan	Kerala	Perumbavoor	Bethlehem Abhaya Bhavan Charitable Society
86	Study of substance abuse and livelihood in the costal areas of Trivandrum	Kerala	Thiruvananthapuram (Trivandrum)	Trivandrum Don Bosco Veedu Society
87	Impact analysis of Childline services in MP	Madhya Pradesh	Bhopal	Aarambh Education & Community Development Society
88	Study of BHEL's sustainability projects	Madhya Pradesh	Bhopal	Bharat Heavy Electricals Ltd. (BHEL)
89	Empowering communities: Educating children	Madhya Pradesh	Bhopal	Muskaan
90	Childline (1098): Awareness Generation	Madhya Pradesh	Gwalior	Centre for Integrated Development
91	Resource mobilization through Donor engagement	Madhya Pradesh	Indore	Aarambh Education & Community Development Society
92	Formulating proposals for child welfare projects and documentation	Madhya Pradesh	Indore	AAS
93	Study of children in difficult situations	Madhya Pradesh	Indore	Lok Biradari Trust
94	Revising organizational strategy and HR policy	Madhya Pradesh	Itarsi	Jeevodaya
95	Livelihood enhancement through oil seed cultivation	Madhya Pradesh	Jabalpur	National Institute of Women Child and Youth Development
96	Integrated water resource management	Madhya Pradesh	Nowgong	Haritika
97	Assessing current practices and suggesting improvements in the outreach strategy	Madhya Pradesh	Rewa	Ramashiv Bahuudeshiya Vikas Samiti
98	Imapct analysis of WASH in Healthcare models of Samarthan	Madhya Pradesh	Sehore	SAMARTHAN
99	Development of organizational systems, processes and experiential learning magazine	Madhya Pradesh	Seoni	Agrini Samajh Kalyan Samiti
100	Enhancing productivity of food processing unit	Madhya Pradesh	Shahdol	Sahjeevan Samiti

Sr. No	Project Title	State / UT	City	Organization Name
101	Survey of Northern Cola Field's CSR projects	Madhya Pradesh	Singrauli	Northern Coalfields Limited
102	Productivity & income enhancement of Samradha Kisan farmer Producer Company Limited (SKPCL) Ujjain	Madhya Pradesh	Ujjain	National Institute of Women Child and Youth Development
103	Study of Bal Mitra Gram	Madhya Pradesh	Vidisha	Kailash Satyarthi Children's Foundation
104	Creating sensitization and awareness for ALD	Maharashtra	Andheri	Academy of Learning and Development
105	Supplementary education for adolescent children	Maharashtra	Andheri	Ashadeep Association
106	Upgrading HR systems at Educate Girls	Maharashtra	Andheri	Educate Girls
107	Teaching interventions for Slum Study Program and Impact Assessment of Gift Hearing	Maharashtra	Andheri	Tarang Life Care Foundation
108	Facilitating support for teaching and women empowerment at Trishul	Maharashtra	Andheri	Trishul
109	Organizing education fair and academic support intervention for children	Maharashtra	Bandra	Aseema
110	Developing OD interventions for partner NGOs of Atma	Maharashtra	Bandra	Atma
111	Designing fundraising strategy for Life of Light Trust	Maharashtra	Bandra	Light of Life Trust
112	Systems development at Muskaan Foundation	Maharashtra	Bandra	Muskaan Foundation for People with Multiple Disabilities
113	Developing IEC material for Balwadi programme	Maharashtra	Bandra	Save the Children India
114	Study of BPCL's CSR projects	Maharashtra	Chembur	Bharat Petroleum Corporation Ltd (BPCL)
115	Citizen participation to resolve environmental issues in Mumbai	Maharashtra	Chembur	me2green
116	Impact assessment of CSR Activities at RCF	Maharashtra	Chembur	Rashtriya Chemicals and Fertilizers Limited (RCF)
117	Documentation support to Oscar foundation	Maharashtra	Colaba	Oscar Foundation
118	Repositioning of male contraceptives in Mumbai	Maharashtra	Girgaon	Aastha Parivaar
119	Data collection for study on retention of Personal Safety Education provided by Arpan	Maharashtra	Goregaon	Arpan
120	Market analysis and budgeting for Swasth Foundation Project	Maharashtra	Goregaon	Swasth Foundation
121	Documentation assistance and Awareness generation for VSP	Maharashtra	Goregaon	Vikas Sahyog Pratishthan
122	Research on school education in Maharashtra and assessment of financial health of Door Step School	Maharashtra	Grant Road	The Society for Door Step Schools
123	Resource mobilization and management of Srujna	Maharashtra	Kandivali	Srujna
124	Study of Crompton Greaves CSR initiatives	Maharashtra	Kanjurmarg	Crompton Greaves
125	Rehabilitation Centre Awareness Campaign and Feasibility Study of Drive with Pride	Maharashtra	Kanjurmarg	Vatsalya Trust
126	Revision of CSA's management information system and documentation	Maharashtra	Lower Parel	Catalysts for Social Action (CSA)
127	Impact analysis and MIS support at CRY	Maharashtra	Lower Parel	CRY - Child Rights and You

Sr. No	Project Title	State / UT	City	Organization Name
128	Imparting English language skills to beneficiaries and staff of Care Foundation	Maharashtra	Mulund	Care Foundation
129	Social Empowerment of Street Children	Maharashtra	Mumbai Central	Hamara Foundation
130	Entrepreneurship and financial literacy for adolescents	Maharashtra	Nariman Point	Salaam Bombay Foundation
131	Operations management of Ek Prithvi programme	Maharashtra	Parel	World Wildlife Fund (WWF) - India
132	Developing business plan for SOS	Maharashtra	Powai	Sounds of Silence Foundation
133	Operationalizing Technology Fair 2018	Maharashtra	Powai	VIDYA
134	Developing modules and imparting life skills training to youth	Maharashtra	Vile Parle	Smile Foundation
135	Promoting Social Ambassador Programme	Maharashtra	Worli	Mahindra & Mahindra Ltd.
136	Community needs assessment study at New Haven, Boisar II	Maharashtra	Boisar	Tata Housing
137	Community satisfaction survey	Maharashtra	Amantra (Mumbai)	Tata Housing
138	Designing policies for employee empowerment	Maharashtra	CBD Belapur	Swami Brahmanand Pratishthan
139	Implementing management systems at Astitva	Maharashtra	Dombivali	Astitva
140	Status of education in Ghansoli	Maharashtra	Ghansoli	Reliance Foundation
141	Promotion of National Digital Literacy Mission	Maharashtra	Jui Nagar	Pragatee Foundation
142	Gap analysis of school projects: Saprem	Maharashtra	Kalyan	SAPREM
143	Child care and development at CSA	Maharashtra	Thane	Catalysts for Social Action (CSA)
144	Community needs assessment study at Serein, Thane	Maharashtra	Thane	Tata Housing
145	Project assistance in the areas of disability, education and fund raising	Maharashtra	Amravati	Deesha Education Foundation
146	Process improvement at Seva Vratti System	Maharashtra	Aurangabad	Dr. Hedgewar Hospital
147	Study on development of out of school students and remedial program	Maharashtra	Karad	SANGRAM Sampada Gramin Mahila Sanstha
148	Developing career prospects for students at Helpers of Handicapped	Maharashtra	Kolhapur	Helpers of the Handicapped
149	Fundraising for Navin Desai Residential School	Maharashtra	Nagpur	Amrapali Utkarsh Sangh
150	Promotion of Childline, Nagpur	Maharashtra	Nagpur	Childline (Matru Sewa Sangh Institute of Social Work)
151	Micro enterprise development for poverty alleviation and self employment	Maharashtra	Nagpur	Community Development Society
152	Promotion of educational schemes in schools of Nandurbar	Maharashtra	Nandurbar	Deep Foundation
153	Community satisfaction survey at Udyogwardhini	Maharashtra	Nashik	Tata Housing
154	Comparitive analysis of insurance products	Maharashtra	Pune	Annapurna Pariwar
155	Providing teaching assistance and data digitalization at Door Step School, Pune	Maharashtra	Pune	The Society for Door Step Schools

