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2021

**We Care : Civic Engagement Internship
Annual Report**

**Jasani Centre for
Social Entrepreneurship and
Sustainability Management**

May 18, 2021

Acknowledgment

We Care team sincerely acknowledges the support received from Dr. Ramesh Bhat, Vice-Chancellor, NMIMS, Dr. Bala Krishnamoorthy, Officiating Dean, Dr. Chandrima Sikdhar, Associate Dean, and Faculty Mentors in executing the virtual internship.

Despite all odds, NGOs/CSR departments accepted our request to place our FT MBA students and facilitated the virtual internship. We sincerely appreciate their support in socially sensitizing our students.

Placement of large size batch at pan India level has been a herculean task. Ms. Aarushi Gupta, Ms. Hiral Shah, and all our SRF team members provided their unstinted back-end support to accomplish the same. We take this opportunity to thank each one of them.

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Dr. Meena Galliara
Director,
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and Sustainability Management

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Executive Summary

Initiated in 2010, the We Care Civic Engagement Internship completed its 12th year in 2021. The internship is a part of the full-time MBA curriculum geared towards developing social sensitivity among MBA students aspiring to lead Corporate India in the future.

Given the COVID-19 pandemic scenario, the field internship was shifted to virtual/semi-virtual mode. To balance the academic commitments of the students, this year instead of block placement, the internship was scheduled in a concurrent mode between Monday, January 11 to Tuesday, March 30, 2021. Students were required to devote 7-8 hours on Monday and Tuesday of every week for NGO/CSR work. From 649 students 643 students placed at Pan India level in 231 organizations spread across 105 cities, 21 states, and 2 union territories completed their internship under the mentorship of 54 SBM faculty mentors.

The internship projects were aligned with the Sustainable Development Goals (SDG). 66 percent of students worked on projects aligning with the (SDG) 4 i.e. Quality Education (SDG 4) by engaging in child welfare and educational projects, 40 percent contributed towards SDG 3 i.e. Good-health and well-being. The other major SDGs to which the projects were aligned were SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequality), and SDG 5 (Gender Equality).

The feedback received from the 643 students indicated that 63 percent of students reported a high level of satisfaction with their internship organization and 76 percent were highly satisfied with the projects allocated to them. 52 percent felt that their skills were effectively utilized by the respective internship organizations.

Feedback received from 119 organizational mentors highlighted that 43 percent of organizations reported a high level of satisfaction with the interns' conduct. The quality of interns' work was rated as very good by 45 percent of organizations while 36 percent rated it as excellent.

To strengthen the We Care internship in the future, NGO mentors recommended conducting a thorough induction of interns clarifying their roles and responsibilities along with the limitations of NGOs. They also suggested incorporating courses or aspects of NGO Management and leadership in the academic schedule. They also recommended continuing with block placement and preferred to have semi-virtual internships with opportunities to have interns on the field.

Recommendations from students include a preference for block placement as they believed that concurrent internship format hampered their commitment to the internship with simultaneous academic deadlines. Some of them also recommended offering better clarity to NGOs about conducting virtual internships and allocation of virtual projects to effectively utilize the skills of students.

Bhawna Kothari
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1. About We Care

Initiated in 2010, the We Care Civic Engagement Internship is an attempt to groom the leaders of tomorrow. In a society where there are immense social inequities, MBA students need to get firsthand experience to witness the same and analyze its cascading effects on business as well as on the larger society.

The major objectives of the internship are:

1. To enable students to value their role as informed and sensitized citizens and engage them in social development activities.
2. To develop analytical skills of the students to examine the cascading impacts of social problems on various social groups and social institutions.
3. To facilitate student's contribution of time, skills, talent, and knowledge to make a difference.
4. To provide an opportunity to the students to learn and apply managerial skills for addressing social issues and social projects.

Considering the Covid-19 pandemic We Care internship for the year 2021 was executed through virtual/semi-virtual mode. In all 59% of the students were placed in organizations located in their hometowns.

The concurrent internship was scheduled for three weeks between Monday, January 11 to Tuesday, March 30, 2021. Two days of the week, i.e. Monday and Tuesday were dedicated for carrying out the internship tasks. (Students were expected to devote 7 to 8 hours each day).

649 students were placed in 214 organizations spread across 104 cities across India in 21 States and 2 Union Territories. The students reported 1,34,003 internship hours in total.

2. Student Profile

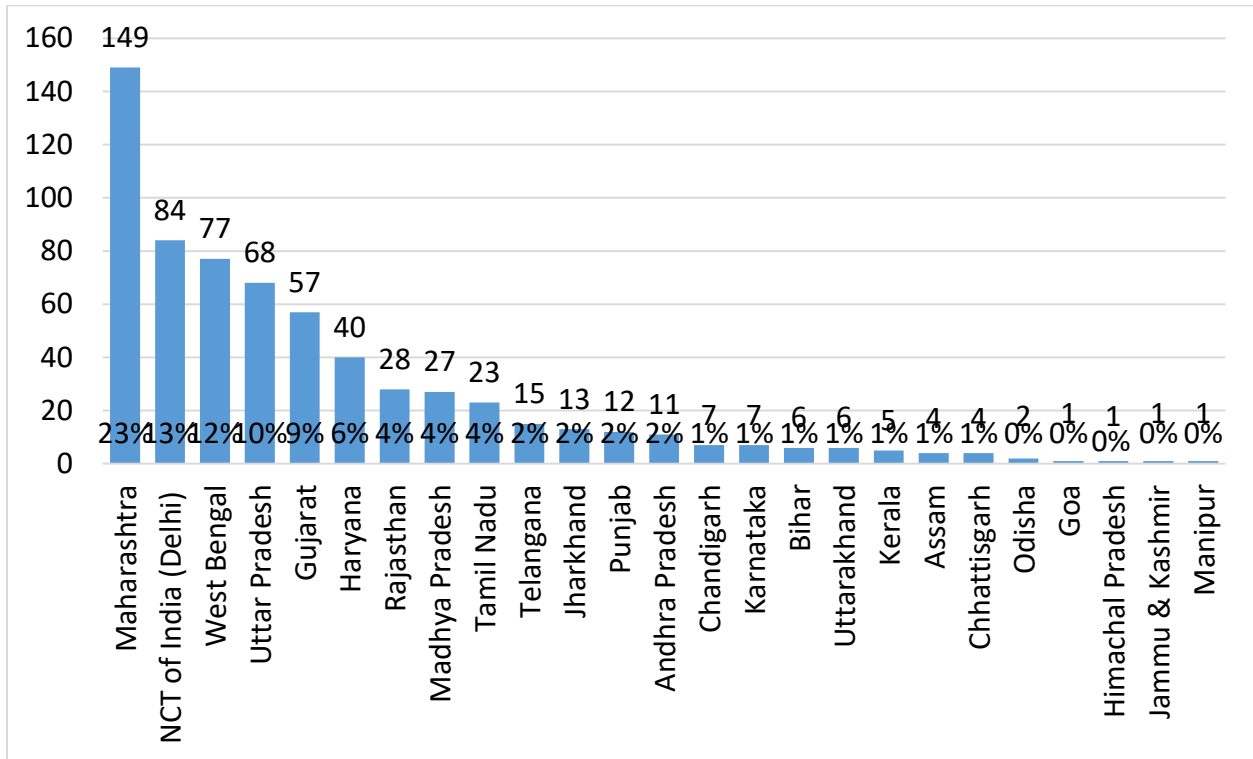
The batch of 2020-22 comprising of 649 students had 66% (429) males and 34% (220) females. Of these 90% (585) belonged to MBA-Core and the remaining pursued MBA-HR. With regards to age 71% (463) students were in the age group of 20 to 24 years and the remaining were above 25 years.

The educational profile of the students shows that 98% (639) were Graduates and the remaining were either post-graduates or double-graduates. Amongst the Graduates, 43% (276) had degree in technology, 18.3% (117) in engineering, 17.5% (113) in commerce, 11% (71) in management and 11.2% (72) had degree in Arts/ Science/ Law/ Architecture and other areas.

In the context of work experience, 66% (428) students had previous work experience in the area of IT, Marketing, Finance, Operations, Service Industry, Consultancy, Manufacturing, and related areas.

The data on the geographical spread of students indicates that students came from 21 States and two Union Territories of India. The geographical spread of students is depicted in Fig. 2.1.

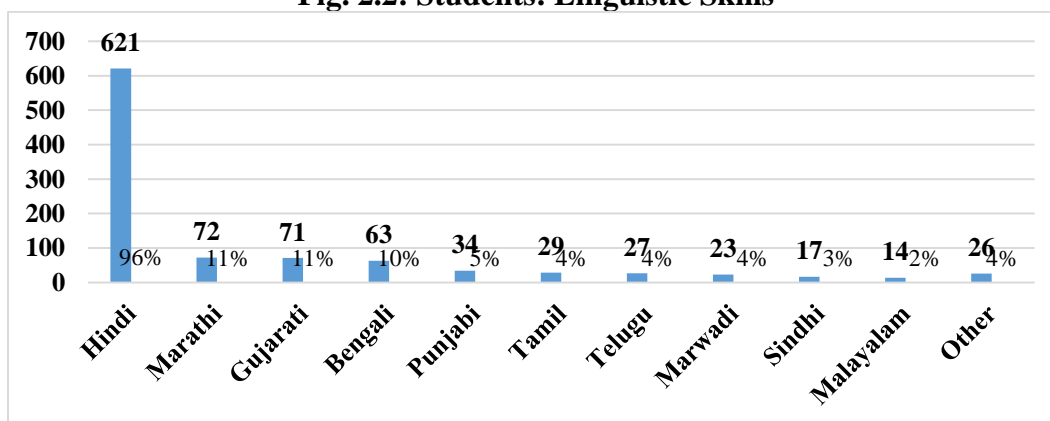
Fig. 2.1: Students: Geographical Spread



As expected, the highest number of students came from different parts of Maharashtra (Fig. 2.1) with maximum students residing in Mumbai.

The linguistic skills of students have been mapped in Fig. 2.2.

Fig. 2.2: Students: Linguistic Skills



Data on linguistic skills (Fig. 2.2) shows that besides English, 96% (621) students were proficient in speaking Hindi.

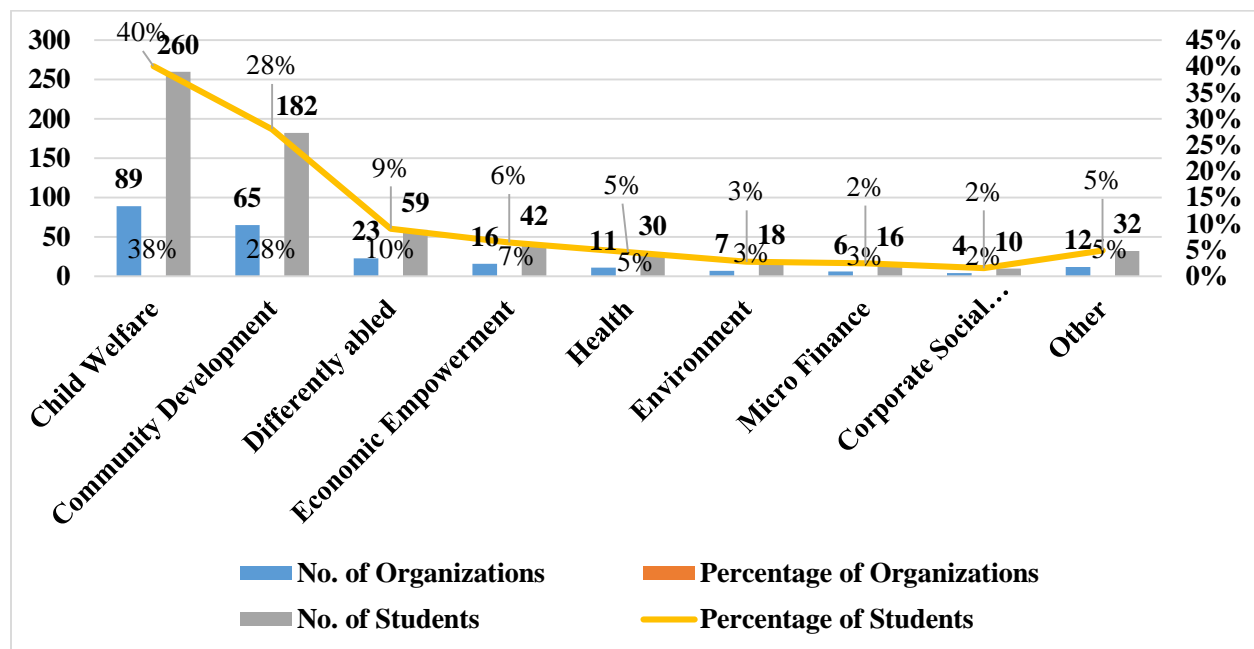
3. Placement Profile

In all 649 students were placed in 214 organizations. From these Jasani Centre had prior partnerships with 81% (173) organizations and the remaining were new partnerships. Out of 214 organizations, 98% (210) were NGOs and the remaining were corporates.

3.1. Placement Distribution of Students:

Students were placed in development organizations that handled specific or multiple developmental causes. From the total placement organizations, child welfare organizations amounted to 38% (89) in which 40% (260) of the students were placed. Fig. 3.1 highlights the percentage of student placement across various developmental causes handled by 214 organizations.

Fig. 3.1: Student Placement across Developmental Causes



3.2 Completion of Internship

Towards the end of the internship, from 649 students 643¹ students completed their internship. The data retrieved from the monthly report indicates that on an average 99% (637) students were present on all 21 days of the internship. Students availed leave largely due to medical, personal, and professional reasons.

¹ Five students dropped out due to reasons like academic break (1), withdrawal of admission (3), deferred internship due to health reasons (1) and one student was terminated.

4. Methodology

4.1. Virtual Internship: Placement Process

Due to the COVID-19 crisis, there was a shift from block placement of three weeks to concurrent placement between January 11 to March 30, 2021, wherein every Monday and Tuesday of the week, students were engaged for 7 to 8 hours of work per day with the NGO/CSR department in virtual/semi-virtual mode. To understand the feasibility of providing a virtual internship, placement organizations were contacted in two phases.

The first phase was initiated in March 2020. During this phase, the We Care Team contacted 43 organizations. Of these, 24 organizations were willing to offer online internships and 16 organizations sought time till August 2020 to confirm their decision.

In the second phase between May to November 2020, 753 organizations were approached. From which 305 organizations agreed to offer virtual internships. By the end of phase II, 233 organizations were empaneled for placing 649 We Care interns.

Table 1 gives details of the internship execution schedule followed for organizing the virtual/semi-virtual internship.

Table 1: Internship Execution: Schedule

Internship Execution: Schedule of Tasks	Timeline
Pre internship activities	
Phase I & II: Sourcing internship organizations & Mapping requirements of internship organizations	March 18 to November 9, 2020
Collating student details (Students' personal data, social sector preferences, skill-sets, etc.) and their CVs (Refer Annexure I)	July 7 to August 14, 2020
Commencement of Placement process	August 18 to December 5, 2020
Designing & Disseminating: We Care Internship Code of Conduct/ Reporting Guidelines	October 01 to November 20, 2020
Appointment of 54 Faculty Mentors for monitoring and evaluation (Refer Annexure II)	October 17 to December 3, 2020
We Care Orientation Workshops	November 18 to 30, 2020
Updating Code of Conduct	December 12, 2020
Virtual meetings with the Faculty Mentors	November 30 to December 26, 2020
Internship execution	January 11 to March 30, 2021
Post internship activities:	
Monthly Reports	
Monthly Report 1 (Jan 11 to Jan 25, 2021)	January 25 to 28, 2021
Monthly Report 2 (Feb 01 to Feb 23, 2021)	February 23 to 26, 2021
Monthly Report 3 (Mar 01 to Mar 30, 2021)	March 18 to April 1, 2021

Internship Execution: Schedule of Tasks	Timeline
Feedback from students (Refer Annexure III)	March 15 to April 11, 2021
Feedback from organizations (Refer Annexure IV)	March 15 to April 14, 2021
Viva-voce conducted by Faculty Mentors and We Care documents submission [project report, log sheets, completion certificate from internship organization] and We Care Rubrics (Refer Annexure V)	March 22 to April 12, 2021

4.2. Monitoring:

To monitor the effective execution of the e-internship, multiple methods were implemented. To monitor the hours of work and projects undertaken by the students' templates for daily logs, monthly reports, and final reports were designed. The reports were expected to be assessed at three stages; i.e. by the organization mentor, the faculty mentor and the We Care office. Since it was virtual/semi-virtual internship interim feedback (after two weeks of internship) was gathered from 242 students to monitor their performance and identify concern areas (Refer Annexure VI for Interim Feedback Form)

Effective time utilization and professional conduct towards the internship were also monitored via weekly telephonic calls to organizational mentors with the help of SRF volunteers and We Care's core team.

The concerns were addressed through collective efforts of Regional Coordinators, Faculty Mentors and We Care core team via Zoom meetings and Conference calls within a short turnaround time. By implementing a check at multiple levels, efforts were made to assess the virtual/semi-virtual internship effectively. In all, the We Care team had to arrange 13 zoom calls and 2 conference calls to sort out concerns between students, NGO mentors and, Faculty mentors.

4.3. Feedback:

Final feedback about the We Care virtual/semi-virtual internship was gathered from students and the organization mentors through an online questionnaire. The final student feedback form covered 16 data points spanning across 73 variables (Refer Annexure III). Whereas the feedback from the internship organization mentors was covered with the help of seven data points consisting of 21 variables. (Refer Annexure IV)

Out of 214 internship organizations, 119 (55%) executives shared their feedback regarding students' performance. The student feedback was collated from all the 643 interns.

4.3.1. Feedback Assessment:

The information gathered from students and NGO mentors was analyzed using descriptive statistics. Excel software was used for generating descriptive statistics for both open-ended and closed-ended questions. For the closed-ended questions about satisfaction of students with the internship organization/intern's conduct, allotment of projects/quality of work and reporting

mechanism/regularity in report submission, a five-point Likert scale was used. Average scores under each category were calculated and used for analysis and depicted in the form of charts.

The open-ended responses were analyzed using the inferential technique. For instance, the Organization Mentor’s remarks about intern’s specific contribution were clubbed into categories such as excellent performance, good performance and self-discipline required. The categorized data was then analyzed using the Excel software.

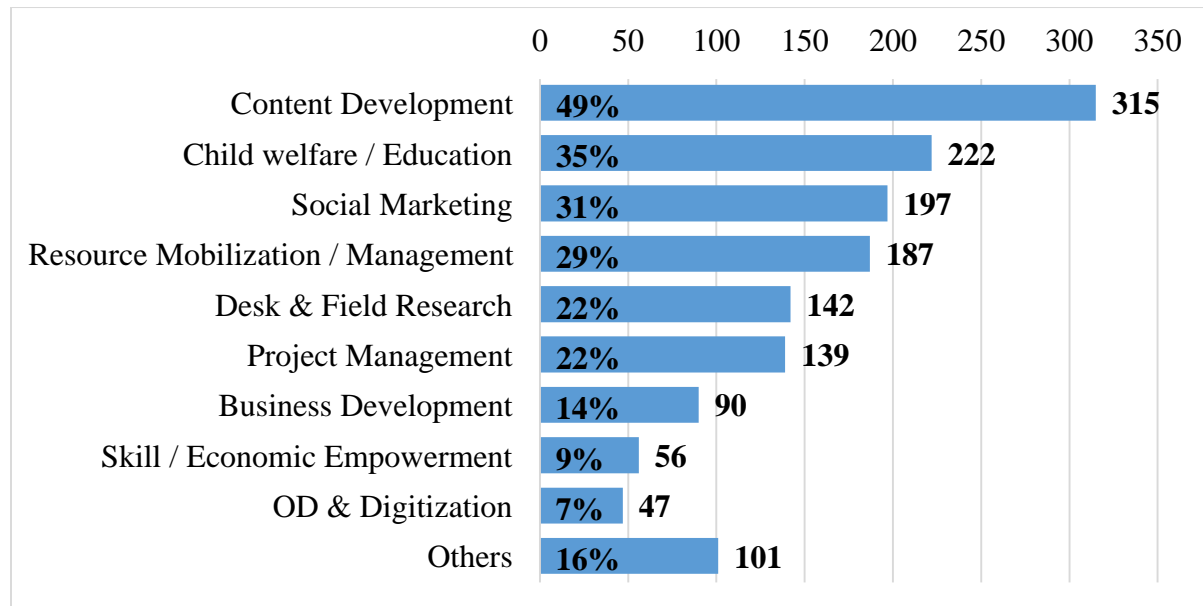
The student’s performance during the We Care internship was assessed by the Faculty Mentors using the We Care Rubric. The Faculty Mentors assessed the students’ performance via viva voce between March 22 to April 12, 2021.

