WE CARE: Civic Engagement INTERNSHIP REPORT 2012-2013

Jasani Centre for Social Entrepreneurship & Sustainability Management, SBM, NMIMS

We Care internship for the Batch of 2012-2014 was a time of "frustrations, pains, wonders and joy." The current report makes an attempt to present the efforts invested to design and develop the We Care Internship. Further it collates the feedback and recommendations submitted by the students as well as placement organizations. We are positive that with the proactive support from the management as well as faculty members we shall further strengthen the internship experience for the students.

Acknowledgments

The "*We Care : Civic Engagement*" internship designed and executed by Jasani Center for Social Entrepreneurship & Sustainability Management has completed its third year. The effort has been backed up with support from Dr. Rajan Saxena, Vice-Chancellor, NMIMS, and Dr. Debashis Sanyal, Dean, School of Business Management. The *We Care c*ore team sincerely acknowledges their support and encouragement.

Shri. B.P. Sheth, Mentor, NMIMS, Dr. M.N. Welling, Pro Vice-Chancellor, NMIMS and Office Bearers of SVKM have acknowledged, appreciated and supported the We Care team's work. Special mention needs to me made of Ms. Nimisha Dalal, Executive Assistant to the Chancellor, for facilitating the We Care Poster Presentation.

I would specially like to acknowledge the meticulous efforts put in by Ms. Anuradha Bhawe, Community Development Officer in helping me to co-ordinate the entire placement. She consistently followed up with every organization, worked on minute details and accommodated diverse interests of various stakeholders.

My colleague Dr. Sujata Mukherjee complemented the efforts of the team by readily accepting last minute requests to streamline the placement process. Her personal visits to Kolkata NGO's prior to placement made a big difference to position We Care internship in Kolkata. She mediated between various faculty mentors and students to facilitate the learning experience. I acknowledge and sincerely appreciate her support.

Several other individuals contributed their might to make the internship programme a truly worthwhile and educational experience. Amongst these we specially acknowledge the support provided by:

- Mr. Akash Kholia, President, SRF and Mr. Sumeet Gupta, VP, SRF, Ms. Meera Malekandathil, Mr. Aditya Khatri & SRF Volunteers for execution of the programme.
- Ms. Varuna Saxena, Head, Academic Administration and her entire team for extending their support whenever required.
- SBM Faculty members for accepting mentorship.
- Ms Sushma Louis and Ms. Rajashree Masurkar, Secretarial Staff, despite their heavy workload, chipped in with a smile whenever we requested them to extend their support.
- The placement organizations who took the students under their wings and offered opportunities for hands-on work on socially relevant issues
- The Class of 2012-2014 for their active and sincere participation.

I am sure with each year we will further strengthen our skill sets to manage the We Care internships more effectively to create social impact.

Dr. Meena Galliara,
Jasani Center for
Social Entrepreneurship
& Sustainability Management

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Executive Summary

We Care Civic Engagement internship was introduced by SBM in 2010with the intention of sensitizing students to social realities and enabling them to develop a humanitarian perspective in life.

We Care internship for the Batch of 2012-2014 was a time of "frustrations, pains, wonders and joy. The internship was scheduled between Feb4 and Feb 23, 2013. Totally 501 FT MBA students were placed in 211 private and public sector organizations, which carried out social development interventions. These organizations were located in 22 States and 2 UTs in India. Four students were placed in three international locations namely Mauritius, Malaysia and USA.

On an average each student contributed 7 hours per day for 3 weeks which culminated into 73353 man-hours and 10479 man-days devoted to the social sector.

Interns handled various management projects which included developing an expansion strategy for a children's charity; creating a budget, website, brochure for a skill development for youth; researching on impact of education/, health/ RTI; designing business plans for livelihood support; mapping the impact of micro finance, stakeholder mapping; climate change risk mapping; developing &designing branding/ marketing strategy and other related areas.

The special feature of We Care 2012-13 was that 40 in-house faculty coordinators participated in providing mentorship to the students from December 2012 onwards till the end of internship and evaluating their performance thereafter.

To make the program successful, constant communication with the organizations and the students was necessary. Considering the resource and man power crunch it was an enormous task. Despite the challenges, We Care team was able to bring the We Care 2012-13 program to a successful conclusion due to the unstinted support given by the SRF Core team, SRF volunteers and academic administration staff.

Regardless of our efforts, it was disheartening to learn that two students violated the We Care Code of Conduct and are liable for stringent action.

To review and revise the We Care internship, we requested students and placement organizations to give feedback. We Care team received feedback from 290 students and 128 internship organizations. Table 1 & 2 below lists the major feedback and recommendations.

Table 1
Major Feedback

Students	*Internship Organizations*
1) 88% reported high level of satisfaction with the internship organizations	1) 85% showed higher level of satisfaction with students' conduct.
2) 89% reported high level of satisfaction with the projects allotted to them	2) 76% experienced higher level of satisfaction in the way interns handled the projects.
3) 34% of the students reported having high level of clarity while 63% reported moderate level of clarity with regard to reporting	3) 79% organizations experienced higher level of satisfaction regarding the reports compiled by the students

Table 2
Important Recommendations

Recommendations by Students	*Recommendations by Internship Organizations*
1) 24% students recommended that internship duration should be extended by at least one week so that their participation in the project implementation is more extensive.	1) 34% organizations recommended that prior to internship, students should have in-depth knowledge of organizations programs and they should be in touch with their mentor for predefining the project outline
2) 12% students suggested that there should be more clarity on organizations expectations and project deliverables prior to the internship.	2) 27% organizations suggested that internship duration of three weeks is not adequate to bring the project to a successful conclusion.
3) 6% students felt that for optimal performance their interests and needs should be given weight while making placements.	3) 12% of the organizations proposed that students must possess comprehensive and detailed knowledge of social development sector and related matters. This should be achieved by providing appropriate academic inputs.
4) 5% students proposed reduction in redundancy by streamlining reporting process.	4) 5% organizations recommended placement of more students as they were satisfied with students' performance.