Sr. No	Project Title	State / UT	City	Organization Name
156	Study of Idea Foundation's education and skill development projects	Maharashtra	Pune	Idea Foundation
157	Survey on drug abuse	Maharashtra	Pune	Muktaa Charitable Foundation
158	Evaluating and re-developing the business model of Samavedana Clinic	Maharashtra	Pune	Samavedana
159	Development of business plan for Goodvehicle.com.	Maharashtra	Pune	Sparsh Balgram
160	Public Private Partnership for educating underprivileged children	Maharashtra	Pune	The Akanksha Foundation
161	Analysis of SHG support program of Samparc	Maharashtra	Talegaon	Samparc
162	Promoting International Cities of Peace, a project undertaken by Aarohan	National Capital Territory of India (Delhi)	New Delhi	Aarohan
163	Providing support for documentation and library services	National Capital Territory of India (Delhi)	New Delhi	Akshay Pratishthan
164	Skill development and documentation at Asha Deep Foundation	National Capital Territory of India (Delhi)	New Delhi	Asha Deep Foundation
165	Concept marketing and policy development	National Capital Territory of India (Delhi)	New Delhi	Centre for Civil Society
166	Providing supplementary teaching assistance and redesigning the website of CDF	National Capital Territory of India (Delhi)	New Delhi	Connecting Dreams Foundation
167	Study of right to education and promotion of digital literacy among beneficiaries	National Capital Territory of India (Delhi)	New Delhi	CRY - Child Rights and You
168	Study of community life in Wazirpur and Haiderpur	National Capital Territory of India (Delhi)	New Delhi	Deepalaya
169	Imparting values among youth for Sustainable development	National Capital Territory of India (Delhi)	New Delhi	Delhi Brotherhood Society
170	Social marketing and employment generation at DCCW	National Capital Territory of India (Delhi)	New Delhi	Delhi Council for Child Welfare (DCCW)
171	Documentation and research at Disha India	National Capital Territory of India (Delhi)	New Delhi	Disha India
172	Supplementart teaching and documentation support	National Capital Territory of India (Delhi)	New Delhi	Don Bosco Ashalayam
173	Social marketing and team developemnt at ETASHA	National Capital Territory of India (Delhi)	New Delhi	ETASHA Society
174	Promotion of Fair Trade Forum-India	National Capital Territory of India (Delhi)	New Delhi	Fair Trade Forum India
175	Documentation support at Hope Foundation	National Capital Territory of India (Delhi)	New Delhi	Hope Foundation
176	Study of gender issues undertaken by Maitri	National Capital Territory of India (Delhi)	New Delhi	Maitri India
177	Making communities self-reliant with Navjyoti India Foundation	National Capital Territory of India (Delhi)	New Delhi	Navjyoti India Foundation

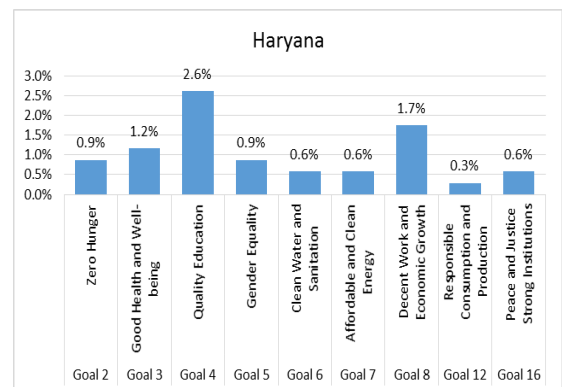
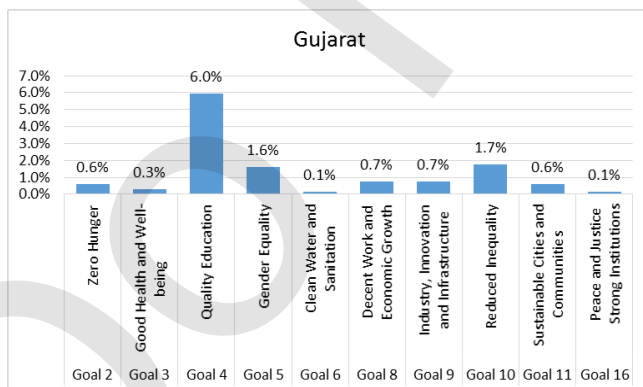
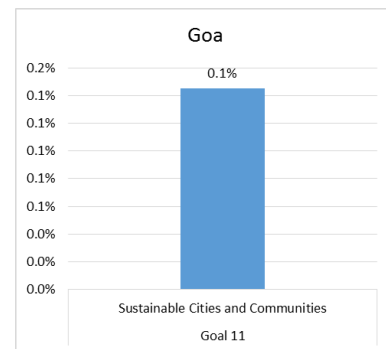
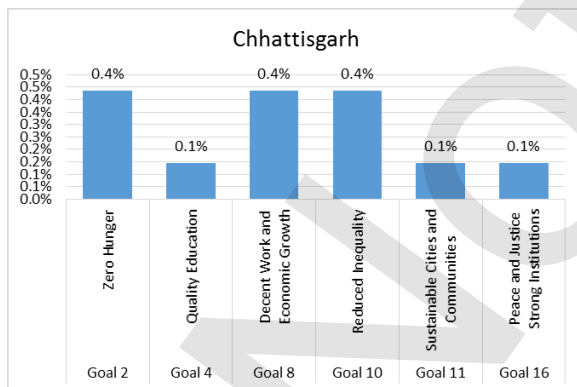
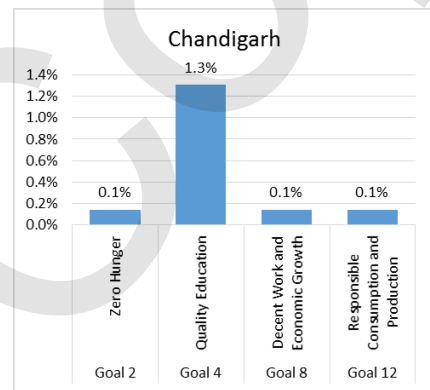
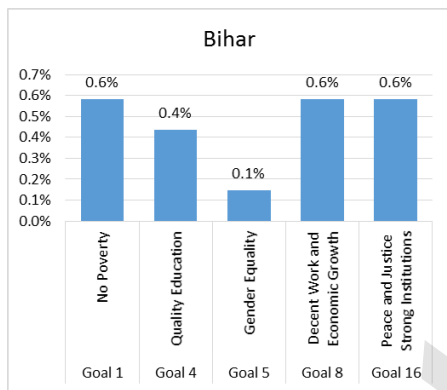
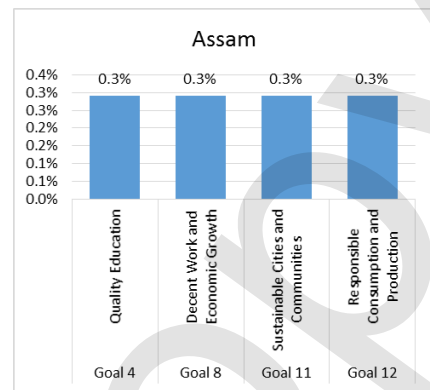
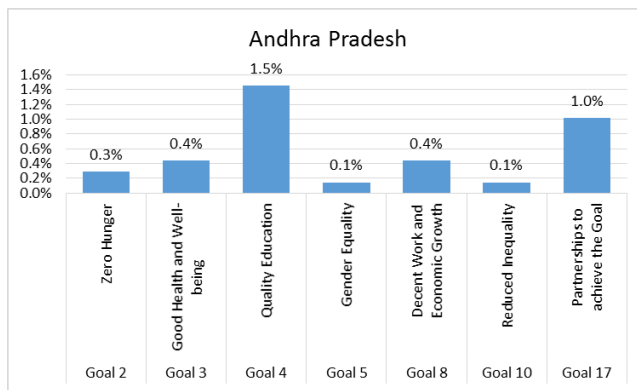
Sr. No	Project Title	State / UT	City	Organization Name
178	Child welfare and youth mobilization	National Capital Territory of India (Delhi)	New Delhi	Nipun
179	Brand building and marketing of Gandhi Fellowship programme	National Capital Territory of India (Delhi)	New Delhi	Piramal Foundation (Kaivalya Education Foundation)
180	Developing HR and administrative processes at Rasta	National Capital Territory of India (Delhi)	New Delhi	Rasta
181	Networking and implementation support to Sakaar Outreach	National Capital Territory of India (Delhi)	New Delhi	Sakaar Outreach
182	Child development and process improvement in Open Shelters	National Capital Territory of India (Delhi)	New Delhi	Salaam Baalak Trust
183	Content development for STEP programme and providing teaching assistance	National Capital Territory of India (Delhi)	New Delhi	Smile Foundation
184	Drafting financial reports and institutional presentations	National Capital Territory of India (Delhi)	New Delhi	Society for All Round Development (SARD)
185	Skill enhancement at Sparsh	National Capital Territory of India (Delhi)	New Delhi	Sparsh
186	Financial and Digital Inclusion of the unbanked and underprivileged communities	National Capital Territory of India (Delhi)	New Delhi	Subhag Foundation
187	Impact analysis of Asha Slum Development project	National Capital Territory of India (Delhi)	New Delhi	The Evangelical Fellowship Of India Commission On Relief (EFICOR)
188	Promotion of Society for Child Development	National Capital Territory of India (Delhi)	New Delhi	The Society for Child Development
189	Feasibility study for skill development programmes of Udayan Care	National Capital Territory of India (Delhi)	New Delhi	Udayan Care Trust
190	Impact Assessment of Basic Computer Education Program funded by ONGC	National Capital Territory of India (Delhi)	New Delhi	Urbo-Rural Integrated Development Association (URIDA)
191	Development of Sponsorship proposal for youth program at VIDYA	National Capital Territory of India (Delhi)	New Delhi	VIDYA
192	Brand building of Spring Health Water India	Odisha (Orissa)	Bhubaneswar	Spring Health
193	School and mass education system in Brajnagar municipality area	Odisha (Orissa)	Brajrajnagar	Indira Gandhi Integral Education Centre
194	Study of individual and adoption care at Basundhara	Odisha (Orissa)	Cuttack	Basundhara
195	Ekta target intervention project towards fighting HIV AIDS	Odisha (Orissa)	Koraput	Ekta
196	Brand building and sales promotion at Sri Aurobindo Society	Puducherry	Puducherry	Sri Aurobindo Society
197	Situational analysis of Anemia among women in Punjab	Punjab	Amritsar	Lok Kalyan Samiti
198	Ministry of Women and Child Development (MWCD): Conducting promotional campaigns and collation of project data	Punjab	Ferozepur	Lala Fateh Chand Brij Lal Educational Society
199	Promotion of Childline in Ludhiana	Punjab	Ludhiana	Childline (SGB International Foundation)