5. Projects

5.1. Typology for Projects:

Based on the monthly reports submitted by the interns, project categories were designed and provided as a dropdown list to students during the final feedback. For projects apart from the categories given, a field for other projects was offered. Fig. 5.1 displays the typology of projects undertaken by the students during their internship.

Fig. 5.1: Typology: Projects



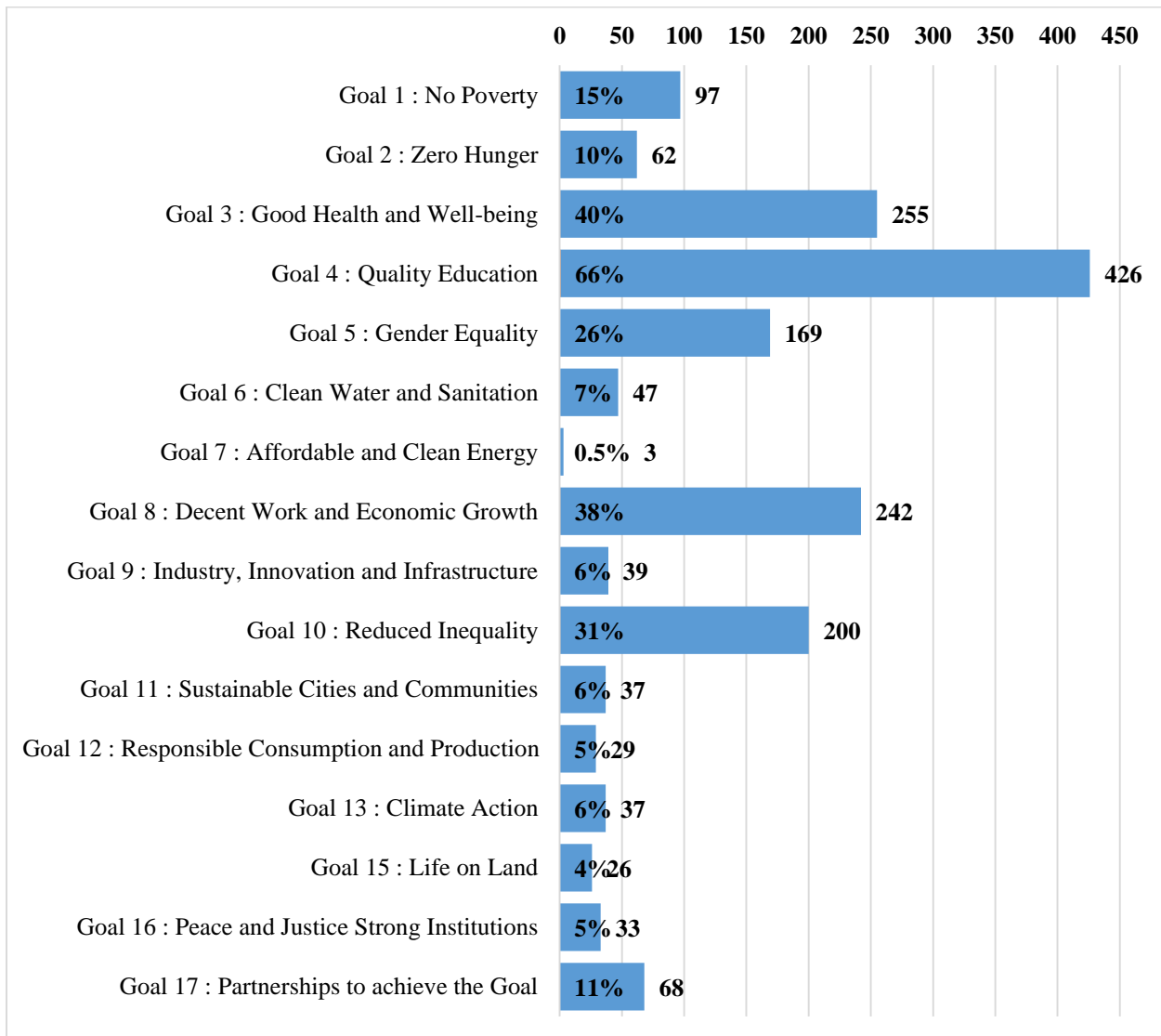
* Multiple responses ≠ 643.

Being a virtual internship, 49% (315) of students were involved in content development projects. They assisted in curriculum development, designing learning aids, documentation of projects and activities, and so on. Category of others (16%) includes projects in the area of CSR, health, disability inclusion, and environment.

5.2. Project Alignment: SDGs

As the We Care internship also intends to create sensitization and awareness about the developmental issues, students were required to map their projects with the applicable Sustainable Development Goals (SDG) (see Fig. 5.2).

Fig. 5.2: SDG Mapping



* Multiple Responses ≠ 643.

The data presented in Fig. 5.2 indicates that 66% (426) projects were mapped with SDG 4 i.e. ensuring inclusive and equitable education. This is in alignment of the placement of 40% students in child welfare organizations. Followed by this, SDG 3 i.e. good health and well-being, to which 40% (255) of the projects were mapped.

6. Student Feedback

Students were requested to provide their feedback regarding virtual/semi-virtual internship. Table 2 incorporates objectives and data points for feedback. Refer Annexure III for Student Feedback Form.

Table 2: Students' Feedback: Objectives and Data Points

Feedback objectives	Feedback data points
a) Examine the opinion of students regarding the level of satisfaction with the internship organizations, project execution, clarity of reporting, the support provided by the faculty mentors and students' learning's from the internship.	a) Mode of internship
b) Recognize unique contributions made by the students.	b) Average work-hours per week
c) Solicit recommendations from students for strengthening the We Care internship.	c) Satisfaction levels concerning internship organizations
	d) Project Execution
	e) Clarity for Reporting
	f) Unique Contributions
	g) Learning from the Internship
	h) Suggestions for future
	i) Support received from faculty mentors

6.1 Mode of Internship:

Owing to the pandemic 75% (480) students had a virtual mode of internship, 23% (147) students had semi-virtual mode and field-based internships accounted for 2% (16) of the total student base.

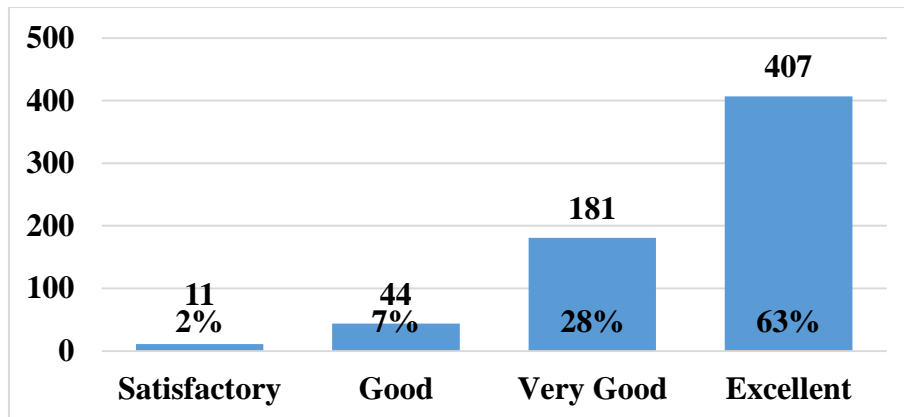
6.2 Hours of Work:

The data observes that 643 students cumulatively keyed in 1,34,003 hours. 93% (600) students reported that they dedicated an average of more than 10 hours weekly towards the internship. While the remaining students reported less than 10 hours weekly.

6.3 Level of satisfaction: Internship organizations:

Students were requested to provide satisfaction ratings on a five-point Likert scale on the following parameters - (1) Induction about the Organization, (2) Ease of communication with organizational mentor, (3) Availability of required data/information, and (4) Utilization of students' skills by the organization. The average of responses across these four parameters has been represented in Fig. 6.1.

Fig 6.1: Satisfaction: Internship Organization



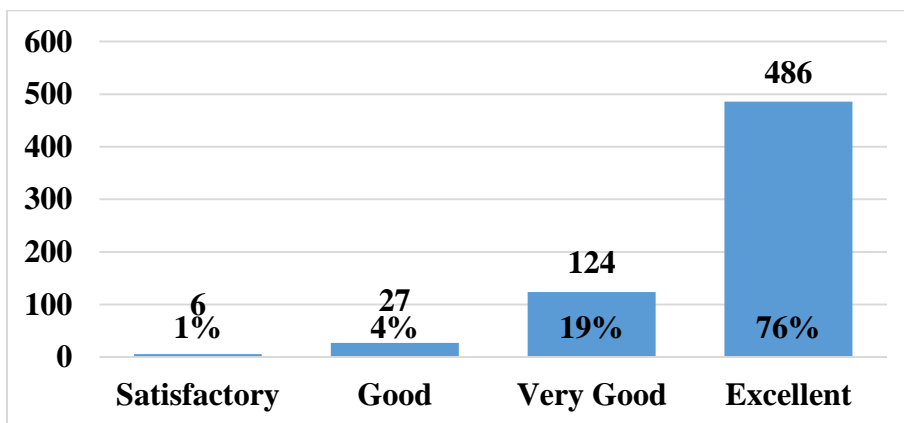
As shown in Fig 6.1, 63% (407) of students expressed a high level of satisfaction with their internship organizations. Detailed analysis of the data indicates that 68% (438) of the students reported a higher level of satisfaction about the induction received from the internship organization. 65% (417) of students reported a higher level of satisfaction with regard to ease of communication with the organizational mentor. 53% (338) reported having great satisfaction in accessing the required data/information to complete their projects. A little more than half of the student base (332) reported that the organizations effectively utilized their skillsets.

In all 1% (11) students expressed concerns regarding the difficulties they had in the virtual mode of internship. Consequentially, they reported lower levels of satisfaction with the internship.

6.4 Level of satisfaction: Allotment of Projects

Students were requested to provide satisfaction ratings about internship project allotments on a five-point Likert scale. The items on the scale were: - (1) Importance of the project to the organization, (2) Clarity on expectations of the organization, (3) Autonomy given to complete the project, and (4) Support received from organizational mentor to complete the project. Fig. 6.2 presents the cumulative ratings given by students.

Fig 6.2: Satisfaction: Allotment of Projects



As depicted in Fig 6.2 76% (486) of students felt they had an excellent experience in handling the projects. Data analysis of each parameter on the scale reveals that 68% (438) of the students were aware of the importance of the internship projects handled by them. This helped them to undertake these projects with due diligence. While completing these projects 77% (496) of the students reported having higher levels of autonomy. This helped them to handle their projects more creatively. As the MBA students were placed for the first time in the social sector organizations 73% (472) students reported of having organizational mentors support to complete the project. And 57% (364) reported having absolute clarity about the project deliverables.

Due to delays in allocation of work in the virtual mode, one percent (six) of the students reported lower levels of satisfaction in accomplishing project related deliverables.

6.5. Level of Clarity: Reporting

Students were requested to provide ratings on the extent of clarity pertaining to the submission of various reports with the help of a five-point Likert scale. The items on the scale were - (1) Clarity on the reporting format, (2) Clarity on frequency and mode of reporting, (3) Clarity about submitting daily logs, (4) Clarity about submitting monthly reports, and (5) Clarity about the final report. The average of responses across these four parameters has been represented in Fig. 6.3

Fig 6.3: Level of Clarity: Reporting

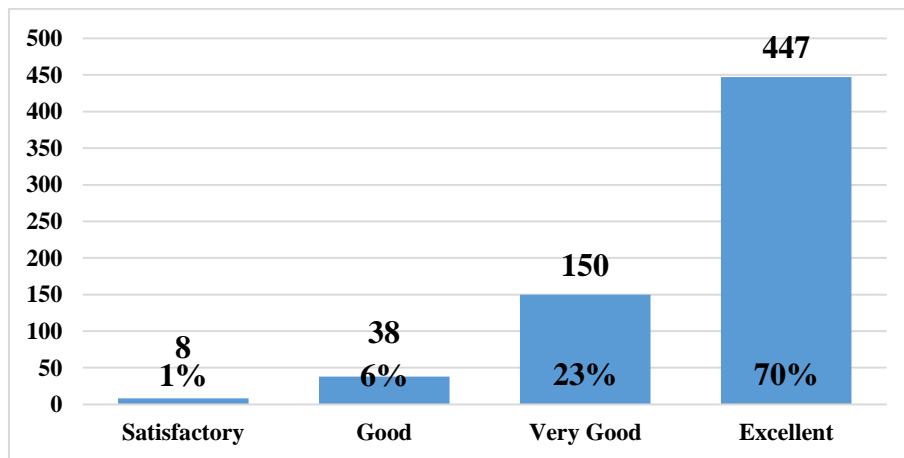
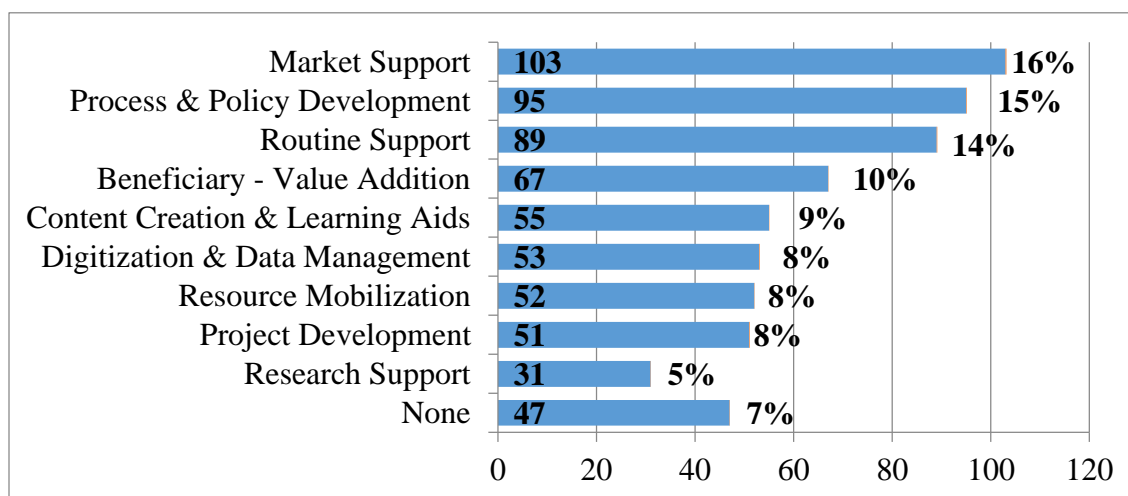


Fig 6.3 reveals that 70% (447) of the students reported having higher levels of clarity concerning submitting various reports like time logs, monthly reports, and final report. In all, one percent (eight) of students reported having low levels of clarity in reporting and submitting their reports. Students gave a low rating because they were unable to contact the NGO mentor in time and hence were unable to complete the deliverables.

6.6 Unique Contributions:

Interns were asked about the unique contributions made by them towards their respective internship organizations. Responses received were categorized into nine categories (See Fig. 6.4).

Fig. 6.4. Unique Contributions



In all 7% (47) students did not have an opportunity to make a unique contribution. Around 14% (89) provided support in managing the routine work of the organization.

6.6.1. Market Support:

To create linkages with the donors and the customers, the social sector needs to develop a strong market presence. In the current virtual world promoting the organizational impact on digital platforms is a must. In this context, 16% (103) of students reported contributed in the area of providing market linkages and support. These ranged from improving the organization’s digital presence through social media handles/calendars, updating the organization’s website, designing marketing strategies, awareness generation through webinars, designing posters, and live sessions.

Some of the students developed marketing strategies for their organizations. Shruti Garg placed at Karm, Mumbai shared that, *“I created a concise, attractive and informative poster cum brochure for fundraising and social media marketing. Secondly, my contribution in the annual report will be highly beneficial for the organization if they use it to convince the donors because it is presentable and comprises of comprehensive details about all the activities conducted by KARM”*. Gargi Pitale placed in Aastha Parivaar, Mumbai shared that, *“I designed an end-to-end Marketplace model to serve as an alternate income source for the sex workers. This model was shortlisted by UNAIDS and we are awaiting further communication”*.

Dipro Basu, intern placed at Garbage Concern Welfare Society, Mumbai shared that, *“I helped my entrepreneurs prepare elevator pitches and a power point deck for the webinar. I also designed and developed a website for my entrepreneur which went live on 22nd March 2021”*.

Tanvi Maheshwari, placed at ASHRAY - South Vihar Welfare Society for Tribal, Ranchi mentioned that *“I worked on revamping the strategies of marketing through designing newsletters and then streamlining email marketing. This was done to spread awareness among national and international donors about how Covid-19 had impacted the lives of migrant workers and indigenous communities and the steps taken by Ashray towards the same”*. Kirti Churiwala, intern

at Jeevan Asha Charitable Society mentioned that *“I mapped stakeholders for the organization and designed a social media calendar which can be used throughout the year”*.

Some of the students created promotional material for generating awareness among stakeholders about the organization’s activities. Yash Bhansali, intern at CHETNA, Ahmedabad, Akhi Bothra, intern at CRY, Kolkata, Priyam Chhaparia, intern at Towards Future, Kolkata, Shivanshu Sharma, SAHASH, New Delhi, and some more students developed short films for their internship organizations. Abhishek Gujaral, placed at Prakriti Environmental Society worked on a report on FPO forward market linkages.

6.6.2. Process & Policy Development:

Despite being a virtual internship, some organizations were able to utilize the strengths of students to enhance their processes and to create or revamp their policies. A total of 15% (95) of students made contributions in developing the processes and policies of their respective organizations. Management processes were developed in the area of HR and operations. Harshit Mishra, placed at Bharati Foundation, Gurugram mentioned that, *“I interviewed the leadership team and also developed an end to end succession plan for the organization”*. Saniya Mehta, intern at Muskan Foundation for People with Multiple Disabilities, Mumbai shared, *“I identified the impact of the programs and devised ways in which the foundation could enhance its ways to cope up with technological difficulties. At Lok Biradari Trust, Indore, Atul Krishna reported, “I offered business insights to enhance Loan Recovery Efficiency and designed formats for financial workload management”*. Dr. Arpita Sen, placed at Kotak Education Foundation mentioned that she worked on, *“Ideation on having an integrated app, strategic inputs on improving existing intervention, worked on risk assessment matrix and mitigation measures for each sub intervention”*.

Students also worked on upgrading the policies at the organization. Aditya Shitole, placed at Vardhinshu, Jalgaon mentioned that *“I created Child Protection Policy for the organization and updated their Appraisal Policy”*. Dipanwita Kundu at Manbhumi Anand Ashram Nityananda Trust (MANT), Kolkata shared, *“I edited and updated Sexual Harassment Policy and Child Abuse Policy and updated the Standard Operating Procedures of the organization”*. Anisha Agarwal, placed at Excel Industries, Mumbai mentioned that *“I assisted in creating a more comprehensive CSR policy and Board presentation”*.

6.6.3 Beneficiary: Value Addition

Students reported that besides handling their projects they added value towards augmenting the beneficiary services. 10% (67) of the students conducted special sessions for the beneficiaries, mentored them, offered soft skill training, and groomed them for interviews. Omkar Shirke, placed at Salaam Bombay Foundation shared, *“I taught ‘Financial Literacy’ modules to the students which included topics such as SMART goals, Money Matters, Investments, Loans, Banking, and Budgeting. In few cases I was able to make the students realize their actual goals, gave them clarity about finances and how they can make their dreams come true”*. Chitra Surekha, intern at Literacy India, Kolkata shared, *“I could connect with the children under their Gyantatra Digital Dost Program and informally interview them to know their perspective of life and what they felt about the learning. I even conducted an online Story-Telling Session with them and ultimately curated stories for each one of them”*.

Saransh Singhal, placed at Sahyog – Care for You mentioned that *“I provided career counseling and mentored students in the NGO. Guided each student individually based on their current qualification, interest, and career aspiration. I also motivated them to give their best efforts to achieve their goals”*. Suvigya Hairiya, placed in Milaan: Be the Change, Lucknow mentioned that, *“While conceptualizing a new program under Milaan, I went to the target villages to get an insight of the diaspora and the challenges people face there and how our team could help them”*.

6.6.4. Content Creation & Learning Aids

As observed in the project categories, 49% (315) of students were involved in the creation of content for the internship organizations. In this context 9% (55) students reported of having created creative content and learning aids for the organizations. Students were also involved in curriculum development to facilitate an online mode of education for the beneficiaries. Dhruv Khosla, placed in Hope Foundation, New Delhi mentioned that *“I helped in creating a curriculum and power point presentations along with questions that can also be used for future batches. I also helped in recording testimonials”*. Vaibhav Gupta, intern at SHARP, Jaipur mentioned that *“I prepared interactive content like presentations, test papers so that students can effectively understand the financial literacy course”*. Vandana Wadhwa, placed at Navjivan Centre for Development, mentioned that *“I made new modules for social entrepreneurship and also suggested recommendations for the content to be included in integrated courses and other topics”*.