Agenda for Future

In the context of the above feedback and recommendations there is need to reflect on the internship duration, strategies to incorporate academic inputs with regard to social sector, appropriate alignment of students' interests with objects of the organizations, clarity regarding project outline & deliverables and streamlining of reporting structure.

1. About We Care

The School of Business Management, NMIMS believes that academic and field inputs in the area of social responsibility and social sensitivity are instrumental in developing socially responsible future managers. In this context to transform the ideology in to action SBM introduced *We Care: Civic Engagement* internship in 2010. The internship provides unique platform to its MBA students to use their creative ideas for the benefit of the society. Social projects undertaken by the students during the internship make them aware of the existing social realities, social inequities and the relevance to create social capital to create sustainable communities.

1a. Objectives

- To enable students to value their role as an informed & sensitized citizen and engage them in social development activities

- To develop analytical skills of the students to examine the cascading impacts of social problems on various social groups and social institutions

- To facilitate student's contribution of time, skills, talent and knowledge to make a difference

- To provide an opportunity to the students to learn and apply managerial skills for addressing social issues and social projects

1b.Number of Students

As per the administrative record 501 students spread across various specialisations were to be placed for the internship. (See Table 3)

Table 3
Students: Specialisation wise

Course	Number
Core MBA	339
MBA-Banking Management	60
MBA-Capital Markets	64
MBA-HR	38
Total	**501**

1c. Internship Execution

The internship execution scheduled from Feb 4 to Feb 23, 2013 (both dates inclusive) for placing 501 students entailed several steps as listed in Table 4.

Table 4
Internship Execution: Schedule

Task	Dates
Collection of student's personal data, preferences, skill-sets. *(Refer Annexure 2)*	June 21- July 3, 2012
Sorting of student's data, follow up with them for collating data	July 4 –July 7, 2012
Collection of student's CVs, Establishing contacts with internship agencies over phone/emails, seeking strategic alignment between student's preference and internship organizations, connecting them with students and follow up with students and internship organizations	July 4 – Jan 14, 2013
22 We Care Orientation Workshops	August 1 – Nov 22, 2012
Workshops on Photography, Documentary Making, Stakeholder Mapping and Disability Management	Jan 5 – Jan 20, 2013
Designing 'Code of Conduct' and 'We Care Project Report Submission Guidelines' and We Care FAQs	Dec 15 - December 31, 2012
Appointment of 40 Faculty Mentors.*(Refer Annexure 3)*	December 15- December 31, 2013
Internship Execution	Feb 4–Feb 23, 2013
Internship feedback duration–Students Internship feedback duration-Organisations	Feb 21–Mar 1, 2013 Feb 21 – Mar 11, 2013
Poster Presentation	March 1 – March 2, 2013
Drafting We Care Report	March 11-April 15

1d. Selection of Internship Organisations

Students were placed both in public and private sector organizations. Students were placed in CSR/Sustainability department of corporate organizations, Public Sector Units as well as NGOs[1]. In all students were placed in 211 organizations across 22states, 2 Union Territories and 3 international locations *(Refer Annexure 1).*

Chart 1(A) below presents the cross sectoral mix of internship organizations. The distribution of various social sector domains of internship organizations is presented in Chart 1(B).

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[1]The selection of NGOs was done on the basis of its legal status, accreditation from Give India, Credibility Alliance or collaboration with UNDP/UNICEF/UNDMT/Central or State Government

Chart 1(A)
Distribution of Organizations
(Cross-sector wise)

- Companies
- Government Organizations
- NGOs

8 4%   5 2%
198 94%
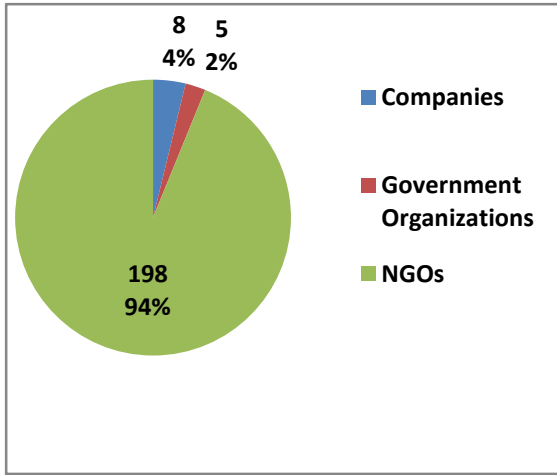
Chart 1(B)
Distribution of Organizations
(Social development sector wise)

- Child Education / Care & Protection.
- Community Development
- Economic Empowerment
- Differently Abled
- Micro Finance
- Health

10 5%   8 4%
20 9%
59 28%
33 16%
81 38%
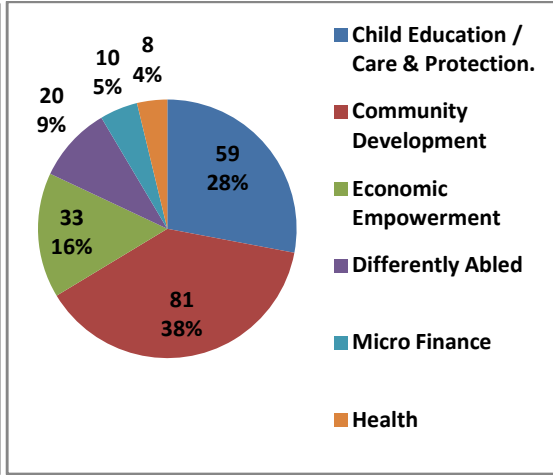
Charts 2(A), below presents the distribution of the students across private and public sector organizations. Chart 2(B) lists distribution of students across various domains of social development.