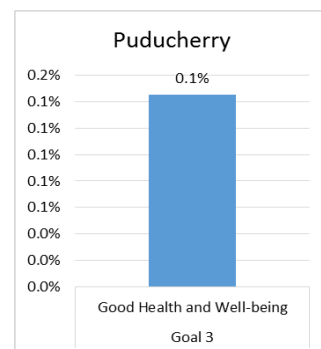
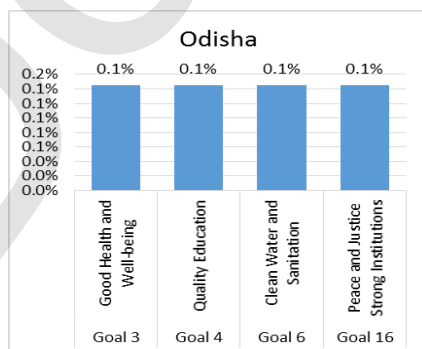
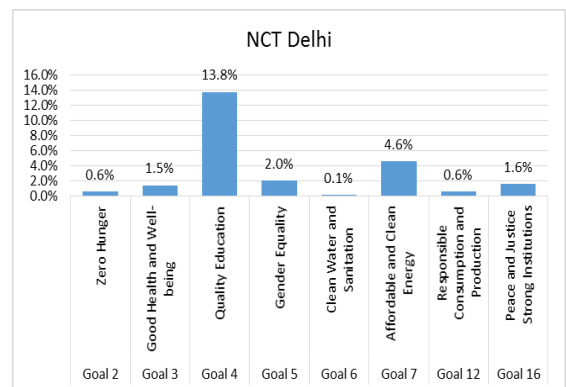
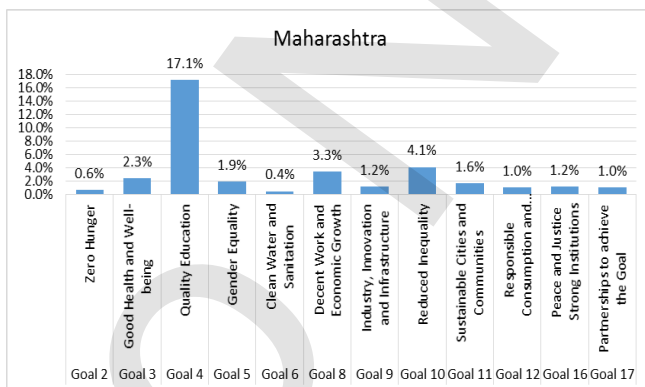
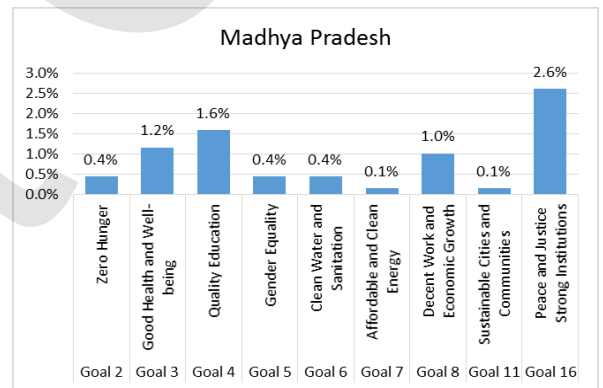
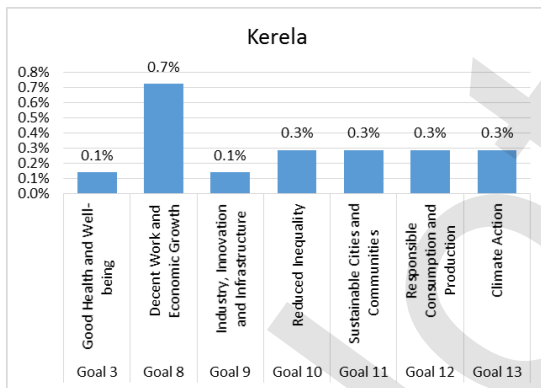
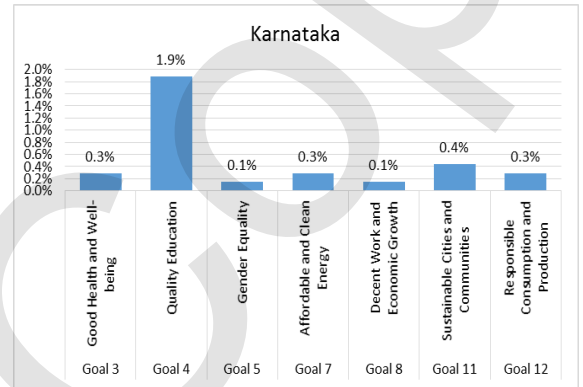
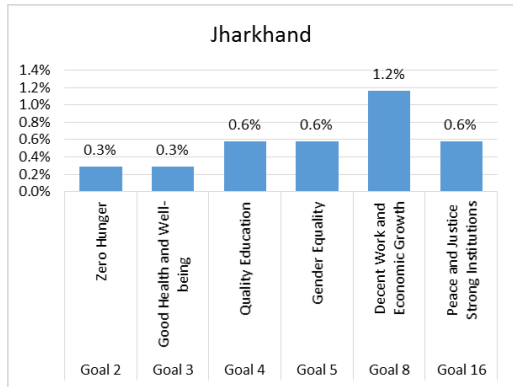
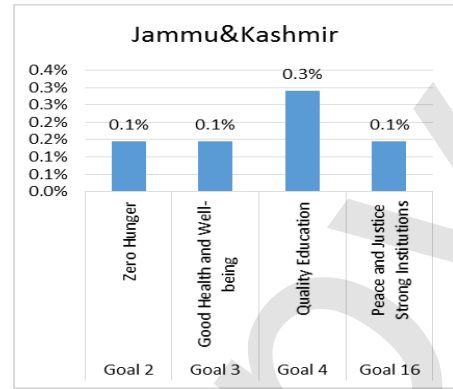
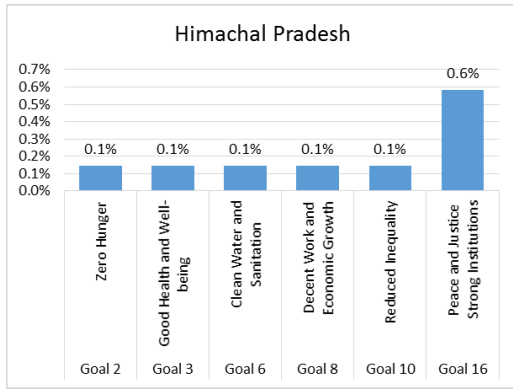
Sr. No	Project Title	State / UT	City	Organization Name
200	Impact assessment and marketing support to Kisan Sanchar	Punjab	Mohali	Kisan Sanchar (Sristi Gyan Kendra)
201	Technical assistance and capacity building for the hearing and visually handicapped at Patiala	Punjab	Patiala	Society For Welfare Of The Handicapped
202	Developing a framework for enhancing learning outcomes	Rajasthan	Ajmer	Educate Girls
203	Digitization of Self Help Groups and enhancing enrollment in Government schools	Rajasthan	Alwar	Ibtada
204	Content creation, field campaigns & developing online presence of Urmul Jyoti Sansthan	Rajasthan	Bikaner	Urmul Jyoti Sansthan
205	Documentation and Management support at Disha	Rajasthan	Jaipur	Disha
206	Restructuring of computer lab and data analysis of sanitation and health conditions at Jamunagar	Rajasthan	Jaipur	I-India
207	Implementation of organization processes and expansion activities	Rajasthan	Jaipur	Make a Wish Foundation
208	Establishing case documentation process at project Childline	Rajasthan	Jodhpur	Jai Bhim Vikas Shikshan Sansthan
209	Promotion of health projects undertaken by Tapovan Trust	Rajasthan	Sri Ganganagar	Tapovan Trust
210	Geo-referencing of water harvesting structures	Rajasthan	Udaipur	Seva Mandir
211	Evaluation of teaching practices and content development	Tamil Nadu	Chennai	AID India
212	Public relations and brand engagement for ANEW	Tamil Nadu	Chennai	Association for Non-Traditional Employment of Women (ANEW)
213	Detailed study of education programs at Smile	Tamil Nadu	Chennai	Smile Foundation
214	Expansion of organization footprint (Women's Collective Chennai)	Tamil Nadu	Chennai	Women's Collective
215	Promotion of Isha Vidhya School	Tamil Nadu	Coimbatore	Isha Vidhya
216	Business plan development for vocational trades at Ashray Akroti	Telangana	Hyderabad	Ashray Akroti
217	Analysis of the life of handloom weavers in Pochampally	Telangana	Hyderabad	Center for Action Research and People's Development (CARPED)
218	Impact assessment of HAL's CSR projects	Telangana	Hyderabad	Hindustan Aeronautics Limited (HAL)
219	Capacity building of adolescent girls	Telangana	Hyderabad	Mahita
220	Disruptive digital intervention	Telangana	Hyderabad	Nirmaan
221	Process development and support at Sneha Society	Telangana	Nizamabad	Sneha Society for Rural Reconstruction
222	Beneficiary interaction and organizational development at VHAT	Tripura	Agartala	Voluntary Health Association
223	Social upliftment of Gadulia Lohar tribe	Uttar Pradesh	Agra	Aaradhana
224	Administrative and documentation support to Udaan Society	Uttar Pradesh	Aligarh	Udaan Society
225	Rehabilitation and education of children living in slums of Allahabad and Brick Kilns of Kaushambhi	Uttar Pradesh	Allahabad	Diocesan Development & Welfare Society (DDWS)