Being tech-savvy and well versed with software, few students assisted with the creation of learning aids in the form of posters, videos, and so on. Students placed at Yuva Parivartan, Mumbai helped with *“Ideating roleplays and developing creative ideas for ice-breaking activities”*. Arpit Arora, placed at Indian National Portage Association shared that, *“I made 83 videos on the topic of ‘socialization’ for kindergarten kids”*. Prakhar at NASVI, Patna, developed a video on PM SVANidhi Scheme to help street vendors to understand the loan benefits and the process of application for the same.

Students also provided their assistance in the documentation of annual reports, programme reports, case studies, success stories, and so on.

6.6.5 Digitization and Data Management

Digitization aids in data processing, storage, transmission and allows users to access work from remote locations. The Covid-19 pandemic has forced organizations across the private, public and social sectors to adopt digitization. In this context, a total of 8% (53) of students reported their unique contribution in the area of assisting the organization with the process of digitization and data management. Students oriented the organizational staff on utilizing the digital meeting interface such as Zoom, Google Meet, and so on. They helped in digitalizing some of their processes or systems. For instance, Akshay Gupta, placed at Disha, Jaipur shared that *“I helped in digitalizing the attendance record and course curriculum of the NGO. I also drafted and posted job descriptions for various positions at the organization”*. Nikhil Mantry, intern at Sakaar Outreach, New Delhi mentioned, *“I conducted workshops to familiarize the organization's staff members with online mode of education so that they could use online platforms, such as Zoom, for teaching children virtually”*. Bhavya Gupta, placed at Sense India International, New Delhi,

helped the organization in transcribing and managing its databases. Aniket Iyengar at Sol's Arc, Mumbai undertook *"App Testing and Case-Based Testing for the Redflag App"*.

6.6.6. Resource Mobilization:

Students participated actively in resource mobilization activities like fundraising, creating crowd funding networks and soliciting in-kind donations. A total of 8% (52) students reported of creating unique strategies to mobilize resources. Rudrapriya Bose, placed in Make-a-Wish Foundation, Kolkata shared, *"I reached out to 100 contacts for fundraising. I created informative posts and videos on social media pages about Make-A-Wish's operations and updated about the progress of the fundraising campaign to the donors"*. Dhruv Shah placed at Make-a-Wish, Ahmedabad mentioned, *"I was able to raise an amount of Rs. 10,000/- for the organization and the cause"*. Ishaan Deva, intern at Light of Life Trust, Mumbai shared, *"I have helped the NGO raise funds of Rs.10,000/- to support the education of one child. I also have a certificate for the same signed by the NGO Founder"*.

Vivek Rai at Bajaj Electricals Ltd. designed a fundraising activity for corporate employees to sponsor COVID-19 vaccination for 10,000 people in and around Mumbai. Akshit Jain placed at Caring Souls Foundation (CASOF), New Delhi shared, *"I managed to mobilize volunteers and created volunteer database for the organization which would help them further"*. Ispita Debnath placed at Bachpan Bachhao Andolan mentioned, *"I presented a concept paper and roadmap on collaboration with event organizers in the country to drive fundraising initiatives by the NGO"*.

Shiva Gupta at Aadhar Gyan Dharti Samiti, Bhopal organized a 'Musical Night' for a fundraiser event. Few other students assisted in setting up a fundraiser page for the organization.

6.6.7 Project Development:

As NGOs design and develop projects for addressing beneficiary needs, 8% (51) of students assisted their NGO mentors in executing existing projects. For instance, Sanchari Mondal, placed at Garbage Concern Welfare Society (GWCS) mentioned, *"With my knowledge in marketing and my core skills, I had prepared the business plan pitch deck for one of the green entrepreneurs which were presented at the webinar attended by various members of GWCS. I also worked on ideation of strategies to promote the business digitally and increase its presence on social media"*. Tushar Singh, placed at NASVI, Patna shared *"Our main contribution was on voicing the opinions of the street vendors through the fieldwork done by us. The interaction sessions with numerous stakeholders helped us to inform the organization about the gaps in awareness and know-how on part of the vendors. The reports helped us to show the effectiveness of the PM-SVANidhi scheme and what could be done to promote it more effectively"*.

Pankaj Palwe, intern at Annapurna Pariwar, Pune mentioned *"I prepared notes on health insurance schemes in the Marathi language so that NGO beneficiaries from poor families could get the relevant information easily. I also studied the data on health insurance and mutual funds. This data helped me to generate graphs on the claim ratios"*. Abhilash K, Anusha Surishetty and Akansha Tanwar interning at Mahita, Hyderabad shared that they worked on the idea designs of Anganawadi centers. They also assisted in planning ideas for girls' washrooms and changing rooms at government schools.

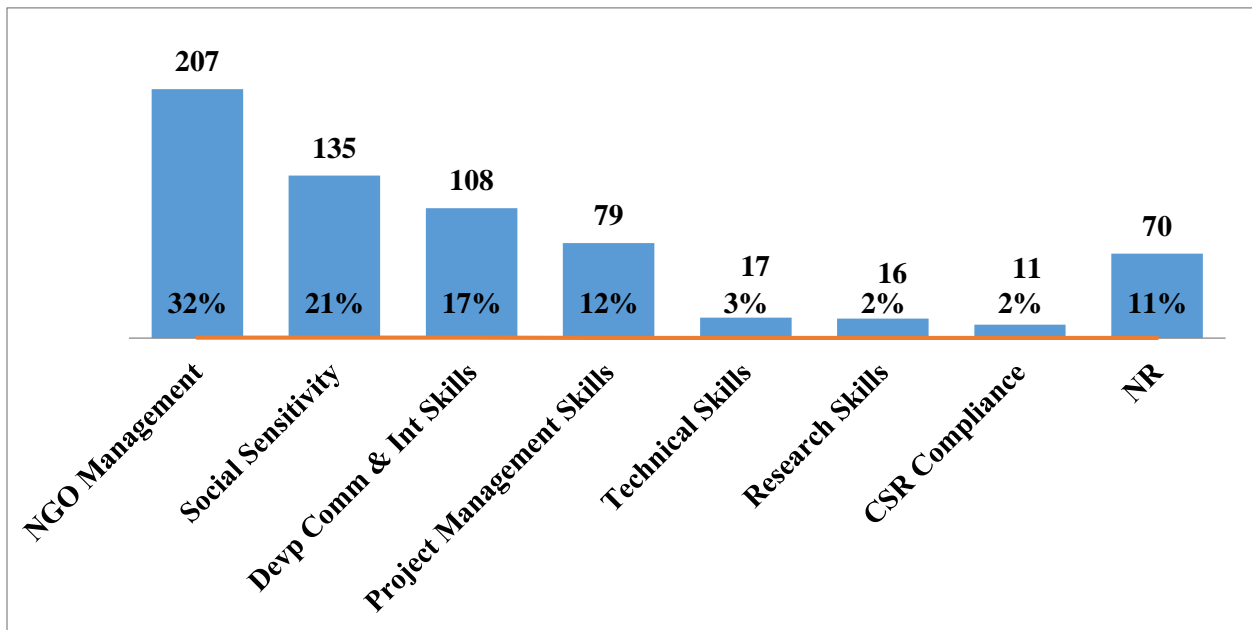
6.6.8. Research Support:

NGOs design projects based on needs assessment. In this context, a total of 5% (31) of students reported having assisted their respective NGOs to carry out research activities. Students undertook desk-based research, developed benchmark reports and whitepapers. A few students also carried out data analysis on various types of data collected by the NGOs. For instance, Rishab Rana, placed at Kisan Sanchar Chattisgarh shared, *“I helped the organization to develop a benchmark tool for NABARD Horticulture Department. It was on basis of this benchmark that video submissions by progressive farmers were judged”*. Vishal Garg, intern at Gram Vikas Sanstha, Hisar mentioned, *“I conducted a market survey to analyze what people think about the risks associated with HIV and target interventions”*. Sahil Radhanpura, intern at Muskan Foundation for People with Multiple Disabilities shared, *“I undertook an in-depth study on the impact of the pandemic on organization’s operations. It also studied the impact of the pandemic on key stakeholders like center heads, parents and teachers. I also documented success stories through case studies”*. Siddharth Bhat, Samruddhi A Workskills Training Academy Foundation Society, Nagpur shared, *“I worked on the listed companies’ data pertaining to their waste management practices and made a comparative analysis of the same”*.

6.7 Major Learning

An important aspect of the internship is to facilitate learning about the marginalized communities, their issues, the service delivery system of NGOs, the management strategies adopted by the NGOs and the challenges associated with the same. In this context, the data observes that 96% (620) of students gave a positive response about the internship as a learning experience. Responses pertaining to varied learning experiences were divided into seven categories (See Fig. 6.5).

Fig. 6.5: Major Learning



In all, 11% (70) of the students did not give any response pertaining to the areas of major learning.

6.7.1 NGO Management:

All NGOs adopt management tools and techniques in managing their operations. In this context, a total of 32% (207) of students reported having insights into NGO Management practices. Specifically, they got acquainted with operations management, financial management, management of SHGs & FPOs, donor management, stakeholder management, impact assessment tools and challenges faced by the NGOs. It was interesting to note that Naburan Paul, intern at Association For Social and Health Advancement (ASHA) mentioned, *“I learned about the level of dedication required among employees to work in low funded and physically taxing work conditions. Personal interaction with the NGO founder helped me to learn about how to interact and build trust with people from remote places. I understood the importance of developing trust in managing NGO operations. I witnessed the dedication and commitment among the NGO staff towards their beneficiaries. This helped me to learn about the NGO management practices which can transition in all types of workplaces”*.

Further, Namit Wadhwan, placed at Seva Sahayog Foundation, Kharghar shared, *“I realized that Social Return On Investment (SROI) is often overlooked in smaller CSR projects. Also, there is a skill gap in the social volunteers and the goals they are trying to achieve, which negatively impacts the overall efficiency of the sector”*.

Students witnessed the paucity of resources at their respective NGOs. Sharing her experience, Simran Raina, intern at Vikas Sahyog Pratishthan, Mumbai mentioned, *“NGOs were in a much worse position about financial resources. We learned that we need to use all our abilities to uplift people who have no other means but NGOs helping them do so”*. Ashwin Dubey, placed at Indian Financial Literacy Initiative (IFLI) shared *“My major learning was to realize the presence of a large gap in the level of resource availability and lack of awareness among the beneficiaries about different financial schemes for the poor”*. Akanksha Tanwar, placed at Mahita, Hyderabad mentioned, *“I observed that Covid-19 had caused a disruption in the education of the under privileged children and was the cause of massive dropouts. I also learned that implementation of policies at grassroots level is very difficult as ground realities differ from what we generally know about the world”*.

Covid 19 had severely impacted rural areas and the livelihood support of the poor. Jotika Maheshwari, placed at Navjeevan Trust Rajkot mentioned, *“My major learning was in the area of understanding business development plan for FPO. I realized that non-conventional methods of agriculture need to be changed to accelerate agriculture growth”*. Ambuj Agarwal, intern at Shramik Bharti, Kanpur shared, *“I got an opportunity to learn about organic farming during field work. Uploading the organic farming data on Tracenet Portal and its advantages to the farmers was also a learning experience. I also learned about the functioning and legal status of SHGs”*.

Students had a first-hand experience of observing and learning operations management at their internship organizations. In this context, Neha Parekh and Arushi Mishra, placed at Kotak Education Foundation mentioned, *“We were able to learn the application, process, and suitability of mapping competencies or utilizing BARS scale in an organization. We could understand the importance of customization and how a role of a manager might differ in an NGO from that of a for-profit organization. We could get a glimpse into working online and how things have changed post the COVID era. We understood the different parameters that should be taken into*

consideration before designing or suggesting training programs". Nirali Shah, intern at Seva Sahyog Foundation shared, *"My major understanding was related to the functioning of the various initiatives of the School Projects vertical of Seva Sahayog Foundation such as the School Kit Program, One-to-One Mentoring Program, and Vidyarthi Vikas Yojana"*.

As management of financial resources is a key feature of organization management, Arfa Fatima, intern at Community Advancement & Rural Development Society (CARDS) shared, *"I learned how to work on the cost structure, budgeting, revenue generation, and manpower planning of the activities that we designed for the laborers"*. Atul Krishna, placed at Lok Biradari Trust shared, *"I got hands-on experience of preparing a financial statement. I learned, business model assessment for a microfinance based firm. It helped me in grooming my problem-solving skills"*.

6.7.2 Social Sensitivity:

NGOs work towards the marginalized and resource constraint sections of the society. The We Care internship aims at enabling students to have a glimpse of the marginalized sections of the society and the role of NGOs in reducing the inequities. The data collated observes that a little more than 1/5th of the student base reported to have been social sensitized in the process of the internship. . The commitment displayed by the NGO staff to address the societal challenges despite various constraints has influenced the mindset of few students. Students reported of understanding the validity for CSR projects and the necessity for developing inclusive approaches to create a stable society.

Sharing her experience Darshita Lohiya, placed in Jai Bhim Vikas Shikshan Sansthan, Jodhpur mentioned, *"I learned about the atrocities faced by bonded labourers and the national service Childline that helps children in need. I also learned about various laws and Acts that the government has implemented against such atrocities. While observing these cases, I developed empathy and patience"*. Similarly, Aishwarya Singh at Salaam Bombay Foundation, Mumbai shared, *"Observing the difficulties of underprivileged sections of the society made me more humble and humane. The students taught me to remain satisfied and utilise the available resources. They taught me to never stop dreaming and keep working towards the goal. I learnt that we should always have the enthusiasm like a kid in our hearts. Finally, if you have the will to learn something, you definitely will find a way to do something"*. Surabhi Agarwal, intern at Literacy India, Gurugram shared, *"I learned that different people have different struggles, but it is important to help each other and be empathetic about others' problems. Learning from my organization mentors Satya Sir and Yogesh Sir inspired me to continue my zest for learning, trying new things and contributing to society by engaging in social work using my existing skills. Giving back to society can be very rewarding and it feels good when you have contributed positively to someone's life"*.

Experiencing the challenges faced by the target audience, Shivani Naresh, placed at Cholai - Action for Child Labour, Chennai mentioned, *"I understood the difficulties faced by children and small scale vendors during unprecedented times. I was also able to appreciate the importance of basic education and account keeping for small scale women vendors. I garnered a sense of community, ownership and responsibility through field visits"*. Kanika Madan at Prakash Deep Trust, Fairdabad mentioned *"The internship helped me become humble towards the teachers to achieve their deliverables via online teaching in a virtual scenario post pandemic"*.

6.7.3 Development Communication and Interaction Skills:

Development communication refers to the use of communication to facilitate social development. It engages various stakeholders to create conducive environments for promoting information exchange and creating positive social. In this context, 17% (108) of students reported their major learnings in the area of development communication and media advocacy. While undertaking trainings and special sessions for NGO staff, beneficiaries and students in a virtual mode they learnt to design effective communication tools like story-telling, designing posters, brochures and so on. Students also reported of developing oral communication skills as well as the art of effective listening. As shared by Surbhi Agarwal, placed at Literacy India, Gurugram *“Every individual is unique and there is something to learn from each person and this can be achieved by the exchange of stories and practicing effective listening such that the intent-impact gap can be bridged. Once the ice is broken, it is easier to connect with people, accept feedback, improve and present the message in an appropriate manner. Getting out of my comfort zone by converting and delivering my content in Hindi was a new experience”*.

In the duration of the internship, students realized that effective communication can go a long way to achieve project deliverables. In this context, Sudeep Bhaskar, intern at Pratham Infotech Foundation mentioned, *“I learned about the need for virtual channels of communication and information exchange along with understanding their pros and cons. I found the virtual experience useful for the future”*. Tejas Arora, placed at Neev, Gurugram shared, *“Conducting the science fair online was a challenge for me considering the type of devices the students had and their weak internet connections. With immense patience, I was able to train the students virtually by polishing their skills. The experience gave me the confidence to deal with any tough situation innovatively”*. Shubhang Arora, intern at Jeevan Asha Charitable Society, Thane mentioned, *“The internship helped me enhance my soft skills in terms of presentation. It shaped my critical thinking ability which had to be leveraged during competitor analysis. It allowed me to lead a project in virtual mode and helped me realize the value of empowering people to move forward”*.

Communication being the key to fundraising, Ipsita Debnath at Bachpan Bachao Andolan, Mumbai shared *“I understood how to identify and deal with hot, warm and cold leads during tele-calling for fundraising. I learned to create a social media campaign strategy and meaningful, concise, and consumable content for social causes. The opportunity groomed my ability to work virtually in a team. It developed my understanding about the overall scenario of child welfare, victim assistance and follow up mechanisms, related Acts and proceedings in the country”*.

6.7.4 Project Management Skills:

NGOs have a professional approach towards managing projects which were observed by the students while working on their respective projects and interacting with their NGO mentors. A total of 12% (79) students reported skill up-gradation in the domain of project management.

They reported planning, team management, time management, coordination, utilization of resources, end-to-end project execution while managing projects and events. In this regard, Ajinkya Ambike and Dhruv Kdokia, interns at The Society for Door Step School, Pune shared, *“We learned how to analyze project audience, schedule sessions, and curate content that is*

important to them on a realistic level. The program's end-to-end design and content provided us with practical experience in project planning, teamwork, coordination, and execution. While conducting workshops, we became aware of the importance of time management in the classroom". Devyani Gaur intern at Kshamata Transformation Centre, Thane mentioned "I learned to collaborate with people and deliver expected results within timelines in a virtual environment".

Planning, an essential component of project management was highlighted by Anshul Sharma and team, placed at Global Hunt Foundation, New Delhi. They shared, *"While developing the Ikigai project, we honed our skills of critical thinking. We had to formulate an activity plan for all the four principles of Ikigai in a way that we did not just convey the intended purpose of the principal but also made the session engaging and interactive. We modified the activity plan along the way after gauging the interests and inclinations of the students. The project, therefore, offered us the opportunity to apply our critical thinking abilities".* Sanchit Jain, placed at Literacy India Gurugram mentioned, *"I had to organize events for the underprivileged students so that they get a chance to learn. Organizing such events was a major learning experience".*

6.7.5 Technical Skills

The social sector today is ready to embrace technology solutions. Innovative technologies are both desired and urgently needed by the social sector to scale up and measure their social impact. In this context, 3% (17) of students reported using their existing technical skills and gathered knowledge about using new technology during the internship. Kalpesh Sontakke, placed at Waatavaran, Kharghar mentioned, *"The internship helped me develop awareness about air pollution at ground level and biodiversity. I learned new software- QGIS a geographic information system application and also worked on Google Earth for the first time".*

Data management software and up-gradation of excel based functions were also reported. Lavina Nembhani, intern at Tata Chemicals Society for Rural Development (TCSR), Mithapur mentioned *"I understood operations of the different functions of TCSR and achievement of multiple SDGs under single schemes. While linking up the multiple projects of TCSR, I learned about the working of Tableau and making an effective dashboard".*

Technical skills were also gained in the area of content creation and setting up digital platforms for resource constraint NGOs. With regard to this, Sargam Jain, intern at Mann Center for Individuals with Special Needs, Mumbai shared, *"Being a fresher, I didn't have much experience in creating content from scratch. Editing videos was also new for me, and I can unhesitatingly say that I've come a long way since the start of the internship. It was very rewarding and encouraging to see my ideas get implemented on their social media handle".* While the world is moving towards digitalization, Neel Shah, intern at Light of Life Trust, Mumbai shared, *"I learned more about digital marketing. I also learned to design and create my e-commerce online store. I also learned the process of integrating with a delivery partner and set up an online payment option. It was like working in a startup and learning new things every day".*

6.7.6 Research Skills

Research forms the base of project conceptualization, impact assessment, and scaling the reach. A total of 2% (16) students reported major learning pertaining to conducting primary and secondary

research and data analysis. In this regard, Sujith Krishna, placed at CARPED, Hyderabad shared *“I learned the importance of field research for understanding the ground-level problems. The field research improved my ability to ask detailed questions to get complete information. This improved my awareness about the problems faced by all stakeholders in the Handloom industry particularly in Pochampally”*. Ruchi Singhal, intern at Navjivan Center for Development, Mehsana mentioned, *“My major learning included the enhancement of my skills and research abilities for carrying out primary and secondary research”*. Ryan Mathew, intern at Save the Children India shared, *“I learned desk research, data bank preparation and conducted the study of CSR proposals and policies”*.