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

- Companies
- Government Organizations
- NGOs

27 5%   12 3%
462 92%
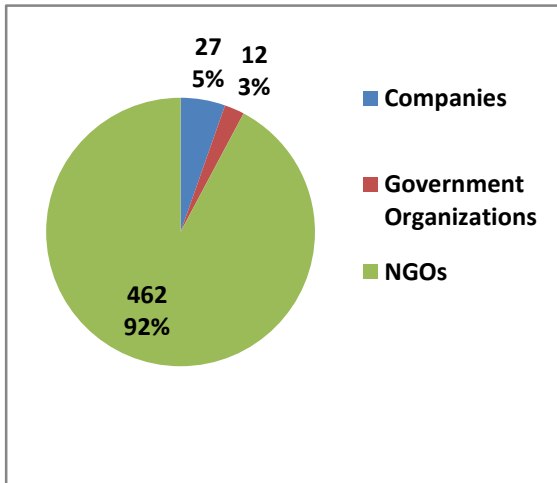
Chart 2(B)
Distribution of Students
(Social development sector wise)

- Community Development
- Child Education / Care & Protection
- Economic Empowerment
- Differently Abled
- Micro Finance
- Health

20 4%   20 4%
34 7%
196 39%
72 14%
159 32%
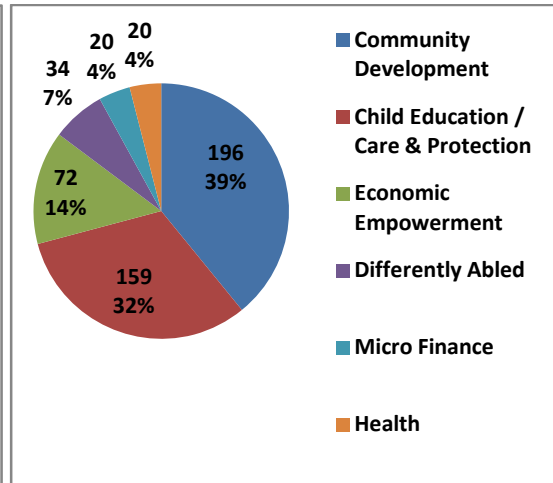
1e. Monitoring and Reporting

Monitoring and reporting was an integral part of the internship. The students were required to adhere to the following:

1. Each student was required to maintain the daily/weekly reporting log to be approved and signed by their respective internship organization mentor. After the internship each student was required to submit duly signed copies of both the documents to the faculty mentor.

2. At the end of each week students were required to submit on line weekly reports for tracking the progress of the project, to the We Care team in Mumbai

3. Each student was required to submit final project report to the internship organization and the institute as per the guidelines provided

4. Each student was required to adhere to the 'Code of Conduct' specified by the institute.

In addition to the above, 40 faculty mentors monitored the student's progress and conduct in the internship agencies through emails and telephone. A few faculty mentors contacted the organizational mentors to know about the students' performance.

1f. Evaluation

Students were evaluated on the following criteria:

1. Securing 'Certificate of Completion' from internship agency

2. Submission of soft copy of final project report to the *We Care* team in Mumbai

3. Presentation of learning's through the Poster Presentation to independent jury

4. Securing 'Certificate of Completion' from faculty mentors on the basis of:

   • Communication with the students prior to as well as during the internship

   • Submission of hard copies of daily and weekly reports duly approved and signed by the Organizational mentor

   • Submission of soft copy of final report

   • Participation in the Poster Presentation

   • Viva-voce based on the Final project report

1 g. Feedback

To review and revise the We Care internship program, both the students and the internship organizations were requested to fill online feedback forms. The objectives of collating feedback regarding the *We Care* Civic Engagement internship were:

1. To examine the opinion of students regarding level of satisfaction with internship organizations, project execution, clarity of reporting, support provided by the faculty mentors and students' learning's from the internship.
2. To scrutinize the opinion of internship organizations regarding level of satisfaction with students' conduct, project execution and quality of reporting.
3. To solicit recommendations from students as well as internship organizations in strengthening   *We Care* internship.
4. To recognize special contributions made by the students

2. Methodology

Design of the Feedback	The feedback of student's covered eight data points spanning across 19 variables. Information for the feedback was captured through an online questionnaire. *(Refer Annexure 4)* The feedback of internship organizations covered five data points spanning 14 variables. Information for the feedback was captured through an online questionnaire. *(Refer Annexure 5)*
Respondents	Feedback was solicited from a) 499^2 MBA students b) 211 internship organizations
Duration of Data Collection	Feb 21 to March 11, 2013
No. of Responses Received	290 students (58 %) and 128 internship organizations (61%) submitted their responses
Result Analysis & Interpretation	Information gathered was analyzed using descriptive statistics to present a comparative picture of the students' as well as internship organizations' review about the *We Care* internship. • The level of satisfaction of students with internship organizations, project execution and reporting clarity was evaluated using a five point scale. Based on the score, responses were categorized into high, moderate and low levels of satisfaction.

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[2] Total 501 students placed: one student remained absent and one organization terminated internship of a student due to breach of conduct.

	• The level of satisfaction of internship organization with the students with regard to their conduct, project execution and reporting quality was evaluated using a five point scale. Based on the score, responses were categorized into high, moderate and low levels of satisfaction. • Data pertaining to faculty mentor feedback was classified into five categories depending on multiple preferences of the students. • Data pertaining to We Care as a learning experience was classified into two categories based on positive and negative responses of students. • Major learning's as specified by the students were classified into three categories after making appropriate inferences. • Data pertaining to special contributions made by students, special comments by the internship organizations and recommendations from both the type of respondents were classified into specific categories after making appropriate inferences.

3. Findings: Feedback from Students

Responses were gathered on student's level of satisfaction with the internship organizations, project execution, special contributions made and clarity of reporting.