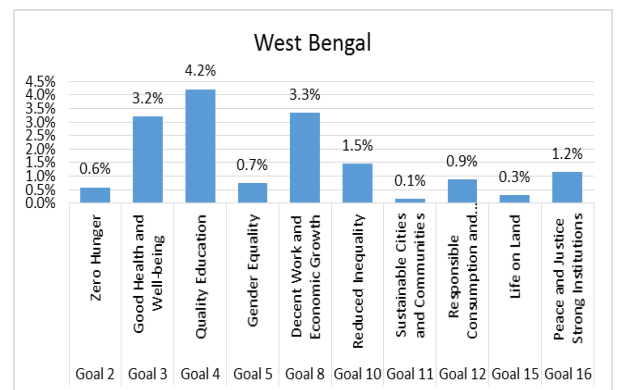
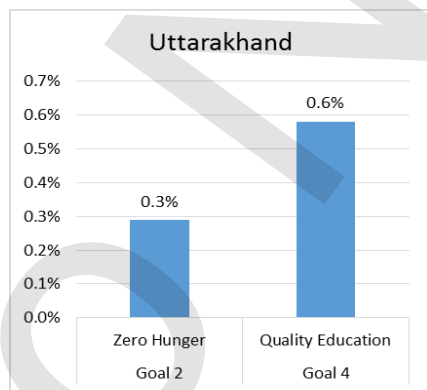
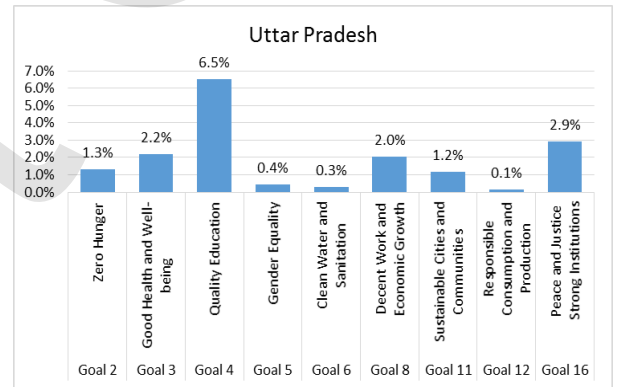
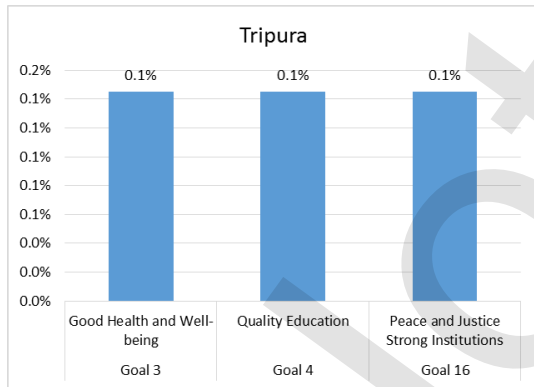
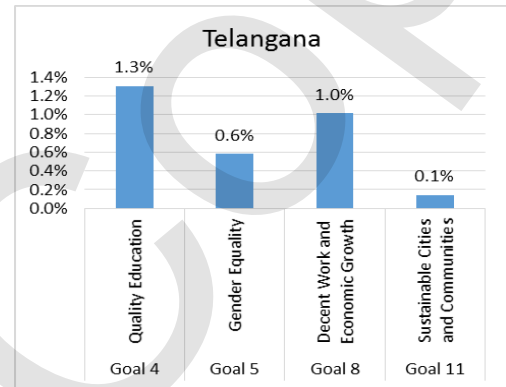
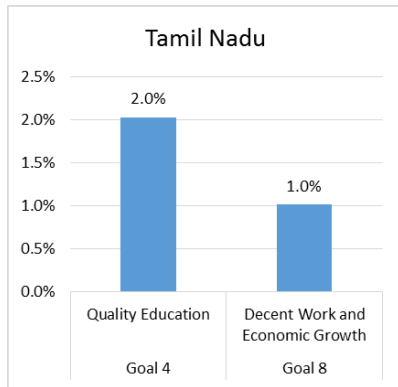
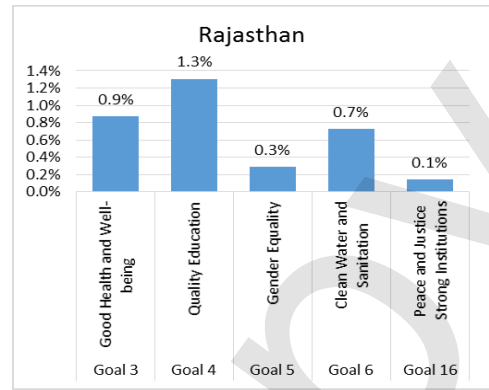
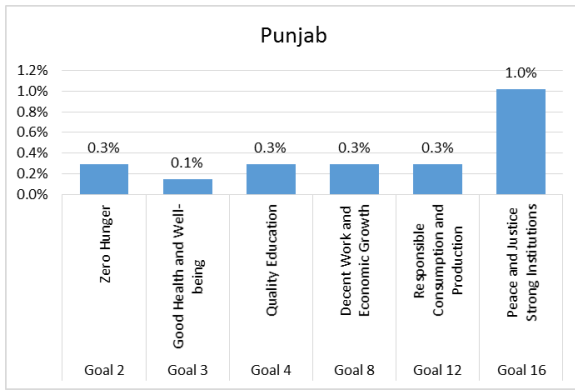
Sr. No	Project Title	State / UT	City	Organization Name
226	Impact assessment of Prasar (2011-2017): Maternal and adolescent health care program	Uttar Pradesh	Barabanki	Participatory Action for Community Empowerment (PACE)
227	Brand building at Sakar.	Uttar Pradesh	Bareilly	SAKAR
228	Study of solid waste treatment facility at Etawah.	Uttar Pradesh	Etawah	Satyam Samaj Seva Samiti
229	Study of child welfare projects undertaken by Chirag Society	Uttar Pradesh	Firozabad	Chirage Society
230	Documentation support to Asha Deep Foundation	Uttar Pradesh	Ghaziabad	Asha Deep Foundation
231	Impact assessment of Arthala Bal Vidyalaya	Uttar Pradesh	Ghaziabad	Empowering Minds (EM)
232	Identifying best HR practices for NGOs in Ghaziabad	Uttar Pradesh	Ghaziabad	Sri Aurobindo Society
233	Promotion and brand building of Tapovan Education Trust	Uttar Pradesh	Ghaziabad	Tapovan Education Foundation
234	Pragati Path- Livelihood support & skill development	Uttar Pradesh	Jhansi	Pragati Path
235	Identifying and targeting employment opportunities for CLC & SHGs	Uttar Pradesh	Kanpur	Action for Women & Rural Development (AWARD)
236	Fundraising and documentation support for projects undertaken by Ehsaas	Uttar Pradesh	Lucknow	Ehsaas
237	Promotional campaign for child protection in Lucknow	Uttar Pradesh	Lucknow	Human Unity Movement
238	Initiating micr-credit lending for socio-economic development in Lucknow	Uttar Pradesh	Lucknow	Janhit Foundation
239	Case for investment in adolescents in Uttar Pradesh	Uttar Pradesh	Lucknow	Milaan: Be the Change
240	Functional literacy for rural illiterate/semi-literate women	Uttar Pradesh	Lucknow	Sahbhagi Shikshan Kendra
241	Impact of Adarsh on primary and secondary stakeholders	Uttar Pradesh	Lucknow	Vatsalya
242	Gap assessment for sustainable organization development	Uttar Pradesh	Mathura	Kalyanam Karoti
243	Promotion and sensitization for child protection	Uttar Pradesh	Meerut	Janhit Foundation
244	Role of RISE programme in educational upliftment of society	Uttar Pradesh	Noida	AROH Foundation
245	Market study for Edu-tech sector	Uttar Pradesh	Noida	Bharat Learn
246	Providing teaching assistance and promotion of Niveda	Uttar Pradesh	Noida	Niveda Foundation
247	Impact assessment of projects undertaken by Vidya and Child	Uttar Pradesh	Noida	Vidya & Child
248	Study of Childline service at Bharat Seva Sansthan	Uttar Pradesh	Saharanpur	Bharat Seva Sansthan
249	Study of child welfare services offered by Ghandhi Adhyan Peeth	Uttar Pradesh	Varanasi	Gandhi Adhyan Peeth
250	Study of community empowerment and employee engagement	Uttarakhand	Dehradun	Balajee Sewa Sansthan
251	Impact study of 'Mobile School' unit operated by Aasraa Trust	Uttarakhand	Dehradun	Oil & Natural Gas Corporation Limited (ONGC)
252	Providing teaching assistance and study of different types of disabilities	Uttarakhand	Haridwar	Abhipreana Rehabilitation Centre