6.7.7 CSR Compliance

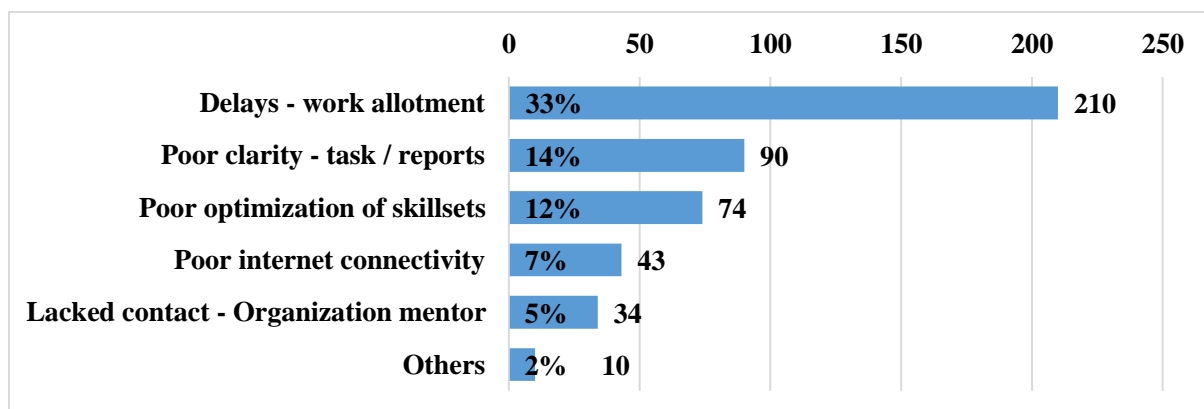
Corporate Social Responsibility as a function of a corporate organization is increasingly gaining importance. In this context, 11 (2%) of students who were placed in the CSR departments reported acquiring more knowledge about the mandatory aspect of CSR along with the latest amendments in CSR rules of Jan 2021. For instance, Nitin Chaudhary, placed at Excel Industries Limited, Mumbai shared, *“I gained thorough knowledge and understanding of CSR, including its latest amendments, roles, and obligations of a company towards CSR and requirements of a CSR policy. I also learned the importance of aligning CSR projects with company’s philosophy and functioning of a CSR team to either implement the projects directly or utilization of implementing partners”*.

While working at HIMWATS, Haldwani, Neeraj Joshi learned about the efforts it takes for any NGO to apply for a CSR grant. He shared *“This internship helped us to understand the CSR processes of various organizations and how detailed is an application form to secure a grant”*. Tushar Pandey, intern at Sahara Manch, Bhopal shared, *“Apart from other project learning, I understood the importance of CSR activities for a company and the role of CSR in promoting and developing an SHG at rural level”*.

6.8 Key Challenges

Covid 19 pandemic triggered ‘Virtual Volunteering’. With technology at hand, it was felt that students can virtually volunteer effectively. But, realities were different. Fig. 6.6 displays the key challenges faced by students in virtual volunteering.

Fig 6.6: Key Challenges

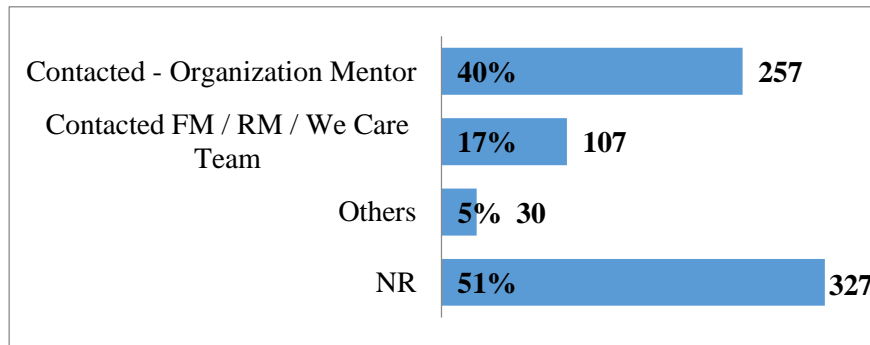


In all, a little over than 1/3rd (210) students reported delays in timely allotment of work. Besides as the NGO mentor being preoccupied with the routine NGO work and field visits, students were unable to contact them in time. This created a delay in accessing the required data and seeking clarity to complete the project. Other challenges were attributed to poor internet connectivity and poor utilization of student's skill sets.

6.9. Strategies: Overcoming Challenges

To overcome the above-mentioned challenges students adopted a few strategies. See Fig. 6.7.

Fig. 6.7: Strategies: Overcome Challenges



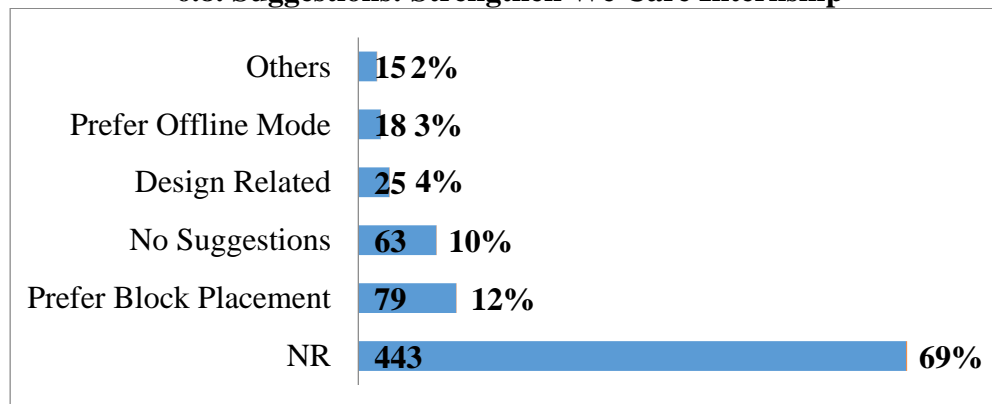
*Multiple Responses ≠ 643

A total of 40% (257) of students' resolved their challenges through an open discussion with the Organization Mentors. The communication helped in sorting out the concerns amicably. Issues with regard to task allocation and clarity of reporting were also resolved by the involvement of Faculty Mentors (FM), Regional Mentors (RM) and the We Care team. Other ways of overcoming challenges included peer-to-peer discussion, advocating work and work hours modification especially in areas where internet connectivity was low.

6.10 Suggestions for Improvement:

To review and revise the We Care internship, suggestions were sought from students (See Fig. 6.8).

6.8. Suggestions: Strengthen We Care Internship



In all 69% (443) students did not share their responses for reviewing and revising the internship. 10% (63) students appreciated the current design of We Care Internship and had no particular suggestions to offer. The remaining 21% offered few suggestions which are elucidated below.

6.10.1 Prefer Block Placement:

Due to the pandemic, We Care Internship was designed in a concurrent virtual mode with the allocation of two days every week for a period of three months (Jan 11- March 30, 2021). A total of 12% (79) students suggested that going ahead the We Care internship should be carried out in a block placement mode. This will facilitate continuity of the projects and enhance commitment, efficiency, and achievement of deliverables. For instance, Shreya Shukla, placed at Taru Naturals shared, *“Conducting the online internship in the continuous 21-day format would have been much better as this would have allowed us to keep our efforts continue and we wouldn’t have been disturbed by our regular MBA classes”*. Sanyam Khare, intern at Project Noor, Mumbai shared *“We Care Internship should continue without any break for 21 days to ensure work done effectively and efficiently. In the current scenario, organizations had to wait for a week to get their task done or to communicate to us”*.

6.10.2 Suggestions: We Care Design

A total of 4% (25) of students had inputs related to the design of the We Care Internship. Their recommendations included a change of internship days from the beginning of the week towards the end of the week. In this context, Kanika Agarwal, intern at Gayatri Seva Sansthan, Udaipur mentioned, *“Mondays and Tuesdays are really busy days for the organizations and they are unable to give time at the starting of the week. Hence, internship days should be scheduled towards the end of the week”*. Recommendations were also given with regard to the alignment of work allocation with the stream of specialization of the students. For instance, Sree Vishnuram K placed at Child Help Foundation shared, *“The complexity of the work should be increased and it should align with managerial skills and our field of specialization”*. Saransh Singhal, placed at Sahyog-Care for You mentioned, *“If we are given an option of choosing or are placed in an NGO that does work related to our domain/specialization so that the NGO can gain maximum benefit from our inputs”*.

Setting clear expectations with respect to deliverables at the beginning of the internship was also suggested by certain students. In this context, Aniket Chavhan, placed at Waatavaran, Kharghar mentioned, *“The organization could provide a timeline of the internship and clarify expectations at the beginning. The organization could have more clarity on the deliverables”*.

6.10.3 Prefer Offline Mode:

Being an internship in the area of social development, 3% (18) students mentioned that they prefer the offline mode of internship. The reasons attached to the suggestion comprised of, enhanced experience, better opportunity for contribution, better learning, and direct interface with beneficiaries.

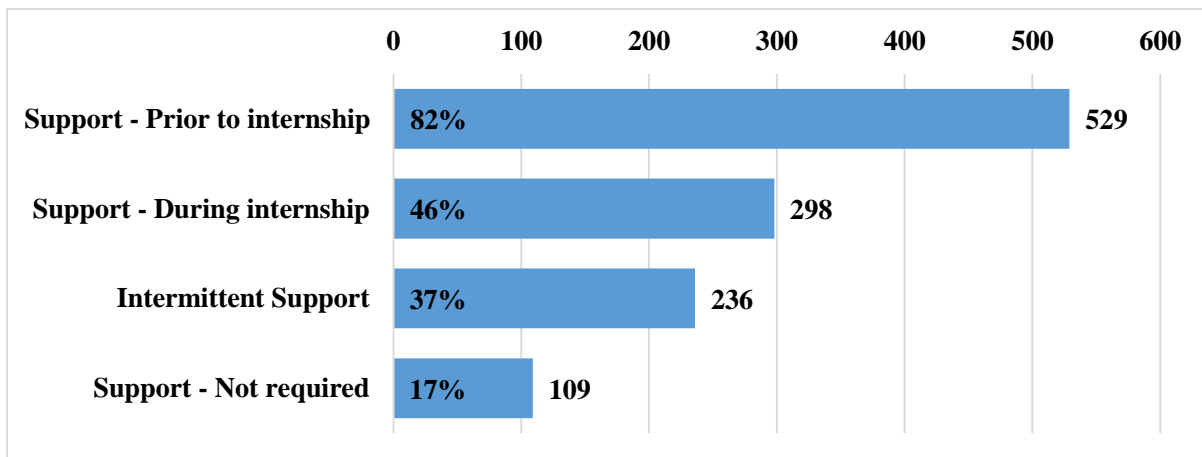
6.10.4 Others:

In all 2% (15) students offered suggestions for soliciting better clarity on programme structure, provision of induction to the NGO, and combination of online and offline mode of internship. Neil Shah, placed at Baroda Citizens Council, Vadodra mentioned, “*NGO should be asked to prepare the deliverables list before the internship start date*”. Nikhil Malik, intern at Agrasar, Gurugarm insisted on providing clarity on the proposed project at least two to three weeks in advance.

6.11. Faculty Mentor Support

Faculty Mentors form the backbone of the We Care Internship. They facilitate regular student monitoring, intermittent query resolution and enable the application of management learning to the projects undertaken by students. Initially, 57 Faculty Mentors were appointed to guide and mentor the students. The ratio of Faculty Mentor to students in the initial stage was 1:12. Three faculty mentors moved from NMIMS by Feb 2021 and hence their mentees were reallocated to seven faculty members for assessment purposes. By the end of the internship, 54 faculty mentors assessed 643 students and conducted their post-internship assessment. The support extended by the Faculty Mentor is depicted in Fig. 6.9.

Fig 6.9: Faculty Mentor Support



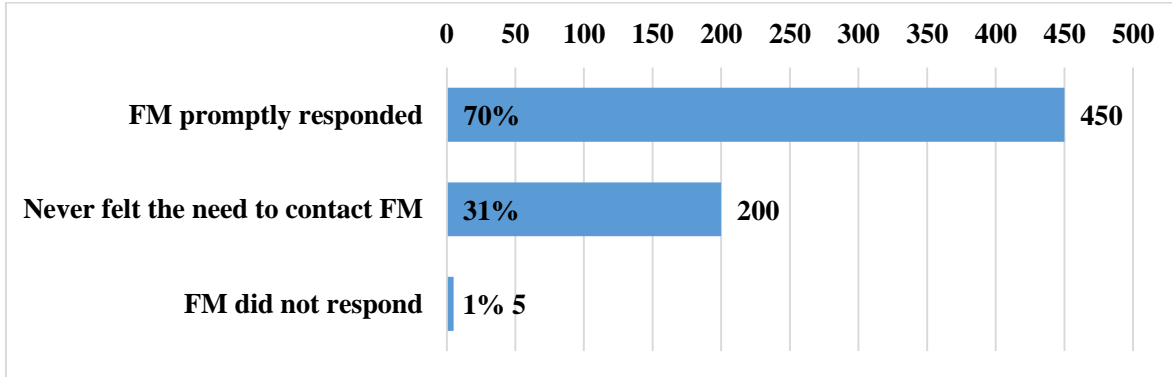
*Multiple Responses \neq 643

In all, 82% (529) of students reported that they received support from their faculty mentors prior to the internship. Apart from the pre-internship support, 46% (298) students received support during the internship as well (refer Fig 6.8).

6.12 Faculty Mentor: Ease of Communication

As Faculty Mentors can resolve student queries, communicate with Organization Mentors and escalate unresolved matters to the Regional Mentors and We Care team, students were requested to opine on the ease of contacting the faculty mentors (See Fig. 6.10).

Fig 6.10: Ease of Contact: Faculty Mentor (FM)



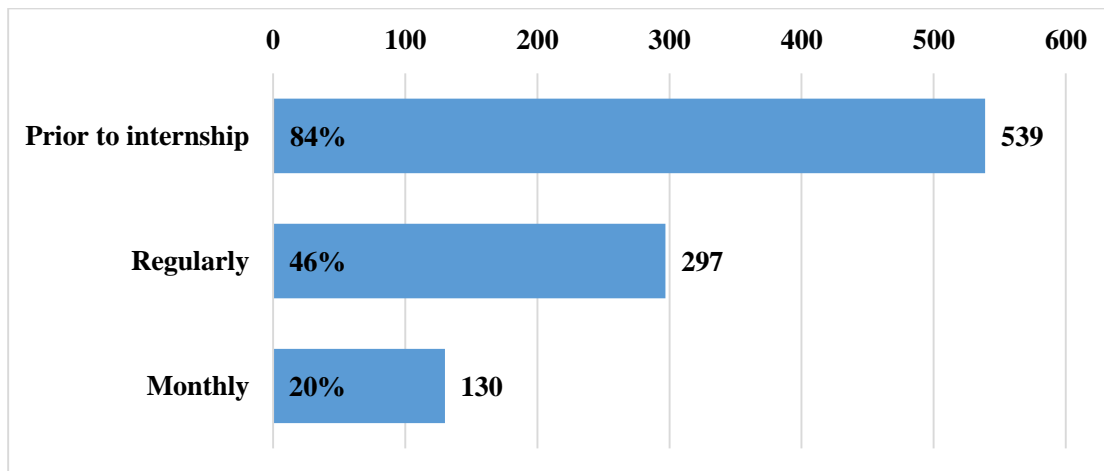
*Multiple Responses ≠ 643

As depicted in Fig 6.9, 70% (450) of the students received a prompt response from their respective faculty mentors. This indicates that there was active interaction between students and their respective Faculty Mentors. 1% (5) of students reported difficulty in receiving a response from the faculty mentor.

6.13 Faculty Mentor: Frequency of Meetings

The frequency of communication with Faculty Mentors is depicted in Fig. 6.11.

Fig 6.11: Frequency of Meetings: Faculty Mentor



*Multiple Responses ≠ 643

Out of 643 students, 84% (539) reported having meetings with Faculty Mentor prior to the internship. Besides in the duration of internship students maintained regular contact with their faculty mentors either regularly or had monthly meetings.

7. Organization Feedback

At the end of the internship, Organization Mentors were requested to provide their feedback regarding virtual/semi-virtual internship. Out of 231 mentors, 119 (51%) organizational mentors submitted their responses. Table 3 incorporates objectives and data points designed for gathering organizational feedback. Refer to Annexure IV for Organizational Feedback Form.

Table 3: Organization’s Feedback: Objectives and Data Points

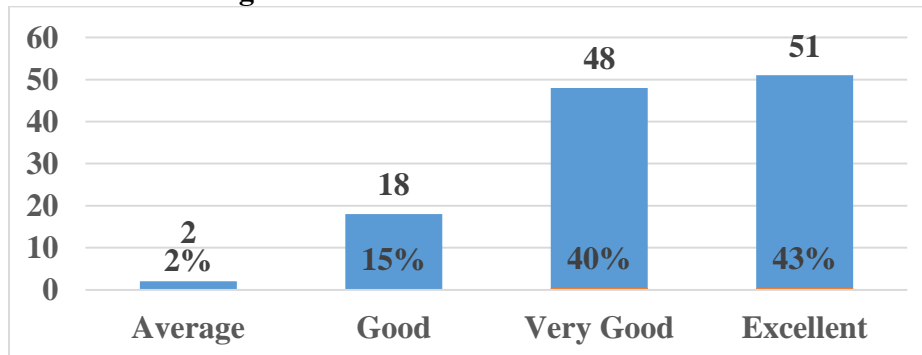
Feedback objectives	Feedback data points
<p>a) Study the views of the internship organizations regarding the level of satisfaction with students’ conduct, quality of work and regularity in reporting.</p> <p>b) Recognize special contributions made by the students.</p> <p>c) Solicit recommendations from internship organizations for strengthening We Care internship.</p>	<p>a) Mode of internship.</p> <p>b) Average work-hours per week.</p> <p>c) Satisfaction with interns’ conduct.</p> <p>d) Quality of Work.</p> <p>e) Regularity in reporting.</p> <p>f) Special remarks regarding students’ contributions.</p> <p>g) Suggestions for improvements in the We Care internship programme.</p>

Of the 119 respondents 36% (43) were from Maharashtra, followed by 8% (10) each from Gujarat, Haryana, and New Delhi, 7% (8) respondents each from West Bengal, Uttar Pradesh, and so on. In all 75% (89) of respondents reported that they offered only virtual internships, 24% (29) respondents offered semi-virtual internships and only one respondent reported offering an on-field internship. In terms of hours of work devoted for internship by students, 75% (89) indicated that students dedicated more than 10 hours weekly.

7.1 Level of Satisfaction: Interns’ Conduct

Organizational Mentors were requested to provide satisfaction ratings on a five-point Likert scale on the following parameters - (1) Regularity in reporting for work, (2) Quality of interpersonal relations, (3) Level of motivation to work with the organization, (4) Interest to learn about the organization and (5) Flexibility displayed in adjusting to the organizational norms. The average of responses across these four parameters has been represented in Fig. 7.1.

Fig 7.1: Satisfaction: Intern’s Conduct

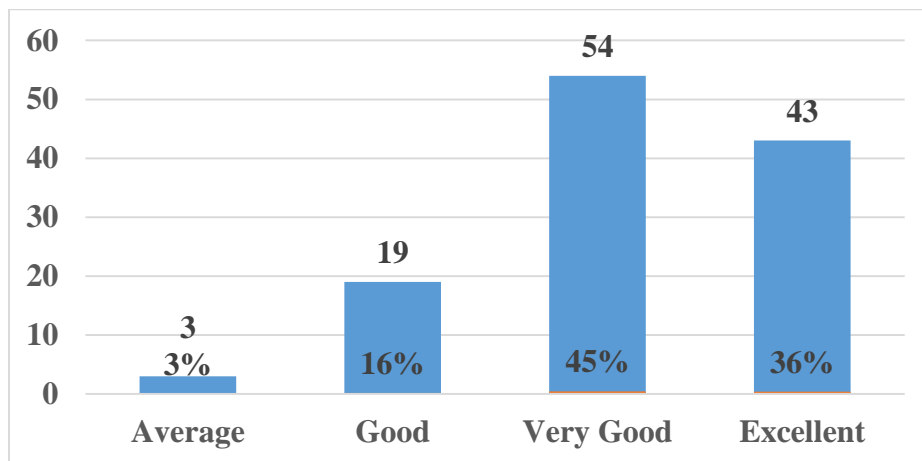


Despite the internship being virtual in nature it was heartening to observe that the organizational mentors seemed to be by and large contended by the intern's conduct (See Fig. 7.1.) In general, there was a feeling that the interns were dedicated, hardworking and self-motivated. Mentors who gave average ratings felt that at the commencement of the internship, the interns were casual, but gradually they picked up as the rigor of the internship intensified.

7.2 Level of Satisfaction: Quality of work

Organizational Mentors were requested to provide satisfaction ratings pertaining to student's quality of work on a five-point Likert scale. The items on the scale were: (1) Provided innovative ideas, (2) Displayed clarity in designing a plan of action, (3) Adhered to project deadlines. Fig. 7.2 presents the cumulative ratings given by the Organizational Mentors.