Furthermore, students were requested to give feedback regarding support by the faculty mentors, including difficulties encountered in establishing contacts and methods used for the same.

As a part of the feedback students were also required to mention if We Care was a learning experience and if yes what were their three major learning's.

Students were also requested to give their recommendations to strengthen the *We Care: Civic Engagement Program*. The findings based on 290 students' responses are construed in the subsequent paragraphs.

3 a. Level of Satisfaction: Internship organizations

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

As represented in the chart 3(A) below, it was encouraging to know that 88% of the students reported higher level of satisfaction with the internship organizations. These students appreciated quality of interpersonal relationship within the organization and found workplace environment to be conducive. Those who experienced moderate or low level of satisfaction with their respective organizations attributed it to the lack of clarity regarding organization's expectations from the internship and lack of autonomy.

Chart 3(A)
Level of Satisfaction
Internship Organizations
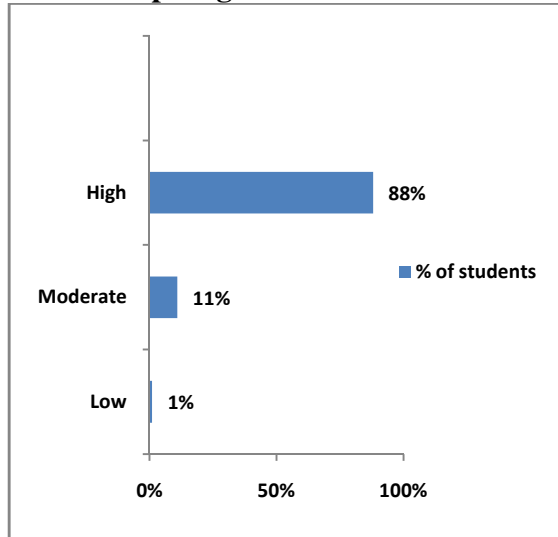
Chart 3(B)
Level of Satisfaction
(Social Development Sector wise)
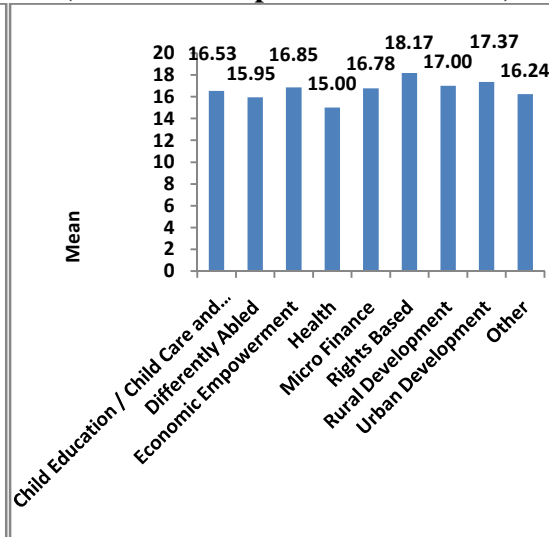
Students placed in Urvi Ashok Piramal Foundation, Mumbai, Nipun, New Delhi and Shramik Bharti, Kanpur felt that the organizations were unable to utilize their talents effectively since the projects assigned were not suitable for MBA aspirants.

As depicted in Chart 3(B) above, students experienced higher level of satisfaction across various social sectors regardless of the diversity.

Overall the students felt that We Care was a very challenging but eye-opening experience as it brought them face to face with the ground realities regarding the plight of the marginalized communities. They were quite impressed by the way organizations were striving to change peoples' lives for the better and expressed a desire to extend support whenever possible. Although some of them expressed concern that due to lack of clarity and proper planning some of the organizations were unable to make optimum utilization of students' time.

3 b. Project Execution

During the internship period each student was expected by the internship organization to work on specific project(s). The level of satisfaction of the intern regarding project execution was measured on a five point rating scale ranging from 'Excellent' (5) to 'Below Average' (1). The parameters used to infer level of satisfaction were a) importance of the project to the organization, b) clarity of expectations, c) autonomy given to complete the project and d) support received from organization mentor to complete the project.

Chart 4(A) portrays that 89% of the students expressed higher level of satisfaction with respect to the project execution. Students undertook projects in various domains like `*Branding, Business Development, Children's Education, Disability Management, Community Development, Disaster Management, Empowerment, Financial Management and Resource Mobilization, Health, HR, Marketing Strategy, Microfinance, Operational Optimization, RTI, Social Media, Social Research'* and many more.

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Chart 4(A)
Project Execution: Level of Satisfaction
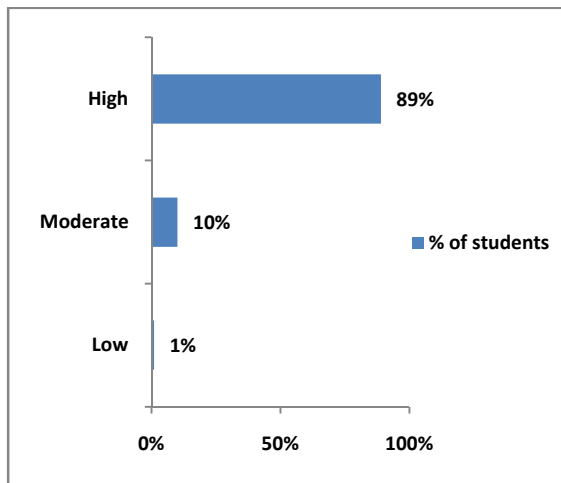
Chart 4(B)
Project Execution: Level of Satisfaction
(Social Development Sector wise)
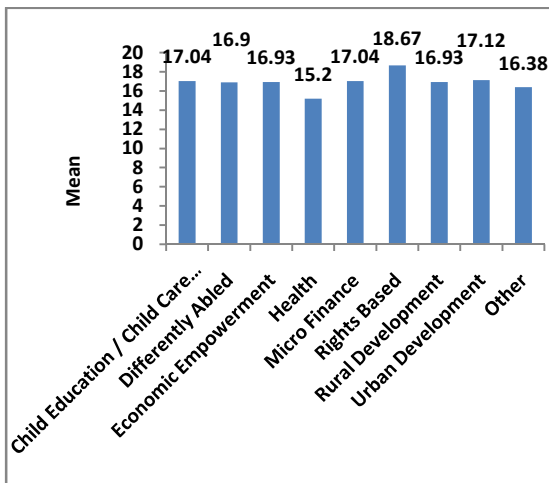
As shown in Chart 4(B) students reported higher level of satisfaction despite diversity of projects across varied social sectors.