Sr. No	Project Title	State / UT	City	Organization Name
253	Study on types of disabilities and social marketing for SAHAS	West Bengal	Durgapur	Speech And Hearing Action Society
254	Detailed study of financial inclusion plan and disability centre of Samaritan Help Mission	West Bengal	Howrah	Samaritan Help Mission
255	Research on the tea workers in Jalpaiguri and impact of the health facilities provided by MMCs	West Bengal	Jalpaiguri	Manbhum Anand Ashram Nityananda Trust (MANT)
256	Root cause analysis for delinquency among Arohan customers	West Bengal	Kolkata	Arohan
257	Brand building for ASED	West Bengal	Kolkata	Association for Social and Environmental Development (ASED)
258	Building a social entrepreneurship model for rural artisans of West Bengal	West Bengal	Kolkata	Banglanatak dot com
259	Developing the Bloodbank and Sehneer projects of BPWT	West Bengal	Kolkata	Bhoruka Public Welfare Trust
260	Brand building and vulnerability mapping	West Bengal	Kolkata	Community Action Society
261	Social marketing for CRY	West Bengal	Kolkata	CRY - Child Rights and You
262	Research study on anti-HIV medication for sex workers	West Bengal	Kolkata	Durbar Mahila Samanawya Committee
263	An impact assessment study on the Froebel Methodology of teaching in Hope affiliated schools in Kolkata	West Bengal	Kolkata	Hope Kolkata Foundation
264	Impact assessment of Sangam Urban slum project	West Bengal	Kolkata	Indian Institute of Cerebral Palsy (IICP)
265	Promotion of women's empowerment advocacy campaign of Sanved	West Bengal	Kolkata	Sanved
266	Training and mentoring at Smile.	West Bengal	Kolkata	Smile Foundation
267	Detailed lifestyle survey of brick kiln communities residing in and around Kolkata	West Bengal	Kolkata	Towards Future
268	Preliminary survey of important ecological habitats used by migratory birds during winter season in West Bengal	West Bengal	Kolkata	World Wildlife Fund (WWF) - India
269	Promoting integrated farming measures to eradicate food insecurity	West Bengal	Kolkata	Association For Social and Health Advancement (ASHA)
270	Beneficiary identification and fund raising at Make a Wish Foundation	West Bengal	Kolkata	Make a wish foundation
271	Analysis of pending cases before juvenile justice board in Purba Mednipur district	West Bengal	Kolkata	Vidyasagar School of Social Work
272	Labour engagement study	West Bengal	Kolkata	Tata Housing

Annexure III State-wise SDG mapping of Projects







Annexure IV
List of Faculty Mentors and Regional In-charge

List of Faculty Mentors

Sr. No.	Faculty Name	Allotted No. of students	No. of State /UT	No. of Organizations
1	Aarti Punjabi	5	1	2
2	Amit Bhadra	5	1	1
3	Amit Rangnekar	5	2	2
4	Anupam Rastogi	20	1	5
5	Arun Sharma	10	1	3
6	Ashu Sharma	10	1	3
7	Aswath Nagendra	5	1	2
8	Bala Krishnamoorthy	10	4	5
9	Bijayinee Patnaik	9	3	6
10	Cajetan Dsouza	5	1	2
11	Chandan Dasgupta	15	3	5
12	Chandrima Sikdar	12	1	5
13	Dayanand Shetty	15	1	11
14	Divakar Kamath	5	1	2
15	Gayathri Sampath	10	3	5
16	Geeta D'Souza	16	2	10
17	Gurpreet Kaur	11	3	3
18	Hari Iyer	20	1	7
19	Hema Bajaj	15	2	7
20	Hitesh Kalro	11	2	3
21	Jeet Shah	5	2	2
22	Kalika Bansal	5	1	2
23	Madhavi Gokhale	15	4	9
24	Manjari Srivastava	20	3	7
25	Mayank Joshipura	12	2	4
26	Meena Galliara	11	5	2
27	Mridula Mishra	11	2	3
28	Mukund Prasad	12	2	3
29	Nafisa Kattarwala	12	2	3
30	Papiya De	15	2	6
31	Paritosh Basu	15	1	4
32	Pradeep Pai	14	1	5
33	Preeti Khanna	12	3	4
34	Priyanka Joshi	11	2	4
35	Puja Sukhija	5	1	2

Sr. No.	Faculty Name	Allotted No. of students	No. of State /UT	No. of Organizations
36	R. Kannan	5	1	1
37	Rajesh Manjrekar	19	3	11
38	Ramesh Bhat	3	1	1
39	Ranjan Chakravarty	15	1	4
40	Rashmi Khatri	10	2	3
41	Sachin Mathur	10	1	3
42	Sangeeta Wats	20	2	9
43	Sangita Kamdar	9	2	4
44	Santana Pathak	15	1	4
45	Satish Kajjer	20	3	8
46	Satya Dev Tiwari	11	2	5
47	Seema Rawat	12	1	4
48	Shailaja Rego	12	2	7
49	Shamim Mondal	11	1	6
50	Shibani Belwalkar	11	3	3
51	Smita Mazumdar	12	1	5
52	Somnath Roy	11	3	5
53	Souvik Dhar	12	1	4
54	Sreeram Sivaramakrishnan	12	3	3
55	Sujata Mukherjee	20	1	6
56	T. Kachwala	20	1	7
57	Veena Vohra	20	3	8
58	Vikas Gadre	11	1	5

List of Regional In-charge

Sr No	Regional Incharge	States
1	Dr. Meena Galliara	Goa, Himachal Pradesh, Maharashtra, Odisha, Puducherry
2	Dr. M. K. Satish	Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Jharkhand, Karnataka, Kerala, Tamil Nadu, Telangana, Tripura, Uttar Pradesh, Uttarakhand
3	Dr. Sujata Mukherjee	NCT Delhi, West Bengal
4	Ms. Anjalika Gujar	Chandigarh, Chhattisgarh, Gujarat, Haryana, Madhya Pradesh, Punjab, Rajasthan

Annexure V Student's Personal Data Form

SVKM's NMIMS
School of Business Management
MBA (Batch 2017-2019)
We Care: Civic Engagement 2018
Student Data Form

1. Name: _____
2. Gender: _____
3. Age: _____
4. Course: _____
5. Division: _____
6. SAP ID : _____
7. Roll No: _____
8. NMIMS Email ID: _____
9. Mobile No: _____
10. Parent's current Residential Address: _____
City / Town _____ District _____
11. State: _____
12. Pin code: _____
13. Contact Number (Home): _____
14. Graduation Degree: _____
15. Volunteer Skill Set: Please tick the appropriate
 - a. IT Skills
 - b. Marketing Skills
 - c. Teaching Skills
 - d. Finance Skills
 - e. Any other, specify _____
16. Work Experience :
 - a. Company / Organisation : _____
 - b. Number of months (Numerical only, Freshers should mention 0) : _____
 - c. Sector: Please tick the appropriate
 - a) Finance
 - b) Marketing
 - c) HR
 - d) IT
 - e) Operations
 - f) None (Fresher)
 - g) Any other, specify _____
17. Have you worked as an employee volunteer in your company's CSR department
 - a) Yes
 - b) No
18. If yes, share Name and Contact No of your company's CSR Executive/Manager:

19. Languages known (other than English)
 1. _____
 2. _____
 3. _____
20. Intended field of Internship¹: (Give any 4 Preferences)²
 - a. Animal Rights
 - b. Child Welfare
 - c. Community Development
 - d. Differently Abled
 - e. Economic Empowerment
 - f. Health
 - g. Micro Finance
 - h. Women Empowerment
 - i. No Preference
21. Are you willing to be placed anywhere in India if the organisation bears lodging and boarding cost?
 - a) Yes
 - b) No
22. Are your parents working in PSU?
 - a) Yes
 - b) No
23. If yes, are you willing to intern in the CSR department of the PSU? _____
24. If yes, please give the contact details of the CSR department of the PSU
 - a. Name and Designation of the official
 - b. Office Address
 - c. Contact number
 - d. Email ID

¹ Efforts will be made to locate NGOs in your preferred areas, but in case we are unable to locate the same, you shall have to intern in an NGO which is allocated to you. If a credible NGO is not located in your hometown you will be placed in Mumbai
² Some organisations may ask for internship fees ranging from Rs. 500/- to 7000/- which will have to be borne by the student.