Fig 7.2: Satisfaction: Quality of Work

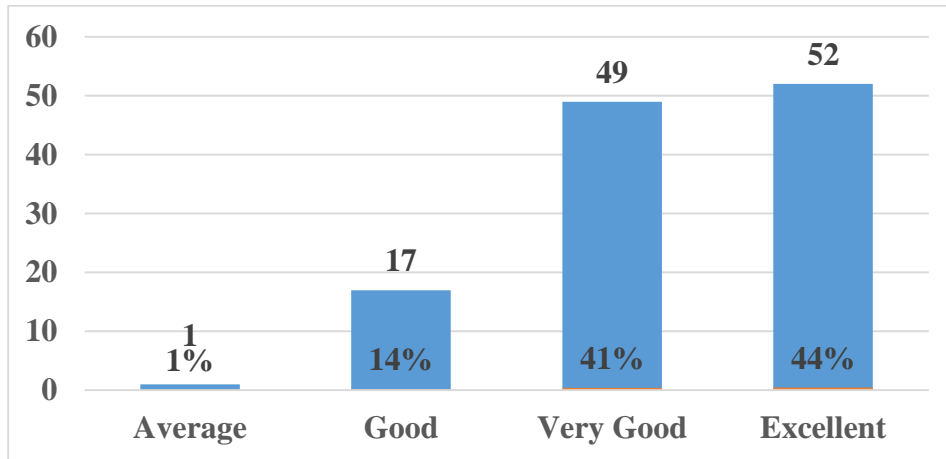


The data on satisfaction with the intern's work is consistent with the data pertaining to the intern's conduct. Despite the contactless nature of internship, the mentors felt that interns were able to comprehend the requirements of the internship deliverables and accordingly deliver the same (See Fig 7.2). Only 3% (3) mentors felt that due to lack of physical presence and personal interaction the interns were unable to perform as per their expectations.

7.3 Level of Satisfaction: Regularity in Reporting

Organizational Mentors were requested to provide satisfaction ratings pertaining to regularity in reporting on a five-point Likert scale. The items on the scale were: (1) Regularity in submission of daily logs, (2) Regularity in submission of monthly reports, (3) Regularity in submission of the final report, and (4) Overall quality of the final report. Fig. 7.3 presents the cumulative ratings given by the Organizational Mentors.

Fig 7.3 Regularity: Daily Logs/Monthly/Final Reports

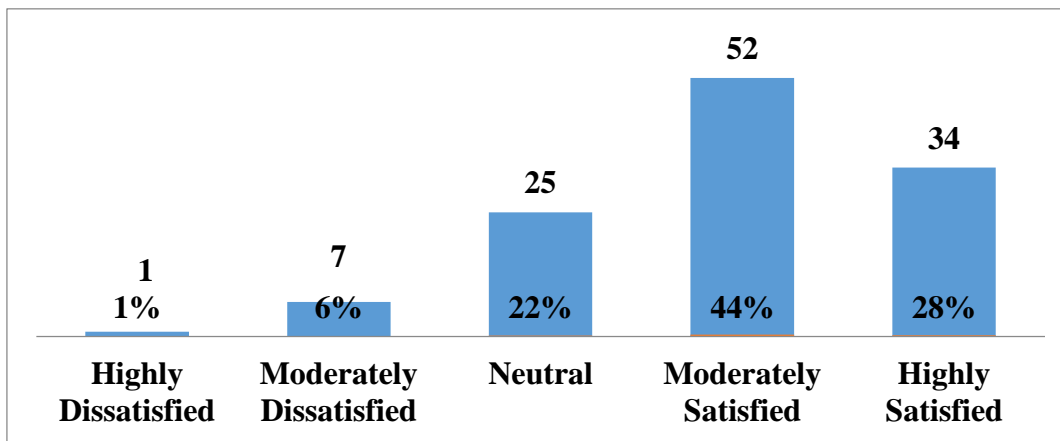


Consistent with the intern's conduct and quality of work a high level of satisfaction was observed among the mentors in terms of regularity in reporting. Despite being connected virtually, mentors were satisfied with the reporting discipline maintained by the students.

7.4 Level of Satisfaction: Virtual Internship

Organizations were requested to provide their ratings about their level of satisfaction with the virtual/semi-virtual mode of the internship. It was measured on a five-point Likert scale ranging from Highly Dissatisfied – 1 to Highly Satisfied – 5.

Fig 7.4: Satisfaction with Virtual/Semi-virtual Internship

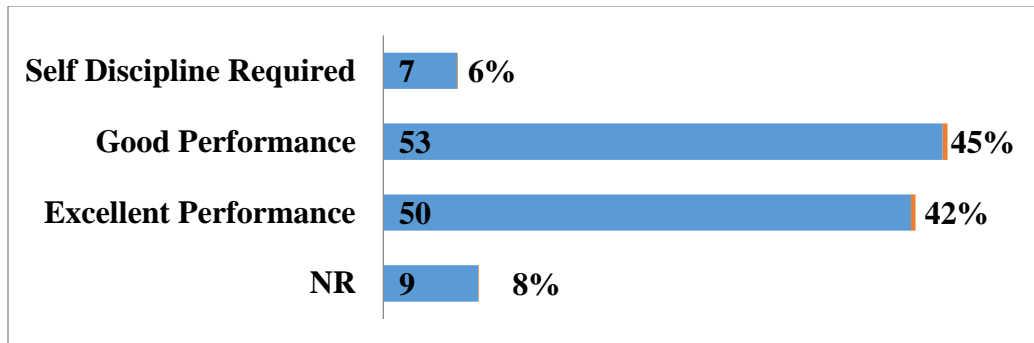


Due to the pandemic, the We Care social internship was implemented in a virtual mode. It was encouraging to observe that almost three-fourth of respondents were satisfied with the virtual/semi-virtual mode of internship. In all 7% (7) respondents, reported dissatisfaction with the virtual mode of internship. They believed that social development projects cannot be implemented virtually and it is difficult to socially sensitize students.

7.5 Intern's Contribution:

Qualitative responses were solicited from the organizational mentors mentioning specific remarks about intern's contribution. Responses received were categorized into three categories (See Fig. 7.5).

Fig. 7.5: Remarks: Intern's Specific Contribution



In all 8% (9) organizational mentors did not share any specific remarks about the intern's contribution.

7.5.1 Performance of Students:

Respondents who felt the interns gave excellent performance amounted to 42% (50). Their observations were based on the intern's punctuality, consistency, motivation, dedication, and quality of work. For instance, Affus Woman Welfare Association (AWWA), Hubli shared *"Mr. Sagar did an excellent job during his internship program. During the period of his internship program with us, he was found to be punctual, hardworking, inquisitive, and mature with a strong desire to learn. He easily adapted to the culture of the organization and completed all tasks with minimum or no guidance. He was very responsible and dependable. We wish him luck for the future"*. Mr. Utkarsh Dwivedi of Shramik Bharati, Kanpur mentioned, *"Interns have contributed a lot in maintaining the farm and crop data of small & marginal farmers on TraceNet portal, they performed exceptionally well during their internship with us"*.

Feedback about the self-motivation of interns was shared by the mentor of the District Child Welfare Council (DCWC), Ambala. He said *"The District Council had launched its Digital Library in February 2020. But later due to Covid-19, the library activities were shut down. To revive the library, interns helped the organization in gathering ideas and helped in organizing the data that is required in the library as it is a digital medium. They have helped in collecting so many online referral books and programs for the general public. The student beneficiaries will benefit from these referrals"*. Mann-Center for Individuals with Special Needs, Mumbai mentioned, *"Sargam needed very little motivation from our end. She made sure that she gave it her best shot and outcomes were always high-quality work"*.

The efforts and dedication towards the internship were appreciated by Mountain Children's Foundation, Dehradun who shared *"Samir was courteous and willing to work within the confines of the virtual experience. He did go on a field visit once for a few hours and enjoyed it. He delivered what we had discussed when we met. The organization made use of most of the posts created by*

Samir for Instagram and Facebook. The research he did will be used by the organization in the future”. Mr. Ankit Bhupatani of VIDYA Mumbai mentioned, “We at VIDYA Mumbai express immense gratitude for the efforts that interns have put in through different programmes in the last three months. We truly acknowledge their contribution and appreciate our partnership with NMIMS. We look forward to the next set of interns in coming years as NMIMS interns are one of the best quality interns we get an opportunity to work with”.

In all 45% (53) of respondents ranked student’s performance as Good. They felt that the students delivered as instructed. For instance, Connecting Dreams, New Delhi shared “Sahil Jain, faced certain challenges with the roles he was assigned and was shifted to different roles during the internship. His output was average and he could have been proactive in taking responsibilities and executing it”. The mentor of Samavedana, Pune mentioned “Savane and Yash, did a good job of understanding their deliverables. The concept notes and introductory posts created by them mean a good deal of contribution to the organization”. Adarsh Charitable Trust, Ernakulum shared “The intern has done a good job of interacting with the students. All the children gave positive feedback about him”.

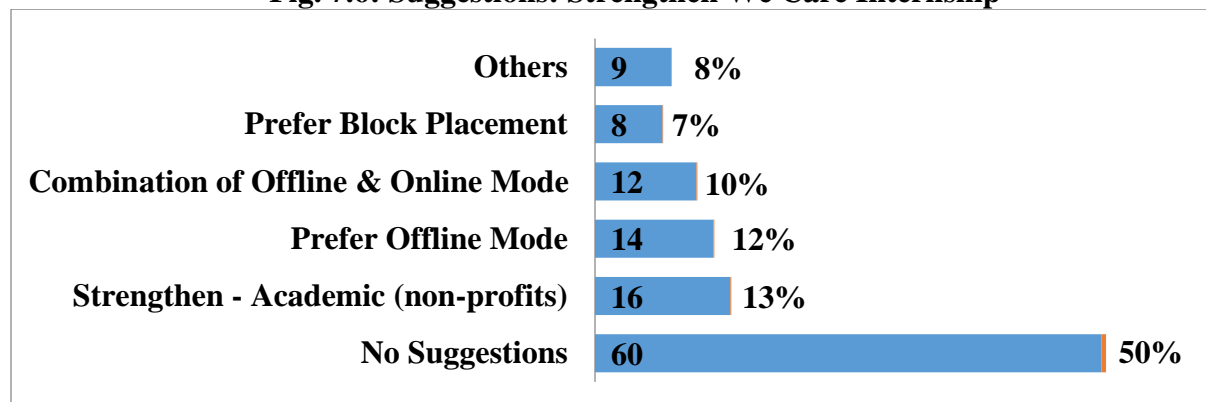
7.5.2. Self-discipline Required:

Remarks with regards to improvement in commitment and self-discipline were given by 6% (7) respondents. For instance, Vikas Sahyog Pratishthan, Mumbai shared “Both the interns were enthusiastic & punctual at the beginning. But the graph went down during the last three weeks”. SAAD Foundation, Mumbai mentioned, “Interns were good but little follow up was required for the assignments. They did show enthusiasm to learn more and contribute”. SAHASH, New Delhi shared “Interns were keen to learn, but were not eager to take additional responsibility like to participate in fundraising activities. In spite of teaching them about two types of marketing i.e. concept sale and product sale and giving additional fundraising tips, the target for fundraising was not achieved”.

7.6 Suggestions for Future

To strengthen the We Care internship in the future, suggestions for improvement were solicited from internship organizations. Responses received were categorized into five categories (See Fig. 7.6).

Fig. 7.6: Suggestions: Strengthen We Care Internship



A total of 50% (60) of the respondents did not offer any suggestions as they were satisfied with the approach adopted by NMIMS for executing the We Care internship (See Fig. 7.6).

7.6.1 Strengthen Academic Inputs: Non-profits

We Care internship intends to create social awareness about the developmental issues and their management amongst the student community. In this context, 13% (16) of respondents felt that the academic inputs with regards to non-profits should be strengthened. Sharing this further, Kid Power, Visakhapatnam mentioned *“NMIMS does a lot of hard work to ensure that the students are on time and do their best. However if there is a subject in the curriculum on non-profits - they can achieve more”*. Navjivan Center for Development, Mehsana shared *“We Care internship program is well designed but as B-School you may develop leadership program (5 to 6 hours) for Non-Profit Leader which will enhance their capacity and orientation to lead the team”*. SAMPARC, Pune shared *“There is a need to give more orientation of role of NGO in development and social work in India”*.

Emphasizing the need for robust induction Yuva Parivartan Institute of Skill Development, Mumbai shared, *“For a virtual internship to be successful student orientation to the target audience & organization beforehand is very critical. Student motivation is also important”*. Roshni Educational Society, Faridabad mentioned, *“If interns are given some familiarity about the organization before they join and come prepared with some innovative ideas that would be more useful”*.

Orientation about the intern’s capacities in advance was also expected by some respondents such as, Mountain Children’s Foundation, Dehradun mentioned *“If the internship is to be virtual the next time perhaps the interns can state what their capacities are in the virtual world and how they can support the organization they want to intern with”*. Udgam Charitable Trust, Gandhinagar proposed peer learning to inculcate the importance of the internship. He mentioned *“Previous interns should motivate juniors. They should not give the impression that the internship can be taken for granted. NMIMS needs to look into it so that future interns can work seriously with NGO”*.

Spandan Holistic Institute suggested that interns should develop a habit of self-reflection. Specifically, they mentioned, *“Apart from various skills and knowledge, interaction with NGO should provide interns an opportunity to develop their sensitivity, to appreciate phenomena from a different perspective and above all true orientation to service. In fact, in the end, an intern should discover himself in the spectrum of self-centered to selfless individuals. This will help immensely his elevation beyond independence into interdependence resulting in victory of the society, of course ensuring the victory of the self. NGO and Interns both should be sensitized to this objective of the internship”*.

7.6.2 Modify: Mode of Internship:

With the backdrop of the Covid-19 pandemic, the mode of the We Care internship adopted by NMIMS in 2021 was different from the previous years. As a result, 29% (34) of respondents made suggestions with regard to modifying the mode of internship. 14 respondents expressed a preference for offline/physical internships. In this context, Gram Vikas Trust, Bharuch mentioned,

“We would want the interns to work exclusively on the field and not virtually as development sector demands more of field experience”. Umang Charitable Trust, Mumbai shared, *“We understand that due to pandemic the internship had to be virtual, however our earlier experiences of the physical internship is much better and would be beneficial to the interns also as they would get actual connect with our special children”.* NASVI, Patna mentioned, *“Social work cannot be done virtually as it does not help in achieving the desired outcomes and impact. I suggest continuing with a physical internship while maintaining all the protocols like our staff”.*

A combination of offline and online internship to ensure better learning was suggested by 12 respondents. For instance, Animedh Charitable Trust shared, *“Now I wish this could be a longer engagement. Also a blended version with some in-person/in-field interaction will enhance their understanding and make their work more meaningful”.* Towards Future, Kolkata mentioned, *“They need to find the opportunity to interact with the project beneficiaries. This interaction might help them to understand the organizational activities in a better way”.* Oscar Foundation, Mumbai shared, *“It would have been great to have Vinamar in person. We would have probably achieved more then. It is difficult to monitor the students and mentor them in a virtual environment. If it was partly at least physical it would have been better”.*

This year the internship was concurrent due to uncertainties faced at the beginning of the academic year. Thus 8 respondents suggested having block placements in future to ensure undivided attention of interns and better outcomes. In this context, Sense International India, Ahmedabad shared, *“It becomes a bit difficult to track and monitor student's work when they are working virtually. Also, working 2 days a week creates a break in the flow of work. Much preferable option would be continuous working for 21 days without any break in between”.* Aastha Parivar, Mumbai shared *“Would like to suggest, that interns be allowed to allocate dedicated time for organization work during internship. This time it was very difficult for them as they were also completing their tasks and assignments given by the institute and had their academic deadlines to be met”.*

Additional suggestions with regard to increasing the number of students placed, change in internship days in the concurrent mode of internship from the beginning of the week to end of the week, increase in internship duration and strategic alignment of skillsets and NGO requirements were given by 8% (9) respondents.

8. Workshops and Evaluation

8.1 We Care Orientation Workshops

To orient the students towards the We Care internship, Jasani Center’s faculty members conducted 11 workshops between November 18 and 30, 2020. Three students could not attend the workshop due to a clash with the lecture schedule or health issues. Regional Mentor oriented them later through individual induction sessions.

8.2 Post-Internship Evaluation

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

1. Submission of soft copy of the final project report to the internship organization, faculty mentor and *We Care* team in Mumbai.
2. Securing 'Certificate of Completion' from the internship organization.
3. Securing 'Certificate of Completion' from faculty mentors on the basis of:
 - Communication with the faculty mentor before as well as during the internship
 - Submission of the Completion Certificate issued by the Internship Organization
 - Submission of soft copies of daily and monthly reports duly approved and validated by email by the organizational mentor
 - Submission of a soft copy of the final report.
 - Viva-voce based on the final project report and We Care Rubric

9. Agenda Ahead

Based on the feedback received from the students and the organization mentors, in the forthcoming year, the We Care internship needs to be implemented in a block placement format. Depending upon the pandemic scenario in India the School of Business Management NMIMS will take a call on finalizing the mode of internship. The Jasani Centre will strive to make efforts to fortify the internship experience of both the students and the placement organizations by strengthening the academic inputs about the social sector through curricular and non-curricular activities. It will also focus on developing a strategic fit between the skill sets of interns and the requirements of NGOs. The center looks forward to facilitating rigorous internship induction with the help of senior students and strengthening the Faculty Mentor support to enhance the quality of deliverables and learning experience of students.

Annexure I

SVKM's NMIMS
School of Business Management

We Care: Civic Engagement 2021
MBA (Batch 2020-2022)

Student Data Form

Note: In view of the COVID 19 pandemic the School of Business Management, NMIMS has decided to execute We Care internship in an online mode between January 11 to March 30, 2021. In this duration, students will be required to work for two days a week (every Monday and Tuesday) with NGOs / few CSR departments. Per day each student has to contribute 7-8 hours. The total working days for the We Care internship will be 21 days.

1. Name:
2. Gender:
 - a. Male
 - b. Female
3. Age Bracket: (Select an appropriate option)
 - a. 20 years to 24 years completed
 - b. 25 years and above
4. Course: (Select an appropriate option)
 - a. FTMBA (Core)
 - b. MBA - HR
5. Division: (Select an appropriate option)
 - a. FTMBA (Core)
 - b. MBA - HR
6. Roll No (A001 / HR-A001):
7. SAP ID:
8. NMIMS Email ID:
9. Mobile No:
10. Current Residential Address:
11. City / Town:
12. District:
13. State:
14. Pin code:
15. Last Degree:
16. Volunteer Skill Set: (Select the appropriate options)
 - a. IT Skills (includes designing software/designing website/developing mobile app)
 - b. Marketing Skills (includes social media marketing/online branding)
 - c. Teaching Skills (includes designing online curriculum/online delivery of lecture sessions/designing teaching material)

- d. Finance Skills (includes budgeting/financial analysis)
 - e. Research skills (includes secondary research/data analysis/report writing)
 - f. Creative Arts (includes designing promotion material/video making)
 - g. Communication skills (includes drafting case stories/case studies/reports/mailers)
 - h. Other, specify
17. Work Experience: (Select the appropriate option)
- a. No experience
 - b. Up to 2 years
 - c. Above 2 years
18. If you have work experience, specify:
- a. Name of the Organization
 - b. Sector: (Select the appropriate options)
 - i. Finance
 - ii. Marketing
 - iii. HR
 - iv. IT
 - v. Operations
 - vi. None (Fresher)
 - vii. Other, specify
19. Language proficiency, other than English
- i. Bengali
 - ii. Gujarati
 - iii. Hindi
 - iv. Kannada
 - v. Malayalam
 - vi. Marathi
 - vii. Marwadi
 - viii. Odia
 - ix. Punjabi
 - x. Sindhi
 - xi. Tamil
 - xii. Telugu
 - xiii. Other specify:
20. Intended field of Internship²: (Give any 4 Preferences³)
- i. Child Welfare
 - ii. Community Development
 - iii. Differently-abled
 - iv. Environment
 - v. Health
 - vi. Livelihood

² Efforts will be made to locate credible 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.

³ Some organizations may ask for internship fees ranging from Rs. 400/- to 2000/- which will have to be borne by the student.