Students experienced that most of the organizations considered the projects given to them of great consequence and extended full support in execution thereof. This motivated them further to work diligently to be of value to the organization by applying their skill-sets as MBA students.

Around 10% of the students expressed moderate satisfaction while a few students experienced very low satisfaction with project execution. The main reason being absence of predefined project outlines and lack of clarity in deliverables. This was further aggravated by short duration of the projects.

On the whole organizations were able to provide appropriate projects where the students could utilize their inherent competencies coupled with their theoretical knowledge as MBA aspirants. Projects assigned to students were such that the results were largely visible at the end of the prescribed three weeks. This boosted the sense of achievement of the students and reinforced the feeling of having done their bit for the society.

3 c. Contribution by students

Students were asked to give feedback on special contributions made by them to the internship organizations. As depicted in Chart 5 below 72% of the students worked on the existing projects of the internship organisations and contributed to the organization by adding specific management inputs. Students undertook impact and need assessment surveys for collection, collation and analysis of data for strategising. They introduced office automation for optimizing existing office procedures by reducing redundant manual work, Some of the students suggested ways to save costs and increase efficiency by incorporating ideas to improve operational efficiency during

implementation of projects. Many students got an opportunity to make effective use of theoretical knowledge in practice especially in the area of Marketing, HR and Financial Management.

Chart 5
Special Contribution
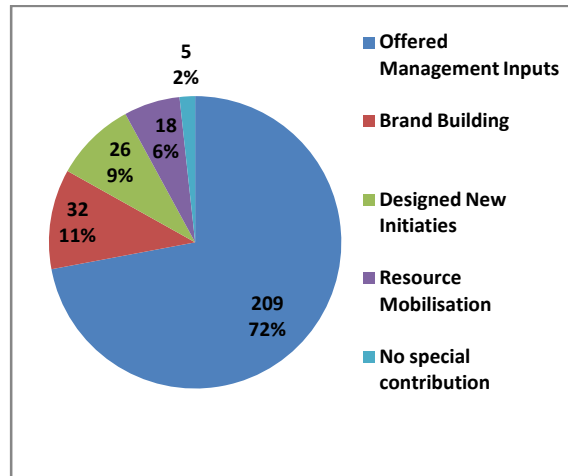
11% of the students facilitated visibility for the organization through brochures, power point presentations, revamping of the websites and annual reports. Some students introduced social media for creating awareness and collaborations through networking with the stakeholders. Students were responsible for generating publicity for their respective organizations in many ways. Some students were involved in event management while one team helped in organizing a press conference.

9% of the students reported that they initiated new activities for increasing the social impact of the programs implemented by their respective internship organizations. One team suggested new financial products for expansion of microfinance services to the poor while the other designed art and creativity workshops for educating children from the urban slums. Some students helped in creating a placement cell at the vocational training center of the organization which worked for underprivileged youth. One student for the first time undertook a survey to review the implementation of RTI Act 2005 by `Government Public Information Officers' in the district of Aligarh. One team helped form the Student United Way, Chennai chapter which is the first of its kind in India. The movement is expected to pave the way for students in Chennai to volunteer in the areas of education, income and health. In many cases organizations were helped to go online. One team created websites for six villages in Haryana so that they can have digital panchayat. Many students introduced social media for the first time for brand building. One student suggested new products and services for self-sustaining employment scheme for differently abled.

6% of the students facilitated resource mobilization in many ways. Some teams participated in exhibitions/festivals and sold the products made by their respective organization. Some students did project costing, created budgets and wrote project proposals to be submitted to would be donors. After considerable research one team devised a new donation model called 'Payment by

Results (PBR)' which makes it mandatory for the done to achieve pre-determined social outcomes before transfer of any funds for its projects.

3 d. Reports

Reporting was an essential part of the internship program. Students were required to submit online weekly reports, daily log sheet and a final report. The students were also required to present their learning's through poster presentation which was scheduled one week after the internship period. The level of clarity of the intern regarding reporting was measured on a five point rating scale ranging from 'Excellent' (5) to 'Below Average' (1). The parameters used to deduce level of clarity in reporting were a) clarity of expectations in terms of reporting, b) clarity in submitting final report and c) clarity given for poster presentation.

Instructions about reporting were given by the *We Care* team both in written and oral format. Instructions regarding daily and weekly reports as well as guidelines regarding submission of final report were given to the students before the internship while guidelines regarding poster presentation were given during the internship.

As shown in the Chart 6 (A), 63% of the students expressed moderate level of satisfaction with regard to clarity in reporting. As depicted in Chart 6 (B), barring two sectors the mean scores across the various social sectors are above 12. It can be inferred from the above that clarity with regard to reports was satisfactory.

The reason for only 34% of students expressing higher level of satisfaction could be due to relatively less clarity regarding poster presentation and necessity to submit weekly reports online in addition to preparing the daily log sheet which according students was repetitive and time consuming.