Annexure VI
Rubric: We Care: Civic Engagement: Social Sector Internship

Name of Internship Organization : _____

Name of the Student : _____

Div : _____ **Roll No.** : _____

	Reflect on service as a component of active community engagement, and social responsibility (Out of 10 Marks)	Demonstrate reciprocity and responsiveness in interning with a community organizations (Out of 10 Marks)	Describe and analyze the social issues relevant to the community organization (Out of 10 Marks)	
Accomplished	Student clearly articulates his/her ideas about active community engagement and social responsibility. Student is able to make clear connections between community service and being a responsible and engaged citizen.	Student clearly articulates how his/her internship experience has been mutually beneficial. Student clearly articulates how s/he was responsive to those served, and how s/he was affected or challenged or changed by these relationships. Student demonstrates sensitivity to the target audience.	Student clearly demonstrates knowledge and critical analysis of the important social issues facing the population served. Description and analysis shows depth and complexity. Student draws clear, relevant and nuanced connections between his/her analysis of the social issues and the organization in which s/he interned.	
Developed	Student has ideas about active citizenship / community engagement and social responsibility. But these ideas are not fully integrated / related to the issue handled by the organization.	Student demonstrates basic awareness of reciprocal relationships in the context or service, and demonstrates how s/he has been responsive and sensitive.	Student demonstrates knowledge of the important social issues facing the population served but lacks depth in analyzing the complexity of the problem. Student is able to draw few connections between the social issues and the organization in which s/he interned.	
Undeveloped	Student does not articulate ideas about active citizenship / community engagement or social responsibility. S/he is unable to integrate how the services offered by the organization address the social issue	Student is unable to demonstrate an appreciation of reciprocity, responsiveness, sensitivity in the context of service. Internship for this student is just a requirement to be fulfilled.	Student has little understanding of the important social issues facing the population served. Application of the social issues are simplistic, irrelevant and superficial.	
Score				Total Score

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

Faculty Mentors during We Care viva can assess students on the following :

I. Understanding the Social Issue

Clarity gained by the student on the following:

- A) Social issue addressed by the organization
- B) Cause effect relationship of the social issue
- C) Cascading Impacts of the social issue
- D) Target audience and their characteristics
- E) Products/services offered by the organization to address the social issue
- F) Reach of the organization

II. Management of Social Issue by internship organization

Clarity gained by the student on the following

- A) Legal framework of the organization
- B) Governing pattern (Trustees, Board of Directors, Managing Committee)
- C) Staffing pattern and HR practices
- D) Decision making processes
- E) Operational Models adopted
- F) Financial management of the organization
- G) Challenges faced by the organization

III. Project Handled by the Student

Clarity, Competency gained by the Student in the Project Duration

- A) Project proposition (objective/purpose) and project deliverables
- B) Project Design adopted
- C) Project execution
- D) Application of management knowledge/prior experience for designing/executing the project
- E) Project utility (outputs/ proposed outcomes/impacts)

IV. Impact of Internship on the student

Sensitivity and Learning gained by the student with regard to

- A) Social inequities and its impact on various components of the society
- B) Perceptual changes experienced by the student post internship in addressing social inequity
- C) Innovative propositions to address the inequity
- D) Application of management education to address the social issue

Annexure VII Feed Back Form: Student Perspective

SVKM's NMIMS
School of Business Management

We Care : Civic Engagement Programme 2018

Student Feed Back Form

We Care: Civic Engagement programme is a compulsory part of your MBA curriculum. We sincerely appreciate the cooperation extended by you in completing your internship.

To review and revise our programme we request you to provide us with your feedback about the same.

* Required

Name of the Student* _____

Roll No* _____ Div* _____

Name of the Internship Organization* - _____

City* _____ State* _____

Please rate your opinion on a scale of 1 – 5 for Q I to Q III

Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

I. Satisfaction with the Organization in which you were placed*

1. Quality of interpersonal relations
2. Orientation provided to understand the functioning of the organization
3. Working atmosphere of the organization
4. Utilization of your time by the organization

II. Handling Projects*

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

III. Reports*

1. Clarity of reporting expected
2. Clarity in submitting Final Report
3. Clarity given for Poster Presentation

IV. Project Handled in the area of*

1. Advocacy / Empowerment
2. Child Welfare
3. Community Development
4. CSR
5. Disability
6. Environment and Animal Welfare
7. Financial Management and Resource Mobilization
8. Health
9. Livelihood / Skill Development
10. Project Management / Business Development
11. Social Marketing

V. Special contribution made by you to the Organization*

Faculty Mentor Feedback

VI. How did the faculty mentor provide support to you during the internship Placement?

Please tick multiple options whichever apply

1. Provided me with inputs prior to internship placement
2. Provided me with inputs during my internship placement.
3. Intervened and helped me whenever I had any administrative problems
4. I did not require any support as such
5. Other

VII. During the course of your internship, did you experience difficulty in contacting your faculty mentor?*

Please tick multiple options whichever apply

1. I received a response from my mentor when I contacted him/her
2. My faculty mentor never responded to my mails/ telephone/ requests for personal meetings
3. I did not feel the need to contact my mentor
4. Other

VIII. How did you keep in touch with your faculty mentor?*

Please tick multiple options whichever apply

1. Prior to my internship, I had a meeting with my mentor
2. During my internship, I was in touch over e-mail/ telephone
3. I had difficulty in accessing my faculty over e-mail/telephone/personal meeting
4. I did not feel the need to access my faculty mentor.
5. Other

We Care Learning and Feedback

IX. Do you feel that We Care was a learning experience*

1. Yes
2. No

X. If Yes, Please mention three major learnings from We Care

1. _____
2. _____
3. _____

XI. Suggestions for Improvement (We Care programme)*

1. _____
2. _____
3. _____

Annexure VIII
Feed Back Form: Internship Organization Perspective

SVKM's NMIMS
School of Business Management

We Care : Civic Engagement Programme 2018

Organization Feed Back Form

We Care: Civic Engagement programme is a compulsory part of our MBA curriculum. We sincerely appreciate the cooperation extended by you in accommodating our student(s) in your organization as interns.

To review and revise our programme we request you to provide us with your feedback about the same.

* Required

Name of the Internship Organization* - _____

City* _____ State* _____

Number of Students Placed* (Enter only numerical data) _____

Please rate your opinion on a scale of 1 – 5 for Q I to Q III

Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

I. Satisfaction with Interns Conduct

1. Adherence to the work discipline
2. Quality of interpersonal relations
3. Level of motivation to work with the organization
4. Ability to learn about a social issue

II. Handling Projects

1. Originality of ideas
2. Clarity in designing plan of action
3. Adherence to Timelines in delivering tasks
4. Overall delivery of the project

III. Reports

1. Timely submission of log book and weekly report
2. Timely submission of Final Report
3. Clarity in Presentation of the Report
4. Overall Quality of the Report

IV. Specific remarks about interns contribution*

V. Suggestions for Improvement*

1. _____
2. _____
3. _____

Annexure IX

SVKM's NMIMS
School of Business Management
We Care Internship
Impact: Students' Perspective
Batch 2017 - 2019

Working with partners in MIS support: the communication and coordination done with the partner in an order to resolve the data issues helped me in improving my technical skills while working in excel and it also enhanced my coordination skills. I learnt that the involvement of field workers was essential during problem solving as it will help in reducing repeat mistakes. I understood importance and technicality of designing information system while working with Animesh Sir and also applied the same in solving business issues in real world. Interview Transcription: Child marriage and child labour are prevalent issues in rural India but the situation is now improving due to the concerted efforts of NGOs, local communities, parents and government. I understood that it is essential to address the issues at their root cause and make the strategic efforts rather than short term fixes to improve the situation in child rights. My strategic thinking was enhanced due to study of the measures taken to eradicate child marriage and child labour. Report on Primary Health Care (PHC) infrastructure (Gujarat): I was able to critically analyse the primary and secondary data in PHC system. This assignment helped me in identifying secondary data sources. I understood the importance of methodical approach as a research methodology to maintain focus on the research objectives and apply analysis techniques using excel to arrive at the findings.

Mr. Jayesh Whaval, Child Rights and You, Mumbai (Maharashtra)

I got an exposure to the systematic systems of Government agencies working with NGOs to provide essential facilities to: a) underprivileged children, rescued via Childline b) Infants covered under Government sponsored immunization programs. The internship gave an opportunity to holistically understand the processes of a Non Government Organization (NGOs), their underlying philosophy and challenges faced. It developed my understanding about the various social issues present in the society (ranging from tabooed diseases like HIV-AIDS amongst high risk population like Male Sex Workers, to child labour in industries and as domestic help) and how they are being tackled

Mr. Arjun Sood, Himachal Pradesh Voluntary Health Association, Shimla (Himachal Pradesh)

During the internship I learnt :

- 1) How to empathize with feelings of special children by experiential learning
- 2) How to proceed step by step to research, understand process, negotiate terms and conditions and finalize any particular project by real time execution of 'Paper Recycling' project
- 3) How to design marketing strategy for NGO products such as stationery file and decoration material
- 4) The most valuable lesson was, "if you try anything is possible" which is exhibited by every special child at the NGO who were making attempts to lead their life meaningfully and happily.

Mr. Mahesh Bang, Shree Mahadev Educational and Rehabilitation Public Charitable Trust, Surat (Gujarat)

I became aware about various programs being conducted by both Central and State Governments in areas for development. I learned about basics of few Acts that are important to be known and improved my documentation skills.