- vii. Micro Finance
- viii. Rural Development
- ix. Skill development
- x. Women Empowerment
- xi. No Preference

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

Annexure II

List of Faculty Mentors And Regional In-charge

Faculty Mentors

Faculty Mentor	No. of students
Prof. Amita Shivhare	12
Prof. Amrita Bansal	11
Prof. Anupam Rastogi	11
Prof. Arti Deo	11
Prof. Arun Sharma	12
Prof. Ashu Sharma	11
Prof. Bala Krishnamoorthy	10
Prof. Bijayinee Patnaik	12
Prof. Binesh Nair	12
Prof. Chandan Dasgupta	11
Prof. Chandrima Sikdar	11
Prof. Dayanand Shetty	11
Prof. Durgesh Tinaikar	12
Prof. Gayathri Sampath	10
Prof. Geeta D'Souza	12
Prof. Harikumar Iyer	10
Prof. Hema Bajaj	11
Prof. Hitesh Kalro	12
Prof. Madhavi Gokhale	11
Prof. Mayank Joshipura	11
Prof. Medha Bakhshi	12
Prof. Meena Galliarda	13
Prof. Mukund Prasad	11
Prof. Nafisa Kattarwala	12
Prof. Neha Sadhotra	12
Prof. Papiya De	11
Prof. Paritosh Basu	11
Prof. Pradeep Pai	11
Prof. Preeti Khanna	11
Prof. Ranjan Chakravarty	11
Prof. Rashmi Khatri	12
Prof. Ritesh Haldankar	12
Prof. Rose Antony	12
Prof. Sachin Mathur	11

Prof. Samveg Patel	12
Prof. Sangeeta Wats	11
Prof. Sangita Kamdar	11
Prof. Santana Pathak	12
Prof. Sateesh Shet	12
Prof. Satish Kajjer	14
Prof. Seema Rawat	11
Prof. Shailaja Rego	11
Prof. Smita Mazumdar	11
Prof. Smriti Pande	12
Prof. Somnath Roy	11
Prof. Souvik Dhar	12
Prof. Srinivas Ainavolu	11
Prof. Subhadip Mukherjee	11
Prof. Sudhanshu Pani	12
Prof. Sujata Mukherjee	15
Prof. T.T. Kachwala	11
Prof. Veena Vohra	11
Prof. Vikas Gadre	10
Prof. Vivek Subramanian	11
Ms. Anjalika Gujar	13
Ms. Bhawna Kothari	12
Grand Total	643

Regional In-charge

Regional In-charge	Organization State	No. of students
Prof. Meena Galliara	Haryana, Maharashtra, Uttarakhand	173
Prof. Satish Kajjer	Andhra Pradesh, Goa, Jharkhand, Karnataka, Kerala, Odisha, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh	157
Prof. Sujata Mukherjee	Assam, Bihar, Himachal Pradesh, National Capital Territory of India (Delhi), West Bengal	146
Ms. Anjalika Gujar	Chandigarh, Chhattisgarh, Gujarat, Madhya Pradesh, Maharashtra, Punjab	167
Grand Total		643

Annexure III

SVKM's NMIMS School of Business Management

We Care: Civic Engagement Internship - 2021 Student Feed Back Form

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

To review and revise the internship programme we request you to provide us with your feedback. * Required

NMIMS Email Id* ^{#4}	_____
Roll No (A001/HR-A001)*	_____
Name *	_____
Gender*	_____
1. Male	
2. Female	
3. Other	
Programme*	
1. MBA	
2. MBA HR	
Division*	_____
Name of the Internship Organization*	_____
Placement City*	_____
Placement State*	_____
Faculty Mentor*	_____

1. Internship

1.1 Mode of the internship*

1. Completely virtual
2. Semi-virtual
3. Totally on field

1.2 On an average how many hours did you work per week*

1. ≤ 10 hours
2. 11 to 15 hours
3. >15 hours

1 # indicates that the data will be automatically captured in the online form

1.3 Project Category* Please select one/more options as applicable

1. Agri Projects
2. Business Development
3. Child welfare / Educational Projects
4. Content Development
5. CSR Projects
6. Desk Research
7. Digital Marketing
8. Disability Inclusion Projects
9. Documentation- Reports/Cases
10. Economic Empowerment Projects
11. Environmental Projects
12. Field Research
13. Financial Literacy/Inclusion
14. Financial Management
15. Fundraising
16. Health Projects
17. Human Resource Management
18. Management Information Systems (MIS)
19. Project Management
20. Social Marketing
21. Social Media Marketing
22. Soft Skill Development
23. Technical Projects
24. Women Empowerment
25. Other (please specify)

1.4 Unique contribution made by you to the Organization apart from the projects mentioned in Q. 1.3*

2. Quantitative Feedback - Please rate your opinion on a scale of 1 – 5 for Q 2.1 to Q 2.3

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

2.1 Satisfaction with the Organization in which you were placed*

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

2.2 Allotment of Projects*

1. Importance of the project to the Organization
2. Clarity on expectations of the Organization

3. Autonomy given to complete the project
4. Support received from organizational mentor to complete the project

2.3 Reports*

1. Clarity on the reporting format
2. Clarity on frequency and mode of reporting
3. Clarity about submitting daily logs
4. Clarity about submitting monthly reports
5. Clarity about final report

3. We Care Learning and Feedback

3.1 Do you feel that We Care virtual/semi-virtual internship was a learning experience*

1. Yes
2. No

3.2 If your answer to question VIII is Yes, please mention your major learnings. (Skip this question if it is not applicable to you)

3.3 If your answer to question VIII is No, then kindly explain what was lacking? What more could have been done (Skip if this question if it is not applicable to you)

3.4 Key challenges faced during the internship. Please select one/more options as applicable

- Delay in work allotment
- Appropriate work not being allotted
- Data for completing the assignment was delayed
- Lack of clarity on task allotted and reporting format
- My skills were not utilized appropriately by the organization
- Unable to contact organization mentor
- Organization expected me to travel intercity for field work
- Due to remote location I had poor internet connectivity
- I was unable to connect with my Faculty Mentor/Regional Incharge/We Care Team

3.5 How did you overcome those challenges? Please select one/more options as applicable

- Escalated issues to Faculty Mentor
- Escalated issues to Regional Mentor
- Escalated issues to We Care team
- Sought clarity from the Organization Mentor
- Any other _____

3.6 Suggestions for Improvement of the We Care Internship programme

Annexure IV

SVKM's NMIMS School of Business Management

We Care: Civic Engagement Internship - 2021 **Organization Feed Back Form**

We Care: Civic Engagement Internship is a compulsory part of our MBA curriculum. We sincerely appreciate the cooperation extended by you in accommodating our student(s) in your organization for a virtual/semi-virtual internship.

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

* Required

Name of the Internship Organization* _____
Placement City* _____
Placement State* _____

1. Internship

1.1 Mode of the internship*

1. Completely virtual
2. Semi-virtual
3. Totally on field

1.2 On an average how many hours did intern(s) work per week*

1. ≤ 10 hours
2. 11 to 15 hours
3. >15 hours

2. Quantitative feedback- Please rate your opinion on a scale of 1 – 5 for Q 2.1 to Q 2.4

2.1 Satisfaction with Intern's Conduct* Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

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

2.2 Quality of Work* Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

1. Provided innovative ideas
2. Displayed clarity in designing a plan of action
3. Adhered to project deadlines

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

1. Regularity in submission of daily logs
2. Regularity in submission of monthly reports
3. Regularity in submission of the final report
4. Presentation and overall quality of the final report

2.4 Satisfaction with virtual/semi-virtual internship as compared to physical internship?*

Highly Dissatisfied – 1, Moderately Dissatisfied – 2, Neutral (Neither Satisfied/Nor Dissatisfied) – 3, Moderately Satisfied – 4, Highly Satisfied – 5.

3. Additional information

a. Specific Remarks about Interns' Contribution*

b. Suggestions for Improvement of the We Care Internship programme

Annexure V

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 :** _____

Annexure VI

Interim Feedback Form

(Form for collecting online feedback from the POCs)

Email Address : _____

POC Name : _____

Name of the Organization : _____

City : _____

State : _____

With regard to We Care internship, please share any concerns which you or your team members are facing : _____

Any suggestions from you to facilitate the internship : _____

Name of the Faculty Mentor : _____

Name of the Regional In-charge : _____

Annexure VII

List of Projects

Project Title	Name of the organization	Organization City	Organization State / UT
Increasing Visibility & Business Plan Development for Aadhar Gyan Dhatri Samiti	Aadhaar Gyan Dhatri Samiti	Bhopal	Madhya Pradesh
Study of Family Based Care Project Offered by Aarambh Education & Community Development Society	Aarambh Education & Community Development Society	Indore	Madhya Pradesh
Research on Tribal Areas of Araku Valley	Aarohan	New Delhi	National Capital Territory of India (Delhi)
		Greater Noida	Uttar Pradesh
Research on Migrant Sex Workers at Aastha Parivaar	Aastha Parivaar	Mumbai	Maharashtra
Process Improvement : Able Charities	ABLE Charities	Faridabad	Haryana
Study of Various Key Provisions Mandated for Disability Organizations	Academy of Learning and Development	Mumbai	Maharashtra
Online Education on Python Programming for Adarsh Charitable Trust	Adarsh Charitable Trust	Ernakulam	Kerala
Research: POSCO, Juvenile Justice Act & Live Cases	Adarsh Seva Sansthan	Jamshedpur	Jharkhand
Transcribing Videos at AWWA	Affus Woman Welfare Association (AWWA)	Hubbali (Hubli)	Karnataka
Fund Raising strategy Development for Agastya	Agastya International Foundation	Bengaluru	Karnataka
National Education Program Outreach Strategy and Increasing Visibility for Agastya International Foundation	Agastya International Foundation	New Delhi	National Capital Territory of India (Delhi)
Mentorship and Social Media Support for Agrasar	Agrasar	Gurugram (Gurgaon)	Haryana
Digitization of HRMS, Marketing support & Documentation for AAS	Aim for the Awareness of Society (AAS)	Indore	Madhya Pradesh
Strategy Development: Revenue Enhancement for Amrit Foundation	Amaltas Consulting Private Limited	New Delhi	National Capital Territory of India (Delhi)
Crowdfunding & Social Media Marketing for Angel India Foundation	Angel India Foundation	Kolkata	West Bengal
Project Management & Documentation for Animedh Charitable Trust	Animedh Charitable Trust (ACT)	Mumbai	Maharashtra
Development of Hemp Industry Business Plan & English Communication Module for ANK	ANK	New Delhi	National Capital Territory of India (Delhi)
Study on Various Programs and Schemes offered by Annapurna Parivar	Annapurna Pariwar	Pune	Maharashtra
Marketing & Sales Strategy for Avani	Anyay Rahit Zindagi (ARZ)	Vasco Da Gama	Goa
Curriculum Development Support for Project Based Learning program of AROH Foundation	AROH Foundation	Noida	Uttar Pradesh
Designing Strategy for Broom Making Business & Eco-Tourism in the Villages of Meghalaya	AROH Foundation	Noida	Uttar Pradesh
Social Media Strategy and Documentation at Arpan	Arpan	Mumbai	Maharashtra
Deveoping Online Teaching Aids for Aseema	Aseema	Mumbai	Maharashtra

Project Title	Name of the organization	Organization City	Organization State / UT
Social Marketing ASHA-CHINH Welfare Society	ASHA-CHINH Welfare Society	Ludhiana	Punjab
Increasing Visibility & Fundraising for Ashadeep	Ashadeep	Guwahati	Assam
Increasing Visibility of ASHRAY	ASHRAY - South Vihar Welfare Society for Tribal	Ranchi	Jharkhand
Research : Impact of COVID-19 on PwDs	Ashray Akruti	Hyderabad	Telangana
Documentation support for Various Projects Undertaken by Association For Social and Health Advancement	Association For Social and Health Advancement (ASHA)	Kolkata (Bidhannagar / Salt Lake City)	West Bengal
Launch of YouTube Channel and Content Creation for ASHI Haryana	Association For Social Health In India (ASHI)	Panchkula	Haryana
Event Management for Atma	Atma	Mumbai	Maharashtra
Fundraising and social media marketing for Atma Foundation Thrissur	Atma Foundation Thrissur	Thrissur	Kerala
Formation of Guide on Social Welfare Schemes & Social Media Strategy for Bachpan Bachhao Andolan	Bachpan Bachhao Andolan	Mumbai	Maharashtra
Employee Volunteering Programme & Documentation of Bajaj Electrical's CSR Initiatives	Bajaj Electricals Limited	Mumbai	Maharashtra
Increasing Visibility: Tobacco Free Kumbh	Balajee Sewa Sansthan	Dehradun	Uttarakhand
Partnership Development for Bapuji Rural Enlightenment and Development Society	Bapuji Rural Enlightenment and Development Society (BREDS)	Visakhapatnam	Andhra Pradesh
Increasing Visibility & Crowd Funding for Barnamala Educational and Cultural Society	Barnamala Educational and Cultural Society	Kharagpur	West Bengal
Increasing Visibility & Upgradation of Performance Management System for Baroda Citizens Council	Baroda Citizens Council	Vadodara	Gujarat
Teaching Support for Bharat Memorial Charitable Trust, "Neev"	Bharat Memorial Charitable Trust, "Neev"	Gurugram (Gurgaon)	Haryana
Leadership Pipeline Development for Bharti Foundation	Bharti Foundation	Gurugram (Gurgaon)	Haryana
Digitization & Documentation for Blind People's Association	Blind People's Association	Ahmedabad	Gujarat
Financial Literacy Module Development & Digital Media Strategy for Bosconet	Bosconet	New Delhi	National Capital Territory of India (Delhi)
Operational support, Increasing Visibility and Content Development : Bright Future	Bright Future	Mumbai	Maharashtra
Increasing Visibility and Fundraising for Caring Souls Foundation	Caring Souls Foundation (CASOF)	New Delhi	National Capital Territory of India (Delhi)
Crowd Funding - Child Cancer Patients	Caring Souls Foundation (CASOF)	Vellore	Tamil Nadu
Social Marketing for Crowd Funding for Caring Souls Foundation	Caring Souls Foundation (CASOF)	Lucknow	Uttar Pradesh
Increasing Visibility & Documentation at CSA	Catalysts for Social Action (CSA)	Mumbai	Maharashtra
Research : Business Plan Development for Pochampally Handloom Weavers	Center for Action Research and People's Development (CARPED)	Hyderabad	Telangana

Project Title	Name of the organization	Organization City	Organization State / UT
Digitization & Comparative Analysis of CHETNA	Centre for Health Education, Training and Nutrition Awareness (CHETNA)	Ahmedabad	Gujarat
Study on Livelihood & Food Security Schemes for Disaster Mitigation	Centre for Youth and Social Development (CYSD)	Bhubaneswar	Odisha
Research & Documentation for Chaitanya Charitable Trust	Chaitanya Charitable Trust	Jamnagar	Gujarat
Examining Juvenile Justice Act, 2015	Chetana Conscience of Women (CCW)	New Delhi	National Capital Territory of India (Delhi)
Documentation of HR Policies and Management of Projects offered by Child Help Foundation	Child Help Foundation (CHF)	Mumbai	Maharashtra
Fund Raising for Child Help Foundation	Child Help Foundation (CHF)	Chennai	Tamil Nadu
Online Fund Raising & Operational Support for Various Initiatives of CRY	Child Rights and You (CRY)	Kolkata	West Bengal
Increasing Visibility for Chiragh Society	Chiragh Society	Firozabad	Uttar Pradesh
Vendor Development and Student Welfare: Cholai	Cholai - Action for Child Labour	Chennai	Tamil Nadu
IRDP Creation and Accessibility Survey	Chotanagpur Sanskritik Sangh	Ranchi	Jharkhand
Digital Marketing for Community Action Society	Community Action Society	Kolkata	West Bengal
Livelihood Generation for Migrant Labourers	Community Advancement & Rural Development Society (CARDS)	Raipur	Chhattisgarh
Project Management Support for Various Initiatives of Connecting Dreams	Connecting Dreams Foundation	New Delhi	National Capital Territory of India (Delhi)
Study on Circular Economy in Textiles & Apparel Industry	Conserve India	New Delhi	National Capital Territory of India (Delhi)
Strategy Development for Social Marketing and Fundraising for DEEDS	Development Education Service (DEEDS)	Mangalore	Karnataka
Data Compilation & Documentation at Development Support Team	Development Support Team	Ankleshwar	Gujarat
Curriculum Development & Documentation for Disha	Disha	Jaipur	Rajasthan
Childline Outreach Program at Disha Gramin Vikas Manch	Disha Gramin Vikas Manch	Bhagalpur	Bihar
Setting Up Digital Library for DCWC	District Child Welfare Council (DCWC)	Ambala	Haryana
Documentation support at Divya Disha	Divya Disha	Hyderabad	Telangana
Increasing visibility, Curriculum Development and Scholarship Programme Development : Drishti	Drishti	Mumbai	Maharashtra
FPO Marketing Strategy for Eco-Club	Eco-Club	Mahbubnagar	Telangana
Designing HR Policies & Financial Efficiency Model: Educate Girls	Educate Girls	Mumbai	Maharashtra
Teaching Support & Fundraising for Empowering Minds	Empowering Minds (EM)	Ghaziabad (Vaishali)	Uttar Pradesh
Digital Content Creation for Increasing Visibility for ETASHA Society	ETASHA Society	New Delhi	National Capital Territory of India (Delhi)
CSR Policy Development & Trend Analysis of CSR Expenditure : Excel Industries Limited	Excel Industries Limited	Mumbai	Maharashtra
Study of Beneficiary Business Models & Operational Support to Fair Trade Forum	Fair Trade Forum India	New Delhi	National Capital Territory of India (Delhi)

Project Title	Name of the organization	Organization City	Organization State / UT
CSR Impact Assessment for Welfare Related Activities conducted by Galaxy Surfactants	Galaxy Surfactants Limited	Mumbai	Maharashtra
Awareness of 1098 Helpline and the Smart Kashi App for Gandhi Adhyan Peeth	Gandhi Adhyan Peeth	Varanasi	Uttar Pradesh
Development of Green Entrepreneurship Program offered by Garbage Concern Welfare Society	Garbage Concern Welfare Society	Mumbai	Maharashtra
Increasing Visibility & Fundraising at Gayatri Seva Sansthan	Gayatri Seva Sansthan	Udaipur	Rajasthan
Lifeskill Development via 'KIGAI' Concept at Global Hunt Foundation	Global Hunt Foundation	New Delhi	National Capital Territory of India (Delhi)
Research: HIV Targeted Interventions Designed by Gram Vikas Sansthan	Gram Vikas Sansthan	Hisar	Haryana
Fund Raising & Social Media Marketing for Gram Vikas Trust	Gram Vikas Trust	Bharuch	Gujarat
Ghodbunder Road Safety Management	Green Ecospace Foundation	Thane	Maharashtra
Designing Annual Report & Fundraising Campaign for Haldibari Welfare Organization	Haldibari Welfare Organization	Haldibari	West Bengal
Project Proposal Documentation: HIMWATS	Himalaya Water Service Tatha Vikas Avam Paryavaran Sanrakshan Samiti (HIMWATS)	Haldwani	Uttarakhand
Personality and Skill Development at Hope Foundation	Hope Foundation	New Delhi	National Capital Territory of India (Delhi)
Childline Awareness Campaign & Streamlining Database of HUM	Human Unity Movement	Lucknow	Uttar Pradesh
Skill Development at IBTADA	IBTADA	Alwar	Rajasthan
Development of Video Content & Improving Social Media Reach of IDEA Foundation	Idea Foundation	Pune	Maharashtra
Documentation and Execution of Financial Literacy Program at IIFL	IIFL Foundation	Mumbai	Maharashtra
Needs Assessment: Mundota Village	I-India	Jaipur	Rajasthan
Upgrading Financial Literacy Modules for IFLI	Indian Financial Literacy Initiative (IFLI)	Vashi	Maharashtra
Social Media Marketing Strategy for IICP	Indian Institute of Cerebral Palsy (IICP)	Kolkata	West Bengal
Digital Content Development at Indian National Portage	Indian National Portage Association (INPA)	Chandigarh	Chandigarh
Retail Fundraising Strategy Development for Indian School of Democracy	Indian school of Democracy	New Delhi	National Capital Territory of India (Delhi)
Analysis of Financial MIS & Microfinance Process Documentation at IRCED	Institute of Rural Credit and Entrepreneurship Development (IRCED)	Sangli	Maharashtra
Increasing Visibility of Muktidhara Campaign	Jai Bhim Vikas Shikshan Sansthan	Jodhpur	Rajasthan
Beneficiary Feedback & Case Studies Documentation for Jan Shikshan Sansthan	Jan Shikshan Sansthan	Palakkad	Kerala
Documentation Support for Various Activities of Janhit Foundation	Janhit Foundation	Meerut	Uttar Pradesh
Increasing Visibility and Fundraising at Jeevan Asha Charitable Society	Jeevan Asha Charitable Society	Thane	Maharashtra
Social Media Marketing for Jeevantirth	Jeevantirth	Gandhinagar	Gujarat