Chart 6(A)
Clarity of Reporting
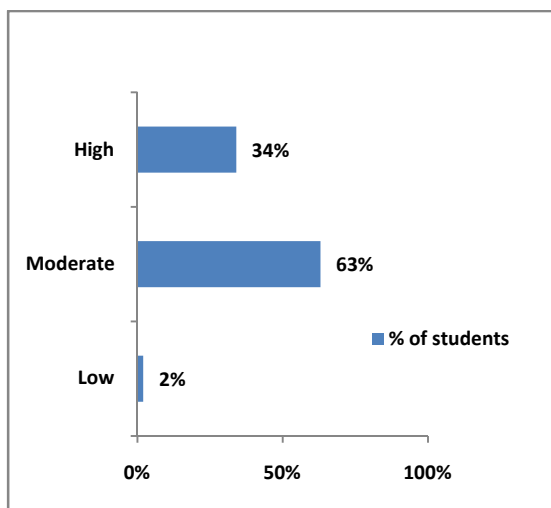
Chart 6(B)
Clarity of Reporting
(Social Development Sector wise)
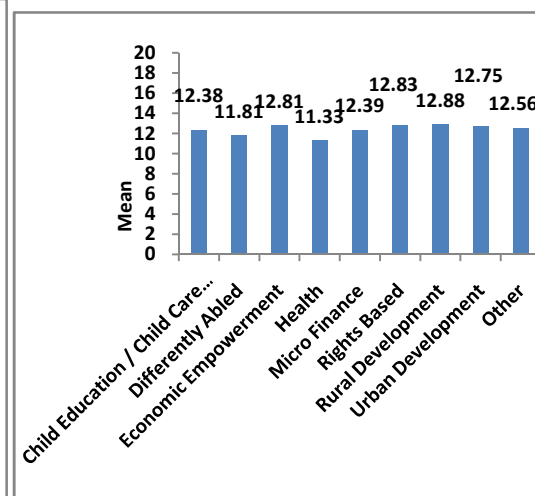
The reason for only 34% of students expressing higher level of satisfaction could be due to relatively less clarity regarding poster presentation and necessity to submit weekly reports online as well daily log sheet. Students found this repetitive and time consuming.

Students have suggested that clarity on poster presentation should have been given prior to We Care and not during the internship. Students also remarked that they had to work under a lot of pressure as they had to complete the poster within a week after the internship. Those students who were placed alone in the organization found the poster making quite difficult as they could not share the work load with anyone.

From the above discussion it can be concluded that there is a lot of scope for making poster making more enjoyable by giving more time to students for making the posters. Furthermore, streamlining of the reporting structure may also be given a consideration.

3 e. Faculty Mentor Support

Totally 40 faculty mentors were appointed for monitoring, mentoring and evaluating the performance of the students under their mentorship during the We Care Civic Engagement internship. Google Groups were formed of all the students under the mentorship of each faculty mentor for ease of contact.
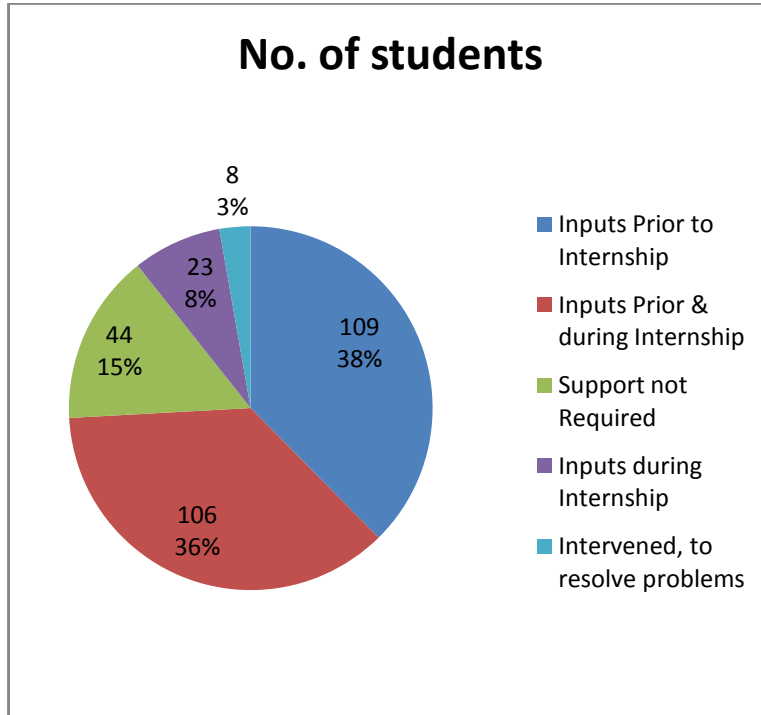The faculty mentor was required to undertake the following tasks.
   • Monitoring: The faculty mentor was required to contact the student/ organizational mentor once or twice a week to inquire about the student's performance through email or telephone.
   • Mentoring: The faculty mentor was required to provide inputs to students regarding their project and poster presentation through email or telephone.
   • Evaluation: The faculty mentor was required to conduct viva-voce based on the project report.

Students were asked to give feedback on support received from the faculty mentors based on the following parameters: 1.Provided me with inputs prior to internship placement, 2.Provided me with inputs during my internship placement, 3.Intervened and helped me whenever I had any administrative problems and 4.I did not require any support as such.

As shown in Chart 7, 38% of the students received support from the faculty mentors prior to the internship. Almost equal number received support before as well as during the internship. It can be inferred from the chart above that barring 15% of the students who did not require any support hence did not try to seek the same, rest of the students received inputs either prior to or during the internship. Inputs provided were mainly related to planning/implementation of the projects or overcoming administrative problems, if any.

Students were also requested to give feedback on whether during the course of internship they experienced any difficulty in contacting their respective faculty mentors and when the contact was established what method of communication they used for the same.