Mr. Akhil Jagarlamudi, Social Educational and Economic Development Society (SEEDS), Guntur (Andhra Pradesh)

I got insights into the life of underprivileged and special children. Learnt a little about how to deal with special children through hands on experience and by interacting with special educators. I also learnt how to successfully organize events by coordinating with the NGO staff.

Mr. Akshay Agarwal, Bal Bhavan Society, Vadodara (Gujarat)

While doing internship actually got to know what are the environmental issues concerning Mumbaikars. While speaking with people who are involved in waste management, I became aware of the gaps that exist in this domain which can be exploited by businesses. I also got to know how waste segregation and waste management can also be a source of livelihood for people.

Ms. Akanksh Soni, me2green, Mumbai (Maharashtra)

Vadodara is known as “Sanskari Nagari”, but I did not know that such a side of the city existed. Field visits brought me face to face with the struggles faced by the women and children of the city. I learnt the values of lending a helping hand whenever you can and understood how an NGO functions, the passion with which the NGO employees selflessly work to help others.

Mr. Devang Padhiyar, Baroda Citizens Council, Vadodara (Gujarat)

For someone who is used to reading, understanding and creating content in English, the first and the most daunting challenge was to develop content in Hindi. It was essential to keep in mind the target audience while formulating this content and doing so required continuous inputs and insightful guidance from the existing teachers at VIDYA Mumbai. The second challenge was to break down hardcore technical concepts like Artificial Intelligence and Virtual Reality for kids. We needed assistance from the teachers and trainers at VIDYA in order to help understand a child's mind effectively and structure the content accordingly, so that kids right from first to tenth standard are able to comprehend the complex technological ideas that we were trying to portray. The third challenge was to create quality content with open source tools. This content was used for marketing and media communication while meeting tight deadlines and approvals at every level to make communication suitable for communities and children.

Mr. Nikhil Nerkar, VIDYA Mumbai, Mumbai (Maharashtra)

Deepalaya believes in imparting quality education. To accomplish this, they have designed special learning objectives in different subjects and assess the levels of their students by tests every three months. Their major focus is on clarity of concepts. I learnt that managing a NGO is a tough task. Motivating children, convincing their parents, gaining the trust of community, collecting fees are daily tasks where they face many challenges. No teacher can teach 40-50 kids of different levels in a class for 6 hours and then complete all the documentation work, yet these teachers do it 5 days a week each week. Further, visiting the slums was an eye opener for us in terms of the conditions of children in rural part of the capital state. Also, how there is a dire need to develop government schools and proper training should be given to the teachers in order to give better guidance to students.

Mr. Mudit Gupta, Deepalaya, New Delhi

The internship helped me to understand that decision making should take place by keeping all the stakeholders into focus. It made me a more sensitive person and more confident individual, increased my communication skills and made me aware of the tough scenarios that may arise during projects.

Mr. Omkar Yadwadkar, Mahindra and Mahindra, Mumbai (Maharashtra)

Zeal to live and laugh by overlooking the hardships in life. How to use existing resources at a minimum cost to gain maximum benefits. Managing projects by keeping the bottom of pyramid people at utmost priority.

Ms. Divya Gupta, Asha Deep Foundation, New Delhi

I was sensitized about the issues students from villages face in their education. Quality of teachers in schools is major concern. I gathered an increased level of awareness about the lifestyle of villagers and their art of resource optimization.

Mr. Nilesh Desale, Deep Foundation, Nandurbar (Maharashtra)

Increased awareness about social menace of illiteracy in our society and difficulties faced by students belonging to EWS category for attending regular school. Importance of social media to increase any organization's reach in today's time and its effectiveness. Requirement of increased involvement of educated society like MBA's and other management students/people in social welfare of the society as it is necessary to share our leanings with these kids for betterment of their future.

Ms. Priya Bhalla, Prayas Social Welfare Society, Faridabad (Haryana)

I understood how small NGO's function, and the resource management that plays a huge role in the functioning of these NGO's. Small inputs make a huge difference in small scale organizations and the real time management of waste which is a huge mess to work with - collect, sort and recycle/reuse.

Mr. Ajay Sreedevan, Plan@Earth, Aluva (Kerala)

During the internship I learnt how to start something from scratch. I also learnt to do ground level work, whether it is cold calling, or writing emails, or doing site visits. It is important for a manager to do all the work, that he expects his team to do.

Mr. Vaibhav Kalra, Agrasar, Gurgaon (Haryana)

Understanding of the scope and ambit of child rights issues, developing awareness about the hardships faced by underprivileged women in earning their livelihood. Exposure to the ground realities of child labour and the issues plaguing the children involved in such activities.

Mr. Mrinal Ojha, Ehsaas, Lucknow (Uttar Pradesh)

The internship helped me to improve my event management skills for a large scale event and also gave an opportunity to hone creative skills through the Photoshop software. Learned about the process (10 principles of Fair Trade) through which local producers and artisans can benefit through Fair Trade and lead a dignified life. Increased my knowledge of importance of sale of Fair Trade products and their impact on the society. I will definitely recommend others to buy Fair Trade products.

Mr. Aditya Kumar, Fair Trade Forum India, New Delhi

Understanding the ground reality of how the world operates on the theory of 'Survival of the Fittest' for the people who cannot avail proper education and framework to develop themselves. Developed an understanding of the skill gap and the potentials of the lower strata of the society. The need to bridge them to give a boost to the Indian economy. I also learned, how management skills can be used to address the basic necessities of people in the society. We found a platform to share our knowledge and experience for the betterment of people's lives.

Mr. Goutham Raam, Smile Foundation, Chennai (Tamil Nadu)

The social issues women face to market their skills is huge. I got moved by the people working in harsh conditions and have decided to put some time in social work after I start working. I also learned how well organizations can function by reallocating their budget quickly to social causes and sustain themselves even in shortage of funds.

Ms. Vibhuda Kedia, Action for Women and Rural Development, Kanpur (Uttar Pradesh)

The internship gave me a learning for life where I developed an understanding of the concept of equality in its true sense. By dealing with small kids and differently abled children, I developed my ability of being patient. It helped me improve my management skills through simultaneous engagement with students of different intellectual level and different classes.

Mr. Sumit Singh, Sparsh, New Delhi

I benefited in terms of enhancement of my communication and writing skills. It also helped me understand the gaps in current education system of India. The internship changed my outlook towards life and made me appreciate the kind of background I have been bestowed with.

Mr. Akshay Baid, AROH Foundation, Noida (Uttar Pradesh)

Saath is one of the inspiring organizations at which I had a greatest exposure and learning during my internship. This was my first internship with an NGO and I got to know humongous insights about the problems faced by people at the Bottom of Pyramid. During those three weeks, I went to CFS centres and there I came to know that there are many children having the potential to develop a bright future. However, due to lack of facilities at their early age they are not able to get proper education. I also learnt the operations of Nano entrepreneurs ways to increase their efficiency. I learnt about community, their livelihood, various problems associated and various approaches to tackle those issues. Talking about workplace environment, Saath have very friendly work environment where ever one is easily approachable and are always helpful. This experience at Saath will be very close to my heart for lifetime and if got any opportunity in future, will be pleased to contribute back to the society through SAATH.

Blog by Ms. Fenil Gandhi, SBM - NMIMS, Mumbai, 2017-19 Batch

Annexure X

SVKM's NMIMS
School of Business Management
We Care Internship
Impact: Internship Organisations' Perspective
Batch 2017 - 2019

On behalf of VIDYA Mumbai, I would like to personally thank both the volunteers for their contribution at VIDYA Tech Fair 2018 and STEM Fair 2018. The Tech Fair is an annual event of VIDYA Mumbai. It was focused on spreading technology for community development this year. The STEM Fair showcased various projects by VIDYA students in the fields of science and technology. The support of interns in terms of inputs, insights and opinions during the ideation to execution phase led to successful events. Our marketing communications got a makeover owing to the colorful posters, social media posts, event report and the event video created by interns. We are pleased with the quality of their work and look forward to an association in the future. Additionally, we would also like to thank the School of Business Management, NMIMS, Mumbai for providing us such a wonderful volunteers.

VIDYA Mumbai, Mumbai (Maharashtra)

Interns' inquisitiveness to learn and accomplish tasks was appreciable. Their contribution will be useful for the organization's operations and promotion.

Saath Charitable Trust, Ahmedabad (Gujarat)

The intern arrived at a time when the team at Jeevodaya was reviewing the organizational HR Policy. The intern participated actively in reviewing both the HR Policy and Organizational Strategy and made valuable inputs.

Jeevodaya, Itarsi (Madhya Pradesh)

Vaidehi made good observations about the projects assigned to her. Some of her suggestions have been adopted. She was a good resource especially for documentation of project visits.

Bharat Petroleum Corporation Ltd (BPCL), Mumbai (Maharashtra)

All three interns were eager and enthusiastic to learn more about CSA and contribute to the interventions designed by the organization. They have done a good job with delivering results which will be put to use.

Catalysts for Social Action (CSA), Mumbai (Maharashtra)

Interns were highly motivated. I have seen very few interns being engrossed in the daily office schedule, adherence to rules as well as deep involvement in the programme.