Project Title	Name of the organization	Organization City	Organization State / UT
Digitization of Database & Career Counseling at Jeevodaya	Jeevodaya	Itarsi	Madhya Pradesh
Study on Empolymnt of PwDs & Designing Jigyasa Information Bulletin	Jigyasa Charitable Trust	New Delhi	National Capital Territory of India (Delhi)
Business Development for Organic Products of Kamalnayan Jamnalal Bajaj Foundation	Kamalnayana Jamnalal Bajaj Foundation	Wardha	Maharashtra
Fundraising & Promotion of agro-based activities undertaken by KARM	Karm	Mumbai	Maharashtra
Teaching Support at Kartavya	Kartavya	Dhanbad	Jharkhand
Student Data Management & Redesigning Digital Presence of Kid Power	Kid Power	Visakhapatnam	Andhra Pradesh
Promotion of Sustainable Farming at Kisan Sanchar	Kisan Sanchar	Zirakpur	Punjab
Project Management of Educational & Health Interventions of KEF	Kotak Education Foundation	Mumbai	Maharashtra
Streamlining Standard Operating Procedures & Designing Marketing Strategy for Kshamata Transformation Center	Kshamata Transformation Centre	Thane	Maharashtra
Identification & Setting-up E-commerce Platform at Light of Life Trust	Light of Life Trust	Mumbai	Maharashtra
Digital Marketing & Sales Analytics for Project Indha	Literacy India	Gurugram (Gurgaon)	Haryana
Gyantatra Digital Campaign Strategy & B2B Marketing Strategy for Indha Project	Literacy India	New Delhi	National Capital Territory of India (Delhi)
Case Study Documentation & Marketing Strategy for Various Projects Offered by Literacy India	Literacy India	Noida	Uttar Pradesh
Sales Data Analytics for Indha & Case Study Documentation for Literacy India	Literacy India	Kolkata	West Bengal
Streamlining Financial Statements at Lok Biradri Trust	Lok Biradari Trust	Indore	Madhya Pradesh
Mentorship and Corporate Funding for Love Care Foundation	Love Care Foundation	Ghaziabad (Vaishali)	Madhya Pradesh
Mentoring Students and Business Development for SHGs at Love Care Foundation	Love Care Foundation	Ghaziabad	Uttar Pradesh
Corporate Database Creation for Fundraising for Magic Bus India Foundation	Magic Bus India Foundation	Mumbai	Maharashtra
Curriculum Development for Remedial Education	Mahita	Hyderabad	Telangana
Fundraising Startegy Development & Execution for Make-A-Wish Foundation	Make-A-Wish Foundation	Ahmedabad	Gujarat
		Mumbai	Maharashtra
		New Delhi	National Capital Territory of India (Delhi)
		Kolkata	West Bengal
Strategy Development for HR & Market Support for MANT	Manbhumi Anand Ashram Nityananda Trust (MANT)	Jalpaiguri	West Bengal
Teaching Support and Documentation For Manjari Charitable Trust	Manjari Charitable Trust	Kharghar	Maharashtra
Creating Audio-Visual Aids for Promoting Products at Mann - Center for Individuals with Special Needs	Mann - Center for Individuals with Special Needs	Mumbai	Maharashtra
Documentation Support at Manzil Welfare Society	Manzil Welfare Society	New Delhi	National Capital Territory of India (Delhi)

Project Title	Name of the organization	Organization City	Organization State / UT
Gamification of Worksheets and Increasing Visibility of Masoom	Masoom	Mumbai	Maharashtra
Awareness and Registration Support for Girl Icon Program offered by Milaan	Milaan: Be the Change	Lucknow	Uttar Pradesh
Increasing Visibility and Effectiveness of Mountain Children's Foundation	Mountain Children's Foundation	Dehradun	Uttarakhand
Education Support at Muktangan	Muktangan	Mumbai	Maharashtra
Increasing Visibility & Branding of Muskaan	Muskaan	New Delhi	National Capital Territory of India (Delhi)
Research on the Status of Multiple Disabilities in Children in India	Muskan Foundation for People with Multiple Disabilities	Mumbai	Maharashtra
Communication Strategy Development at NASVI	National Association of Street vendors of India (NASVI) / Nidan MFI	Patna	Bihar
Marketing & Communication Strategy Development for NASVI	National Association of Street vendors of India (NASVI) / Nidan MFI	Varanasi	Uttar Pradesh
Fundraising & Increasing Visibility for Nav Bhartiya Nari Vikas Samiti	Nav Bhartiya Nari Vikas Samiti	Ballia	Uttar Pradesh
Social Media Marketing and Skill Development Training Sessions for Nav Srishti	Nav Srishti	New Delhi	National Capital Territory of India (Delhi)
Process Digitization at Navajeevan Bala Bhavan Society	Navajeevan Bala Bhavan Society	Vijaywada	Andhra Pradesh
Business development plan for FPOs - Navjeevan Trust	Navjeevan Trust	Rajkot	Gujarat
Awareness Generation: Crime Against Children	Navjeevan World Peace & Research Foundation	Nashik	Maharashtra
Research & Documentation for Navjivan Center for Development	Navjivan Center for Development	Mehsana	Gujarat
Increasing Visibility for Need Vikas Sanstha	Need Vikas Sanstha	Mumbai	Maharashtra
Beneficiary Mobilization & Project Management for Nihar Skill Education	Nihar Skill Education (Youngsters Association)	Kadapa	Andhra Pradesh
Content Development for Varied Activities of Niveda Foundation	Niveda Foundation	Noida	Uttar Pradesh
Increasing Visibility and Financial Analysis at Oscar	Oscar Foundation	Mumbai	Maharashtra
Redesigning Digital Presence of Pahal	Pahal	Jalandhar	Punjab
Digital Literacy Idea Campaign Documentation & Social Marketing Strategy for Pragatee Foundation	Pragatee Foundation	Jui Nagar	Maharashtra
End-to-End Fundraising for Pragati Path	Pragati Path	Jhansi	Uttar Pradesh
Increasing Visibility & Setting-up Online Education for Prakash Deep Trust	Prakash Deep Trust (Prakashdeep)	Faridabad	Haryana
Data Compilation for Prakriti Environmental Society	Prakriti Environmental Society	Hyderabad	Telangana
Research on Digital Interventions offered by Pratham InfoTech Foundation	Pratham InfoTech Foundation	Mumbai	Maharashtra
Marketing support for Sakhi Kala - Prayas Sustainable Development	Prayas- Sustainable Development	Gandhinagar	Gujarat
Impact Analysis of Various Projects of Prayasam	Prayasam	Kolkata (Bidhannagar / Salt Lake City)	West Bengal

Project Title	Name of the organization	Organization City	Organization State / UT
Skill Assessment and Mapping Employment Opportunites for Disabled	Prerona Pratibandhu Shishu Bikas Kendra	Jorhat	Assam
Increasing Visibility: Project Noor	Project Noor	Mumbai	Maharashtra
Curriculum Development & Teaching Support for Roshni Educational Society	Roshni Educational Society	Faridabad	Haryana
Event Management & Redesigning Digital Presence of RUR Greenlife Pvt. Ltd.	RUR GreenLife Private Limited	Mumbai	Maharashtra
Awareness About Rural Development Schemes offered by Rural Development Trust	Rural Development Trust	Anantapur	Andhra Pradesh
Designign Taxation-Audit Compliance System & Increasing Visibility for SAAD Foundation	SAAD Foundation	Mumbai	Maharashtra
Developing Operations Strategy & Production Center Business Plan-Alternate Livelihood for CSWs	Sahaara Charitable Society	Mumbai	Maharashtra
Study of FPO/SHG affiliated with Sahara Manch	Sahara Manch	Bhopal	Madhya Pradesh
Content Development for Online Courses offered by Sahiti Charitable Trust	Sahiti Charitable Trust	Rajahmundry	Andhra Pradesh
Skill Development Training for Benefeciaries of Sahyog - Care for You	Sahyog - care for you	New Delhi	National Capital Territory of India (Delhi)
Corporate Database Creation & Increasing Visibility for Sakaar Outreach	Sakaar Outreach	New Delhi	National Capital Territory of India (Delhi)
Study: Impact of COVID-19 on beneficiaries of Sakthi Vidiyal	Sakthi – Vidiyal	Madurai	Tamil Nadu
Financial Literacy Content Development & Delivery for Salaam Bombay Foundation	Salaam Bombay Foundation	Mumbai	Maharashtra
		Pune	Maharashtra
MIS System: UNFPA Program at Chhatarpur district	Samarthan	Sehore	Madhya Pradesh
Social Media Strategy & Drafting Concept Notes for Various Programs of Samavedana	Samavedana	Pune	Maharashtra
Comparitive Study of Waste Management Enterprises	Samruddhi A Workskills Training Academy Foundation Society	Nagpur	Maharashtra
Handling Education Projects for Sankalp	Sankalp	Jamshedpur	Jharkhand
Study of Effective Solid Waste Management in Rural Areas	Satyam Samaj Seva Samiti	Etawah	Uttar Pradesh
Designing Project Proposal and Donor Database Creation for STCI	Save the Children India	Mumbai	Maharashtra
Upgradation of Financial Literacy Modules & Delivery for SHARP	School Health Annual Report Programme (SHARP) [Partner of Salaam Bombay Foundation]	Jaipur	Rajasthan
Fundraising Database Creation & Advocacy for Sense International India	Sense International India	Ahmedabad	Gujarat
		New Delhi	National Capital Territory of India (Delhi)
Development of Data Management Systems for Projects at Seva Sahyog Foundation	Seva Sahyog Foundation	Mumbai	Maharashtra
Documentation for National Programme for Organic Production (NPOP)	Shramik Bharti	Kanpur	Uttar Pradesh
Strategy Development for Business Growth - Shree Mahadev Educational & Rehabilitation Public Charitable Trust	Shree Mahadev Educational & Rehabilitation Public Charitable Trust	Surat	Gujarat

Project Title	Name of the organization	Organization City	Organization State / UT
Research & Market Support for Shrimad Rajchandra Love & Care	Shrimad Rajchandra Love and Care (SRLC)	Ahmedabad	Gujarat
Research on Skill Development Projects of National Skill Development Corporation	Shrimad Rajchandra Love and Care (SRLC)	Mumbai	Maharashtra
Increasing Visibility for Siliguri Subhaspally Welfare Organisation	Siliguri Subhaspally Welfare Organisation	Siliguri	West Bengal
Skill Enhancement & Documentation: Smile Twin e-learning Program	Smile Foundation	Mumbai	Maharashtra
Online STeP Sessions & Placement Support for the Beneficiaries of Smile Foundation	Smile Foundation	Kolkata	West Bengal
Development of SAMPARC Magazine	Social Action For Manpower Creation (SAMPARC)	Talegaon	Maharashtra
Video Lecture Series for Online Teaching at SADRAG Centers	Social and Development Research and Action Group (SADRAG)	Noida	Uttar Pradesh
Dairy: Business Plan Development & Financial Assessment	Society for Action in Community Health (SACH)	Ludhiana	Punjab
Social Marketing for Various Initiatives of SAHASH	Society for Animal Health Agriculture Science and Humanity (SAHASH)	New Delhi	National Capital Territory of India (Delhi)
Sponsorship Generation at SHUBDHA	Society for Humanism and Universal Backward's Habitation development Activities (SHUBDHA)	Ajmer	Rajasthan
Curriculum Development & Teaching Support for SPAD	Society For People's Action For Development (SPAD) [Partner NGO of Salaam Bombay Foundation]	Bengaluru	Karnataka
Marketing campaign development for SPECTRA	Society for Public Education, Cultural Training and Rural Action (SPECTRA)	Alwar	Rajasthan
Identification of Employment Opportunities & Fundraising for Sol's ARC	Sol's ARC (Assessment and Remedial Centre)	Mumbai	Maharashtra
Mentoring Childern and Increasing Visibility for SOS Children's Village, Raipur	SOS Children's Villages of India	New Delhi	National Capital Territory of India (Delhi)
Teaching Support at SOS Children's Villages of India	SOS Children's Villages of India	New Delhi	National Capital Territory of India (Delhi)
Activity Documentation of Spandan Holistic Institute	Spandan Holistic Institute (M.B. Barvalia Foundation)	Mumbai	Maharashtra
Comprehensive Study on Khorkus Tribes	Spandan Samaj Seva Samiti	Bhopal	Madhya Pradesh
Increasing Visibility of Sparsh Balgram	Sparsh Balgram	Pune	Maharashtra
Social Marketing Research for Sri Arunodayam Charitable Trust	Sri Arunodayam Charitable Trust	Chennai	Tamil Nadu
Study Stree Mukti Sanghatana's Women Empowerment program for Female Rag Pickers	Stree Mukti Sanghatana	Mumbai	Maharashtra
Designing Coffee Table Book & Annual Report for Sujaya Foundation	Sujaya Foundation	Mumbai	Maharashtra
Corporate Database for Fundraising at Sukarya	Sukarya	Gurugram (Gurgaon)	Haryana
Impact Study & Increasing Visibility of Swadhaar FinAccess	Swadhaar FinAccess	Mumbai	Maharashtra
Increasing Visibility of Swadhaar IDWC	Swadhaar IDWC	Pune	Maharashtra

Project Title	Name of the organization	Organization City	Organization State / UT
Life Story Documentation of PwDs for Swami Brahmanand Pratishthan	Swami Brahmanand Pratishthan	CBD Belapur	Maharashtra
Branding and Fundraising for Tapan Rehabilitation Society	Tapan Rehabilitation Society	Karnal	Haryana
Impact Assessment Report & Human Resource Development Support : Taru Naturals	Taru Naturals	Mumbai	Maharashtra
Economic Empowerment for Benefeciaries of TCSR D	Tata Chemicals Society for Rural Development (TCSR D)	Mithapur	Gujarat
Program Support and Content Development for Teach For India	Teach For India	Mumbai	Maharashtra
Digital Education Support for The Akanksha Foundation	The Akanksha Foundation	Pune	Maharashtra
Documentation Support for Various Activities of The Society for Door Step Schools	The Society for Door Step Schools	Mumbai	Maharashtra
Teaching Support for The Society for Door Step Schools	The Society for Door Step Schools	Pune	Maharashtra
Financial Literacy Content Development & Delivery for Tomorrow's Foundation	Tomorrow's Foundation [Partner NGO of Salaam Bombay Foundation]	Kolkata	West Bengal
Documentary on Towards Future's 12 years journey	Towards Future	Kolkata	West Bengal
Curriculum Development & Teaching Support for Trishul	Trishul	Mumbai	Maharashtra
Increasing Visibility : Global Giving Platform for Trivandrum Don Bosco Veedu Society	Trivandrum Don Bosco Veedu Society	Thiruvananthapuram (Trivandrum)	Kerala
Online Student Engagement Activities at Udaan Society	Udaan Society	Aligarh	Uttar Pradesh
Strategy Development of Women Achiever's Award offered by Udgam Charitable Trust	Udgam Charitable Trust	Gandhinagar	Gujarat
Management of Fundraising Activities for Uma Educational & Technical Society	Uma Educational & Technical Society	Kakinada	Andhra Pradesh
Documentation Support for Various Activities of Umang Charitable Trust	Umang Charitable Trust	Mumbai	Maharashtra
Swachata Action Plan & Project Reports for UTHAN	Urban Tribal and Hill Advancement Society (UTHAN)	Kangra	Himachal Pradesh
Child Protection Policy (CPP) and Social Media Marketing for Vardhisnu	Vardhisnu	Jalgaon	Maharashtra
Youth Employment Research & Project Management for Vidya Mumbai	VIDYA Mumbai	Mumbai	Maharashtra
Comparitive Study of Homes for the Elderly	Vijay Krida Mandal (VKM)	Mumbai	Maharashtra
Policy Documents Update at Vikalp Foundation	Vikalp Foundation	Gaya	Bihar
Increasing Visibility & Fundraising Strategy for Vikas Sahayog Pratishthan	Vikas Sahyog Pratishthan	Mumbai	Maharashtra
Study on Role of Technology in Inclusive Education offered by Vishwas India	Vishwas India	Gurugram (Gurgaon)	Haryana
Fundraising & Tribal Land Mapping at Waatavaran.	Waatavaran Climate Environment Sustainability Foundation	Kharghar	Maharashtra
Women's Collective Annual Report Documentation	Women's Collective	Chennai	Tamil Nadu

Project Title	Name of the organization	Organization City	Organization State / UT
Studying and Strategizing Operations at WORD	Women's Organisation in Rural Development (WORD)	Andikadu	Tamil Nadu
Fund Raising Campaign & Social Media Marketing for Youth Alliance	Youth alliance	New Delhi	National Capital Territory of India (Delhi)
Creating Audio-Visual Aids for Mental Health	Yuva Parivartan Institute of Skill Development [Kherwadi Social Welfare Association (KSWA)]	Mumbai	Maharashtra

Annexure VIII

We Care Timeline

Internship Execution: Schedule of	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May
Pre internship activities															
Initial planning															
Sourcing & contacting internship															
Collating students' details and CVs															
Placement process															
Designing & sharing We Care Code of Conduct & Guidelines with students															
Appointment of 54 Faculty Mentors															
We Care Orientation Workshops															
Virtual meetings with the Faculty Mentors															
Internship execution															
Post internship activities:															
Feedback from students															
Feedback from organizations															
Viva-voce conducted by Faculty Mentors & We Care documents submission															
Viva-voce conducted by Faculty Mentors & We Care documents submission															

Annexure IX

We Care 2020-21 Impact: Students' Perspective

“I realized that every individual is unique. There is something to learn from each person and this can be achieved by the exchange of stories and practicing effective listening such that the intent-impact gap can be bridged. Once the ice is broken, it is easier to connect with people, accept feedback, improve and present. Storytelling is an important and engaging art that is useful in everyday life and can help us put points effectively. I learned that different people have different struggles, but it is important to help each other and be empathetic about others' problems. Giving back to society can be rewarding. My organizational mentors Satya Sir and Yogesh Sir inspired me to continue my zest for learning, trying new things, and contributing to society by engaging in social work using my existing skills.”

- Ms. Surabhi Agrawal, Literacy India, Gurugram (Haryana)

“My internship experience at Able Charities Faridabad was amazing. The learnings were exponential. The internship exposed me to the vulnerable sections of society who are generally ignored due to our busy schedules. I was able to get a first-hand experience of the fact that the very basic facilities are not available for all. I feel blessed to be associated with an NGO that has been working day and night for the betterment of society. I was also able to realize the power of small efforts. Able Charities which was started by Mr. P. K. Khullar single-handedly now operates 10 schools and a Hospital across Faridabad. I feel this internship has been a life-changing experience and I would cherish it forever.”

- Mr. Bhuvan Dev Vashisht, ABLE Charities, Faridabad (Haryana)

“In this tenure of 21 days with Jeevodaya, I realized how good it feels to work for the social cause. Previously, I volunteered in an NGO as a teacher, but those responsibilities and learnings were entirely different from what I learned here in Jeevodaya. While performing my tasks, I learned the importance of keeping in mind your end goal before starting your work. While designing a template for the website, I learned that it should be simple and engaging at the same time. There are some new add-ons or some part was removed from the templates that I have submitted. These changes helped me to realize what should be the best content for the website for an NGO from their perspective. Team-building activities made me realize that the activities chosen by me will help the organization to have a good bonding between the students and staff as well. These made me feel responsible and kept me motivated as well. This is what I am going to take as learning in my corporate career as well.”

- Ms. Paridhi Agiwal, Jeevodaya, Itarsi (Madhya Pradesh)

“While we were bracing for the Covid storm, even institutions like NGOs were doing so. But they were in a much worse position. Many NGOs in India are already bootstrapped for resources and Covid 19 aggravated their situation. Vikas Sahyog Pratishthan is a well-established NGO. However, their stream of funds also took a hit. We learned that we need to use all our abilities to uplift people who are completely dependent on NGOs for help. We take a lot of things for granted. But every impact is magnified at the grassroots level when it's in the social sector, as the sector is still largely disorganized in India. We will apply these learnings not only in the professional world

where we would like to volunteer more for different causes but also in life, where we are more empathetic to what is happening around us. We will try to use our strengths to change the status quo. The experience with VSP, especially Ms. Pooja Pawar was great and we will cherish it for a long time ahead.”

- Ms. Simran Raina, Vikas Sahyog Pratishthan, Mumbai (Maharashtra)

“Understanding the disabilities among individuals associated with Sol’s Arc and the challenges that came along. It brought about a change of perspective where I learned to see the blessings within the disability as well. Looking at PwDs as employable adults required a thorough understanding of each disability and evaluation of their strengths and weaknesses. Instead of feeling pity or sympathy, I learned empathy.”

- Mr. Chintan Gaitonde, Sol's ARC (Assessment and Remedial Centre), Mumbai (Maharashtra)

“I learned how the backend team works in an NGO. The resources required, challenges faced, the effort that goes in designing a campaign, and how maximum impact can be brought through an initiative.”

- Ms. Nandini Bansal, Jeevantirth, Gandhinagar (Gujarat)

“I learned a lot during the internship from the wide variety of people belonging to different regions of India. I learned to mold concepts in teaching for different age groups, to teach sensitive topics such as sexual harassment of children. I also understood how to relate extra-curricular activities to concept building in teaching. For example, through the ice-cream stick activity, we made bookmarks for Independence Day and drew different kinds of salutes on the bookmarks.”