Chart 7
Faculty Mentor Support

No. of students

- Inputs Prior to Internship
- Inputs Prior & during Internship
- Support not Required
- Inputs during Internship
- Intervened, to resolve problems

109 38%
106 36%
44 15%
23 8%
8 3%

As described in Chart 8(A), 71% of the students experienced no difficulty in getting response from the faculty mentors while 28% did not feel the need to contact their respective faculty mentors. Two students' encountered difficulties when they tried to meet the faculty mentors personally while one student reported the communication could have been smoother.

Chart 8(A)

Responsiveness of the Faculty mentors

- Received response when contacted
- Not Required
- Encountered difficulties

3 1%
80 28%
207 71%

Chart 8(B)

Methods of communication used by students

- E-mail/ telephone
- Not Required
- Personal Meeting

41 14%
16 6%
142 49%
91 31%

18
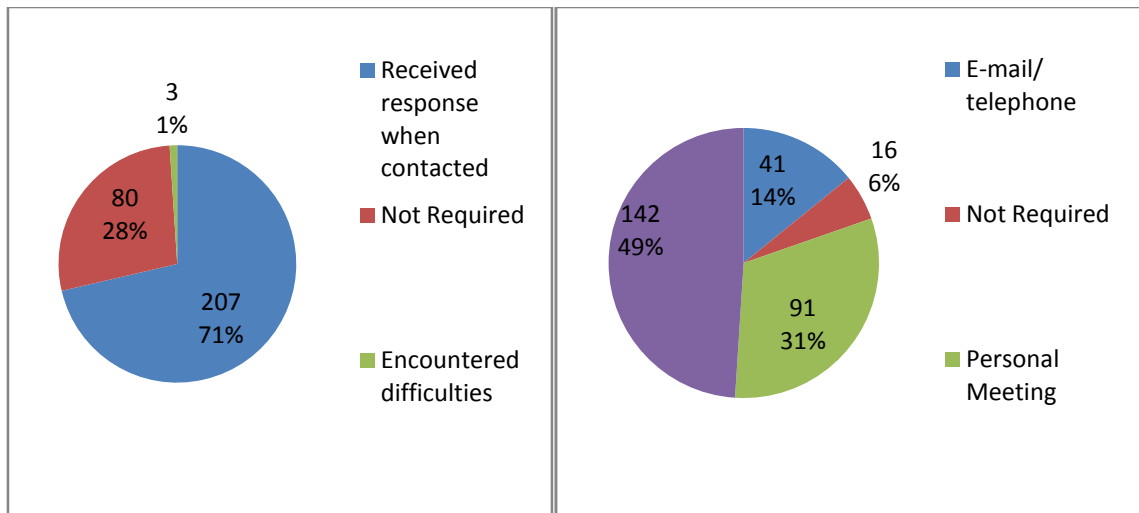
As shown in Chart 8(B) almost half the students used all three methods of establishing communication i.e. face to face meeting, emails and telephone calls while 14% of the students used only emails and telephones. Considering the fact that 31% had a face to face meeting prior to the internship, 94% of the students were able to establish contact by using one or more methods of communication. The remaining did not feel the need to contact their faculty mentors on their own accord. Overall, the students received good support from the faculty mentors.

3 d. Learnings from the internship

As a part of the feedback students were asked whether they feel that We Care was a learning experience. A whopping 98% responded affirmatively. Those who gave negative response were either not happy with the projects allocated to them or believed that there was lack of clarity regarding organization's expectations from the students.

Students were also asked to mention three major learning's from the internship. The responses of the students were classified into appropriate categories based on the inferences. On the whole learning took place in three categories a) Projects b) Social sensitization c) Self-development

a) Projects

The data observes that59% of the responses were related to project management. During planning and execution of internship projects, students gained insight into solutions provided by the private and public sector organizations in the form of innovative social programs to reduce the impact of social ills.

Chart 9(A)	Chart 9(B)

We Care: Learning Experience	**Learning's from the internship**
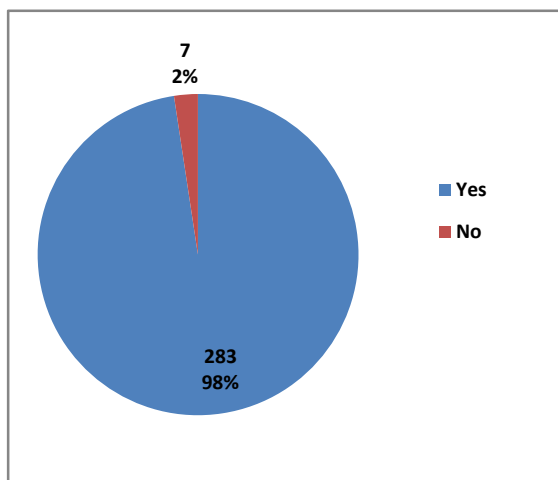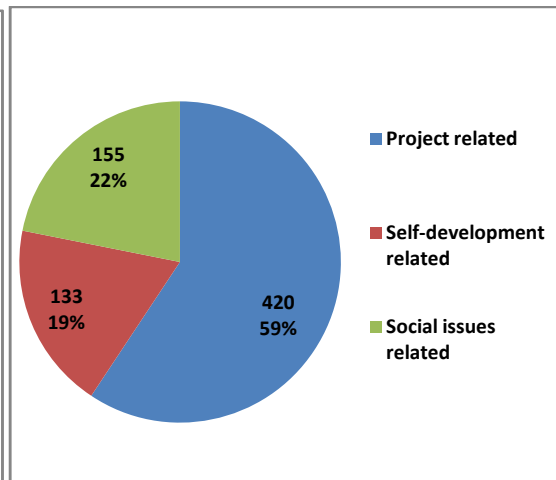
They came to know the ground realities and learnt how organizations striving to create self-sustaining communities function against all the odds especially with resource crunch. Students

also reported that they got a chance to work at grass roots level and learnt new concepts and new methods of executing projects. Students who worked for All India Disaster Mitigation Institute (AIDMI), Gujarat have mentioned that during the internship they learnt new concepts such as Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA). Students also informed that the internship provided a good platform to integrate theory with practice.