Salaam Bombay Foundation, Mumbai (Maharashtra)

Contribution in community work in promotion and use of social media was explored very well. We highly appreciate the devotion of both the interns towards the social responsibility.

Vatsalya Trust, Mumbai (Maharashtra)

The intern made valuable contribution to the organization. In the research domain, he designed a blue print for developing research articles. Henceforth, the organization will be using the same for all the research projects. He also organized our office file management system in a sophisticated way.

Lok Kalyan Samiti, Amritsar (Punjab)

Interns' team was very dynamic in terms of intellect, had clarity about tasks and a remarkable grasping power. They have significantly contributed towards the betterment of the on-going projects. They have assisted us in identifying loopholes in our projects which can be improved. As a mentor, I feel extremely glad to meet such young minds who in a very short span of time came up with suggestions which are quite practical in nature.

Samaritan Help Mission, Howrah (West Bengal)

Intern has sufficient academic knowledge to contribute to the organization. He showed a strong understanding in the social sector (SHG) and coordinating with villagers in a professional and knowledgeable manner. Higher management is impressed with his work / project report.

Samparc, Pune (Maharashtra)

All three interns fostered a sense of accountability and shared responsibility when it came to assistance in the work, be it doing follow up calls or collating feedback or helping in the recruitment process of Gandhi fellowship program. The collaborative work and enthusiasm were appreciable.

Piramal Foundation (Gandhi Fellowship), New Delhi

Two interns we had were simply brilliant! Look forward to more engagement with future batches.

Agrasar, Gurgaon (Haryana)

The intern adhered to the institution guidelines and conducted beneficiary interviews during the field visits for data collection. The team at the Centre is satisfied with the interns' contribution.

Indira Gandhi Integral Education Centre, Brajrajnagar (Odisha)

The Interns were really focused and added a lot of value to the project assigned to them. They took complete ownership and charge of their tasks and executed them very well.

Fair Trade Forum India, New Delhi

Javed and Palash were given the task of piloting a new research project which we are planning to implement. Conceptually, this was a new frontier for us and we received few action oriented insights which will add value in the next phase of this project. Though not part of the report their insights will play a major role in the eventual implementation of this project.

Seva Mandir, Udaipur (Rajasthan)

Interns were very good and committed, they worked on diverse activities. The Board of Directors were satisfied by their work and contributions.

Kisan Sanchar, Mohali (Punjab)

It was nice to work with all five interns. Their innovative ideas will be definitely implemented by the organization.

Rasta, New Delhi

Interns conducted the impact assessment of one of our programs; Addressing Adolescents Right To Sanitation and Hygiene (ADARSH). They developed deep insights for the program and presented a comprehensive report which was admirable.

Vatsalya, Lucknow (Uttar Pradesh)

The interns made meaningful and significant contribution to Nidan. They developed a street vending plan for a market which was liked by the city corporation.

Nidan MFI, Patna (Bihar)

Interns' contribution has helped us in designing the upcoming projects. Data analysis work done by them helped us to improve the existing process and design a new one.

Deesha Education Foundation / Prayas-Sevankur, Amravati (Maharashtra)

Intern actively participated in a national survey of National Coalition for Education (NCE) related to the Right of Children to Free and Compulsory Education Act in Guntur through SEEDS.

Social Educational and Economic Development Society (SEEDS), Guntur (Andhra Pradesh)

Annexure XI

WE Care Civic Engagement Competitions

1. What Moved You

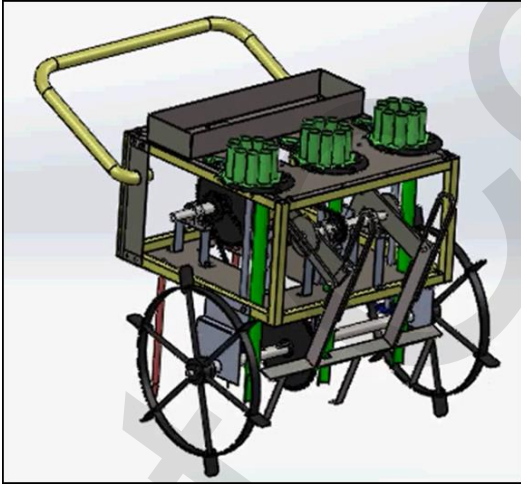

This competition provides a platform to the students to use a series of photographs to make a collage to depict their internship journey and express what created an impact in their lives. This year the event was held on March 11, 2018 and a total of 19 submissions were received from the students interning at various NGOs. The event was judged by 2 eminent personalities- Mr. Veejay P Varude, an Indian Cinematographer and Ms. Palak Parnoor Kaur, a well-known freelance photographer. The entries were judged on the basis of its impact, story, creativity, relevance to the subject of their work and technical photography skills. The winner for the competition was Parul Vishnoi, followed by Abhishek Singh and Shuvam Ghoshal who were the runners-up and second runners-up respectively. The winning entry from Parul Vishnoi, showcased the life of a young girl at the NGO who was suffering from a personal trauma. She captured various instances of the girl and explained every pic with the help of words spoken in Urdu. The winners were awarded with a total cash prize of INR 25,000/-.



2. We Care Documentary

We Care Documentary competition enables the student to create a short digital film and depict their internship journey and express what created an impact in their lives. This year the competition was held on March 11, 2018 and saw a total of 22 video submissions. Students from various NGOs like IDEA Foundation, Maharashtra, Isha Vidhya, Tamil Nadu, ETASHA Society, Delhi and others participated in the event. The event was judged by Mr. Amitabh Singh, an Indian Cinematographer. The participants were judged on the basis of relevance to the theme of the documentary and their NGO work, creativity, editing, and storyline. The themes of the documentaries ranged from livelihood, child labour, education, sexual harassment, self-help groups, to help the differently abled etc. The winning team was Loose Cannon-Sri Saravanan J B, Kaushik Sundar S which depicted how Isha Vidya, the NGO they worked for, addressed the need of rural education of children through their various schools. Winners of the event received a total cash prize of INR 30,000/-.

3. We Innovate

We Innovate is a Social B-plan competition based on the We Care experiences of the participants. Participants presented their innovative social business plans on various social issues. In all 8 teams participated in the competition scheduled on March 12, 2018. The judges for the campus round of the event were Mr. Taral Patel, Founder, Tap Studio and Mr. Himanshu Chanda, Social & Technology entrepreneur. The winner of the event was Aditya Limaye (Team 4D's). The B-plans were adjudged the best out of the lot in terms of feasibility, social sensitivity, and innovative nature of the idea. The total prize money for the event was INR 30,000/-. Some of the ideas presented by the students during the competition are listed in table below :-

Team Name	Idea Brief
<p>4D's</p>	<p>Paddy Transplanter: Traditionally paddy transplantation is the labour intensive process involving unergonomic working posture. The student designed a low-cost manual operated paddy transplanter, required ecosystem and possible business model. The use of paddy transplanter will not only save labour cost but also increase efficiency. This product is the first step towards farm mechanization and empowerment of farmers from BOP.</p> <p style="text-align: center;">Figure 1: Prototype of Transplanter</p> 
<p>Sociopaths</p>	<p>The social business model proposed provision of highly customized products to the patients in the dental hospitals with which the NGO has tied up. The idea is to use 3D printing technology for the production of dental products by the hearing and speech impaired people, who will be trained in acquiring skills of 3d printers' operation. This model can facilitate the NGO concerned to become financially self-reliant and accomplishes the social objective of empowering speech and hearing impaired through skill development.</p> 

Team Name	Idea Brief
Sunheri Fasal	<p>The idea focused on a major problem pertaining to farmers in India which results in huge financial and human losses due to crop failure. With the help of technology and network the students propose to connect the NGO with private farm insurance companies to have a better insights beneficial for both the insurance provider and the farmer.</p> 
Shubh Aarambh	<p>To tackle the problem of undernutrition in Indian population, the team proposed the solution of providing a cooked egg toast meal for the poor at price of 5 rupees / egg toast. The aim is to build a self - sustainable business managed by NGOs in partnership with people living in slums.</p>
KingsMen	<p>The team proposed use of Honkometer, a device which aims at reducing honking and not eliminating it. Each time the horn is pressed an iteration is recorded. There is a meter attached which shows the remaining iterations for the day. The count will be measured on a daily basis and there will be a carry forward system. There is a provision for emergencies, however that is fixed over a weekly basis.</p>
Sholes	<p>2 billion tyres are produced in India annually which subsequently add to waste after years of use, The idea behind Sholes is to recycle old tyres into comfortable footwear for all. The process involves remolding the rubber extracted from old tires into a sturdy sole for shoes and using organically sourced fabrics for manufacturing. The business process is also planned in providing a socio-economic support to the diminishing cobbler community in India. Sholes, are not just footwear, they are a way of giving back to the world.</p>  <p>MANUFACTURING PROCESS</p> <p>RECYCLED TYRE SOLES</p> <p>USED CLOTH</p> <p>MANPOWER</p> <p>OUR PROCESS</p> <p>Tyre Trouble Market Scenario Objective Segmentation and Positioning Competitor Analysis Manufacturing process Profit Formula Marketing Campaign</p>

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