- Ms. Nikita Gupta, SOS Children's Villages of India, Raipur (Chhattisgarh)

“On the third day of my internship, I was told to shoot guidance videos of beauty parlour courses. I was wondering how it would be directed towards social service. In my opinion, donating things and clicking photos while doing so was the only social service model. But when I started working, I was able to communicate with a lot of people while covering their success stories, shooting beauty, wellness videos, and editing the experiences of women who worked with Idea Foundation. Be it having lunch with them or sipping tea, I tried to understand the reality of the conditions of people coming from different strata of the society. I realized that the best way one can help people is by empowering them. This realization motivated me to work.”

- Mr. Govind Kulkarni, Idea Foundation, Pune (Maharashtra)

“Visiting a school and interacting with children, who are short on resources but not on their strength and focus, was an amazing experience. What started as an internship and a teacher-student relationship between me and the students, turned into a friend/mentor-mentee relationship. I learned the daily hardships they go through and still come out strong on the other side. I learned from the students that we don't need material stuff to be happy.”

- Mr. Dhruv Mathur, Empowering Minds (EM), Ghaziabad (Uttar Pradesh)

“The We Care project largely revolved increasing the programme outreach which helped in immensely improvising my communication skills. I also learned structuring my work, segmenting my tasks for reaching out to people, following up with them, and finally achieving good numbers.

I also worked on writing concept notes for a new program under the NGO for which I undertook primary and secondary research in rural Uttar Pradesh. This gave me a first-hand experience of life in villages, their living condition, and their challenges. The experience made me feel grateful for my privileges and sensitive to the ground issues of our country. Towards the later stage of the internship, I worked with the MIS team for the verification of the forms. This gave me an insight into the organizational structure and how the MIS in an organization works.”

- Mr. Suvigya Hairiya, Milaan: Be the Change, Lucknow (Uttar Pradesh)

“Teaching children taught me patience. I thought teaching children would be a cakewalk, but on the very first day, I realized that each kid have different pace of learning. Things like laptops and smartphones that we consider a necessity in today's world, was something that many of the students do not have access to. The impact that lack of exposure had on them was evident. It made me wonder that there are things that we are privileged to have access to. This made me humble and grateful for what I have. The entire experience made me realize that the worst part about living in poverty, the biggest loss is ignorance.”

- Mr. Hitesh Belwal, Prakash Deep Trust (Prakashdeep), Faridabad (Haryana)

“The most important learning from the internship is that pushing limits gives the best results. In the beginning, the online scenario was difficult and tedious and everyone took time to get adjusted to it. Pushing my limits and thinking out of the box helped me grow as a person and doing primary and secondary research for the projects enhanced my knowledge and experience. Even though an offline scenario would've served the purpose better, I am pretty sure that this pandemic could not hamper the quality of internship learning.”

- Mr. Neeraj Krishnan, Atma Foundation Thrissur, Thrissur (Kerala)

“Since my work was primarily at the backend, I was able to manage work online while working with the other interns. What the internship mostly taught me was how smaller activities can have a much larger impact in the longer run - something as small as a digital creative can someday be of use to a person in need. The partnerships gave me an insight into how so many companies do try to help out NGOs and willing to contribute in monetary/non-monetary ways. Technical knowledge in terms of research and social media was also significant for me.”

- Ms. Shefali Soni, Arpan, Mumbai (Maharashtra)

“Working for the overall development of the society and understanding the issues at the grassroot level made me humble and thankful for the comfort and things I possess. It helped me to break out of my comfort zone and contribute to society in whatever way possible. Conducting primary research through surveys and interactions, and setting out recommendations for a business model which involved the concept of 4Ps, gave me a practical idea about how the researches and other marketing activities are conducted in the real world, something that I had only studied theoretically. I also understood the process of organic farming and how it positively impacts human well-being as well as ensures the sustainability and protection of the environment. The consumer survey helped me in understanding the perspective of people for food products such as their buying behavior, preferences, etc.”

- Mr. Karan Gandhi, Kamalnayan Jammalal Bajaj Foundation, Wardha (Maharashtra)

“During our internship, we realized the problems that the NGOs across the country faced. Right from political pressure, dealing with the problems of fake calls made, to the difficulty faced by the team to locate the children in distress. The members of the child welfare team worked selflessly round the clock and undertook all possible measures to spread awareness about the existing laws made by the government. We learned about the impact of having the helpline number for saving the lives of so many children. We learned how with the help of proper counseling children who had suffered from abuses of all sorts would eventually share their experiences and cooperate with the team. The most important thing we realized that there was no dearth of laws in the country or lack of initiatives by the governments. However, the underlying problem was the ineffective implementation and poor awareness regarding them.”

- Mr. Pranav Anand, Adarsh Seva Sansthan, Jamshedpur (Jharkhand)

“Critical thinking was pertinent for the development of the Ikigai Project. We had to formulate an activity plan for all the four principles of Ikigai. The project offered us the opportunity to not just apply but also hone our critical thinking abilities. We worked and focused on being more empathetic. It helped us to understand the situation and background of the students to build a stronger connection with them and consequently tailor and offer wholesome sessions. The project allowed us to practice and sharpen this skill. We realized that we were not just four individuals hoping to make a difference but we were part of a team. We had to make sure that we developed the ability to cooperate and work well with each other. We also had to cooperate with the NGO we were catering to, to make sure the quality of the sessions was maintained.”

- Mr. Anshul Sharma, Global Hunt Foundation, New Delhi (NCT-Delhi)

“The internship taught me humility and empathy. We often fail to realize how privileged and fortunate we are. This internship brought out a sense of gratitude in me. When we aspire to become managers and future leaders in our careers, we must realize that we must be socially aware citizens. The well-being of others in society also rests in our hands and our collective efforts. This broadening of the horizon and social sense would be my main learning besides the other technical tasks which I applied and further nourished my skills.”

- Mr. Avinash Khilnani, Child Rights and You (CRY), Kolkata (West Bengal)

“In all the sessions, I had experienced a smile on the faces of every child. I felt the fact that despite facing many hardships in life they have hidden all of that behind their sweet smiles and taken upon the challenge to study hard. I have learned to be more patient and understanding. These students taught me a lot of things like being down to earth in all situations and respecting the speaker and teacher. I have many times said ill things for a teacher if he was teaching some wrong concepts or otherwise, but these children have always respected every word taught. It has been the norm that corporates hire people who are willing to learn. These children were always looking forward to learn new things and apply them in their lives. Their eagerness excited me to teach challenging stuff every time. Another important learning was to never judge anyone based on knowledge, religion, languages known, culture, looks, etc. Last but not the least, I have seen in the rich families and even metropolitan cities where children do not value education. They feel that money can buy everything and studies are not that important. However, here the students value education and were eager to learn more.”

- Ms. Vrinda Aggarwal, SOS Children's Villages of India, New Delhi (NCT -Delhi)

“This project has opened my eyes to the various situations that different classes of people face. It has made us realize that we are in a position of duty, and it is our moral responsibility to help them overcome their difficulties by doing our part. We also learned how to analyze our audiences, schedule sessions, and curate content that is important to them on a realistic level. The programme’s end-to-end design and content provided us with practical experience in project planning and execution. While conducting workshops, we became aware of the importance of time management in the classroom. This project taught us patience and made us more comfortable and accommodative in general. We learned that each individual is unique and may need a different method of motivation.”

Mr. Ajinkya Ambike, The Society for Door Step Schools, Pune (Maharashtra)

Annexure X

We Care 2020-21 Impact: Organizations' Perspective

“Interns have been prompt. They always delivered excellent value-based products. They broadened our thinking with their fresh perspectives and had a sense of ownership about Jeevan Asha.”

- Ms. Carol Syllas, Project Implementer, Jeevan Asha, Thane (Maharashtra)

“Congratulations on completing the internships on, (a) Study on development of Farmers Producer Organisation (FPO) in rural areas (Shreyas, Shrirang, And Abhijeet) and (b) Self Help Group – A Key Stone of Microfinance in rural areas (Pragati And Tushar) geared towards and contributing to poverty reduction at Sahara Manch. Doing all of that extra work while continuing in the full-time position was extremely ambitious, and took a lot of effort and dedication on the part of interns. I'm sure it was worth it all, knowing that interns' achievements will make such a positive difference to their career path. Well done!”

- Mr. Ranjan Kumar, Program Coordinator, Sahara Manch, Bhopal (Madhya Pradesh)

“I am flabbergasted and in seventh heaven looking at the outcome of the project. The brochure exactly contains the data and literature, which Sankalp needs to present for external agencies to highlight our work over the decades and future roadmap. The posters are marvelous and speak out our hearts on girls' education. They will help Sankalp to promote the importance of education in far-flung areas and bring out the jewel in our children. The project on Digital Literacy was very well understood and the syllabus drafted is rightfully placed for the betterment of the students. Sankalp salutes the effort put by each one of the interns and wishes them the best in their future endeavors.”

- Mr. Shivendra Shastri, Sankalp, Jamshedpur (Jharkhand)

“The students contributed in making posters, PowerPoint presentations, and role play on topics such as goal setting, interview skills, the importance of counseling, career choice, and more. These would be used as teaching aids during individual/ group counseling sessions as per the need. Internship programs like We Care aim at helping the students grow as person & groom as responsible citizens of our country. We believe this purpose would have been served through the experience at Yuva Parivartan. It's always an honour to be associated with an esteemed institution like NMIMS & it's our pleasure to be a part of this mutually beneficial journey.”

- Ms. Smita Khanzode, Senior Counsellor (Psy) Counselling Dept., Yuva Parivartan Institute of Skill Development, Mumbai (Maharashtra)

“All three interns showed sincere enthusiasm and dedication to know about Muskan Foundation's cause. The research conducted by Aritra regarding multiple disabilities in Mumbai was informative and exhaustive. Sahil and Saniya's report on ‘Impact of the Covid-19 Pandemic’ is very well researched with good inputs.”

- Muskan Foundation for People with Multiple Disabilities, Mumbai (Maharashtra)

“Light of Life Trust was happy to have on-board Neel Shah, Ishaan Deva, and Simran Mirchandani as interns for this short duration. They were asked to create an e-commerce website to sell handmade products by the rural women who are supported by the NGO. There was no mandated division of tasks between the three members. They divided their work amongst themselves and displayed team spirit. Each of the team members did their research on probable platforms, followed by a cost-benefit analysis, and presented their top choices to the NGO mentors, who made the final choice to go ahead with the Ecwid platform.”

- Light of Life Trust, Mumbai (Maharashtra)"

“Gaurav Mukhi had good financial skills. He conducted a financial literacy programme virtually for our teachers based in Rajasthan, which is a diverse group. He handled them very well, addressed all their queries, and educated them on the financial nuances.”

- IIFL Foundation, Mumbai (Maharashtra)

“Avinash and Ananth both were proactive. They used their skills for strengthening the marketing and branding of the organization and explained the need to have an overall presence. They used to come once a week and engage actively with students and staff in creating their LinkedIn profiles for active networking. They interviewed the students and created a coffee table booklet that captures profiles of the specially-abled. Overall, the interns exhibited a readiness to do any task and provided creative inputs for the growth of the project”.

- Sujaya Foundation, Mumbai (Maharashtra)

“The interns are very much interested in learning about our rural development activities including the new GoI supported project for the farming community and FPOs. They visited our head office and field level office. They interacted with the farmers and our field staff about the projects. They are very obedient and clever. Sometimes they gave some latest system operating and file managing technology training to our field staff.”

- Eco-Club, Mahbubnagar (Telangana)

“All the four interns were highly responsive, committed to contributing, and innovative in their approach. They brought new perspectives to their tasks and were interested in the work of an NGO and that of contributing to beneficiaries across respective thematic areas. The turnaround of work was superb and very prompt.”

- Animedh Charitable Trust (ACT), Mumbai (Maharashtra)

“Interns contributed a lot in maintaining the farm and crop data of small & marginal farmers on TraceNet portal. They have performed exceptionally well during their internship with us.”

- Shramik Bharti, Kanpur (Uttar Pradesh)

“After a shaky start, the interns started putting in a good effort. They also successfully executed a Music fundraising event for the organization which received very good feedback.”

- Aadhaar Gyan Dhatri Samiti, Bhopal (Madhya Pradesh)

“The District Council had recently launched its Digital Library in Feb 2020. But later due to Covid 19, all activities were shut down. The interns helped the organization in gathering a lot of ideas and helped in organizing the data that is required in the library as it is a digital medium. They have helped in collecting so many online referral books and programs for the general public and students will get a lot of help from these referrals.”

- District Child Welfare Council (DCWC), Ambala (Haryana)

“NMIMS interns worked hard to impart the learning through digital tools and interactive sessions. Our students enjoyed the sessions which helped to arouse their creativity and curiosity to learn and explore. Overall, it was a great learning experience for Neev students from grade 6 onwards.”

- Bharat Memorial Charitable Trust, "Neev", Gurugram (Haryana)

“Samir was courteous and willing to work within the confines of the virtual experience. He did go on a field visit once for a few hours and enjoyed it. I think we could have learned a lot more if the internship was physical as Samir had a lot to offer. This of course was no fault of his as due to COVID 19 the internship had to be conducted online. He delivered what we had discussed when we met. The organization made use of most of the posts created by Samir for Instagram and Facebook. The research he did will be used by the organization in the future.”

- Mountain Children’s Foundation, Dehradun (Uttarakhand)

“The report designed by the interns’ team is impressive and useful for the organization.”

- Social Action For Manpower Creation (SAMPARC), Pune (Maharashtra)

“Vishwam was an invested volunteer who would always bring innovative ideas to the table and work on their implementation. Overall he brought great energy into the workplace and showed a lot of dedication to what he worked on.”

- Atma, Mumbai (Maharashtra)

“Some innovative approach and ideas contributed by the interns will be the torchbearer for our future projects.”

- Angel India Foundation, Kolkata (North 24 Parganas) (West Bengal)

“The intern made some useful infographics, which were used in our brand building activities.”

- Ashadeep, Guwahati (Assam)

“Preeti and Abhishek were quite sincere in their application of mind to the assigned tasks. Preeti was quite proactive. Both of them showed good compliance and also undertook good references. Proper editing of reports and proposals was a major contribution. I am sure the internship must have provided them an opportunity to broaden their perspective.”

- Spandan Holistic Institute (M.B. Barvalia Foundation), Mumbai (Maharashtra)

“Shray made very good documents that aided in preparation for Government jobs. He made my work easy and helped me improve the work quality. He dedicatedly worked with me and had finished all the work on time. He would always ask for work from me which showed his eagerness. He is polite and very gentle. There were some incidents where he has to enter some other classes by the google meet link. He was not able to go because the teacher of the class did not let him enter. It happened in some classes but he did not panic and very gently approached me for the solution. In a short duration, he understood the whole organization, which is good quality as a new employee. He is quite good, I am happy with his work.”

- Manzil Welfare Society, New Delhi (National Capital Territory of India - Delhi)

“The We Care internship was a great way to receive support from volunteers. They created meaningful content and their impact will last for years to come.”

- Teach For India, Mumbai (Maharashtra)

“Priyesh is a hardworking and committed person. Since the beginning, he showed a lot of curiosity to learn about our organization in depth. While working in the Fundraising team for our crowdfunding campaign, he came up as a wonderful learner. Bringing in the eagerness to learn and understand new things, he brought his innovative ideas in the process. It has been delightful to be in a co-learning space with him. Vritant is a motivated doer, a good listener, and a creative person. He has amazing skills on the technical side of things, presents great ideas about social media marketing, and has a great grasp of resources on the same.”

- Youth alliance, New Delhi (National Capital Territory of India (Delhi))"

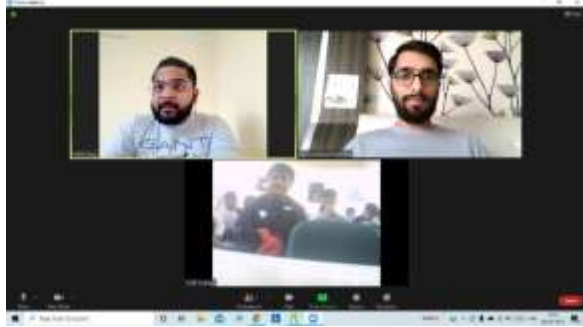
Annexure XI
We Care 2021: Glimpses



Karan Gauba, an intern with Hope Foundation, New Delhi conducted a training session for the students on Tally, accounting concepts, and principles



Interns at Association For Social and Health Advancement (West Bengal) during the interaction with NGO authorities.



Kushagra Kathuria and Mohit Garg teaching students of CRPF Jharodha Kalan Center of Sahyog Care for You, New Delhi.



Saransh Singhal teaching students of CRPF Dwarka center of Sahyog Care for You, New Delhi



Declamation and quiz contest for children on the eve of 50th Himachal Pradesh Day conducted by Akash Dogra with UTHAN



Mohit Garg (on the laptop screen) teaching students of CRPF Jharodha Kalan Center of Sahyog Care for You, New Delhi



Interns facilitated the Agastya International Foundation's community visit to Dhankot Village, Gurugram (Haryana) on 19th January 2021. The instructor explaining Newton's laws of motion with the help of science models. Social distancing and sanitization guidelines were followed.



An inspection and understanding of the process of organic crops grown by the farmers in Chandauli District, by Ambuj Agrawal and Swapnil Gupta interns at Sharmik Bharti (Uttar Pradesh)

Based on research done, Ambuj Agrawal and Swapnil Gupta, interns at Sharmik Bharti (Uttar Pradesh), guided the farmers on how they can improve the productivity of the crops grown



Interns at Shramik Bharti (Uttar Pradesh) while visited farms and understood about the compost prepared by the farmers

Interns facilitated the training session for women on how to grow organic crops and also ensure their self-dependence conducted by Shramik Bharti (Uttar Pradesh)



Online interaction about accomplishments of the NGO with Mr. Jagat Singh Bisla, President, Gram Vikas Sansthan (Hisar)



Shreyas Nair, an intern with Navjeevan World Peace & Research Foundation (Maharashtra) conducted a Workshop on Cybercrime against Children and Online Safety at Devlali, Nashik



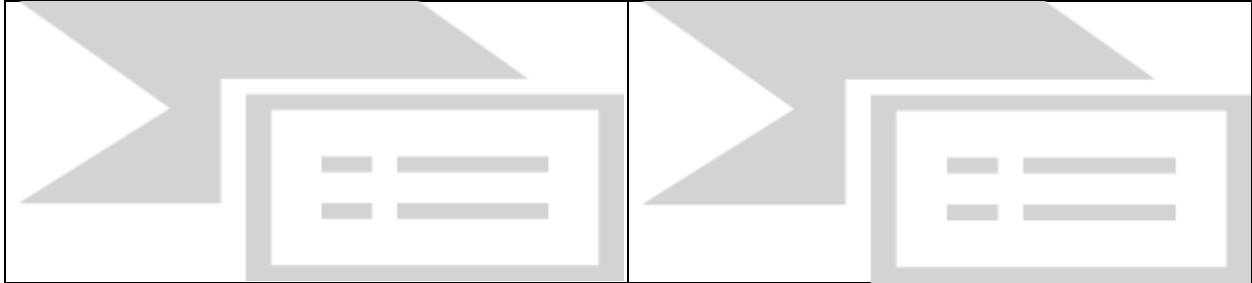
Outreach Program to spread awareness on National Child Helpline and Child Welfare. Conducted Workshop on Railway ChildLine-protection of children on trains/stations at Nashik Road Railway Station, under Navjeevan World Peace & Research Foundation (Maharashtra)



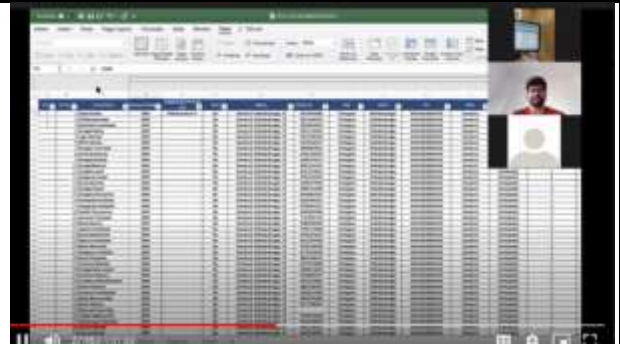
Interns placed with Social and Development Research and Action Group (Uttar Pradesh) interviewed the villagers to create a community profile of village Nithari, Noida



Interns with the Social and Development Research and Action Group (Uttar Pradesh) conducted computer lectures and training sessions for upskilling and employability for the students



Intern placed with CSR Department of the Excel industries conducted Excel training programme for the Roha and Lote Teams of the company. This included sharing new techniques, short keys, charts, formulas in programme.



During the visit to Eco-club's Farmer Producer Organization (Telangana), interns understood the different activities taken up by the FPO and identified a few gaps that could be overcome to increase the organization's efficiency.

Interns conducted an online session on Excel for the In-charge of the Farmer Producer Organization under Eco-club (Telangana) to help him with data entry and other basic functions.