b) Social sensitization

22% of the learning's were about sensitization of the students towards plight of the socio-economically backward communities. As reported by the students, post internship they have become more sensitive to social problems and know more about the harsh realities of the social evils. Students realized how lucky they were given their privileged backgrounds and vouched never to be callous to the underprivileged communities. Students have also learnt that given the socio-economic inequality in our society, doing your bit notwithstanding the size of the impact is a necessary condition for the overall growth of Indian economy. Besides, the happiness one gets by helping the needy and the deprived is beyond any material benefit. Overall We Care internship was found to be humbling yet enriching experience. Moreover, the future business leaders have learnt the lesson that working in the social sector is not merely for charity. The paradigm shift towards inclusive growth is necessary for creating win-win situation for both the parties i.e. the bottom of the pyramid and the business community.

c) Self-development

19% of the learning's as reported by the students were related to acquisition of new skill-sets or strengthening of existing skill-sets. Students reported that while working on the internship projects they learnt an important lesson regarding ownership and responsibility. As they had to work with people from different backgrounds/cultures they developed interpersonal communication skills and team spirit. Due to shortage of human resources they learnt multitasking and time management. Given the mental blocks caused by age-old habits, traditions and lack of knowledge they learnt lessons in patience and perseverance while dealing with the beneficiaries. Need for optimal utilization of available scarce resources compelled them to be innovative. While drafting project proposals and preparing content for the websites/promotional material they got a chance to hone their writing skills. The internship provided important lesson for the future business leaders that nothing can be achieved without discipline, dedication and passion.

3 e. Recommendations

As depicted in Chart 10, 24% of the recommendations were related to time which mainly dealt with the internship duration as it was found to be too short for the students' contribution to have any impact on the programs implemented by the organizations. Some of the students have suggested that the duration should be extended at least by one week so that besides planning they are also able to participate in the execution of the projects.

Chart 10
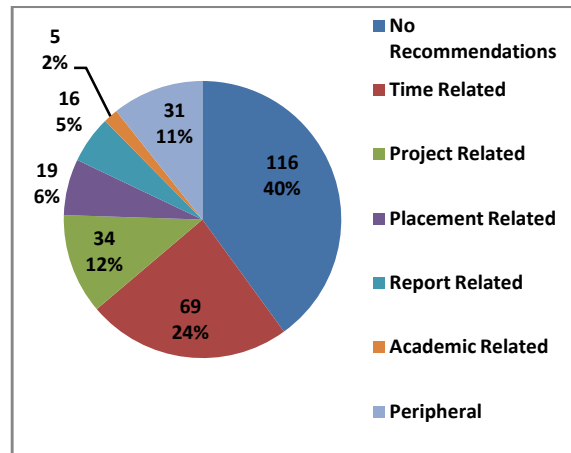
40% of the students reported that We Care was a well organized program which had proved to be a rewarding and learning experience. Students reported that the internship program was handled in a professional manner by We Care team as well as the internship organizations hence no major changes were required to be done in its planning &execution.

12% of the recommendations were related to projects. Students suggested that projects should be predefined and deliverables should be communicated unambiguously. They have recommended that Institute should also play a part in defining the project components and ensure exposure to field work and opportunity to apply theoretical knowledge into practice as both are pertinent for enhancing students' performance.

11% of the recommendations were peripheral[3]. Some students suggested that internship period should be scheduled after the third trimester or between two trimesters rather than in the middle of the trimester. Students expressed the view that their involvement with the internship organizations should be of continual nature. A few students felt that Institute should not go overboard with monitoring as the students might find it humiliating. Secondly it should be subtle enough so that the organizations do not find it irritating.

6% of the students gave feedback related to misfit between student's interest and the internship organization. They stated that in order to improve the overall performance and satisfaction levels, their areas of interest and needs should be given more weightage while making the placements .A few students felt that they should be given more autonomy in choosing the internship organization. Moreover, organizations should assign projects according to student's intended specialization.

5% of the students gave feedback related to reporting. Streamlining of the reporting structure was found to be necessary to minimize the paper work which at times became repetitive and redundant. Time thus saved could be utilized for a better purpose e.g. field work. Some of them

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[3] Scheduling of internship, intensity of monitoring , commitment to the organizations, autonomy, flexibility

also recommended that inputs regarding Poster Presentation should be given well in advance and not during the internship. Students who were placed alone in the organization felt that poster presentation should be optional; instead students should be allowed to do power point presentation.

A few students suggested that prior to internship period more academic inputs are required from leading experts in social sector and senior students.

4. Findings: Feedback from Internship Organizations

In all, 61% (128) organizations responded to the request to fill up the online feedback form through which responses were solicited on the internship organization's level of satisfaction with the intern's conduct, project execution and reporting quality. Organizations were also requested to make special comments on student's performance and suggest ways to improve the programme further. The findings presented below are based on these responses.

4 a. Level of Satisfaction: Interns Conduct
The level of satisfaction of the internship organization with interns' conduct was measured on a five point rating scale ranging from 'Excellent' (5) to 'Below Average' (1). The parameters used to infer level of satisfaction were i) adherence to the work discipline, ii) quality of interpersonal relations, iii) level of motivation to work with the organization and iv) ability to learn about a social issue.

Chart 11(A) below reveals that 85% of the internship organizations showed higher level of satisfaction with students' conduct. Organizations opined that most of the students worked with sincerity and dedication adhering to the discipline of the organization. It was heartening to know that students were able to adapt themselves to different work environment and connected well with people from diverse backgrounds. Internship organizations appreciated students' excellent interpersonal skills, high level of motivation and eagerness to understand the social issues.

Chart 11(A)   **Chart 11(B)**
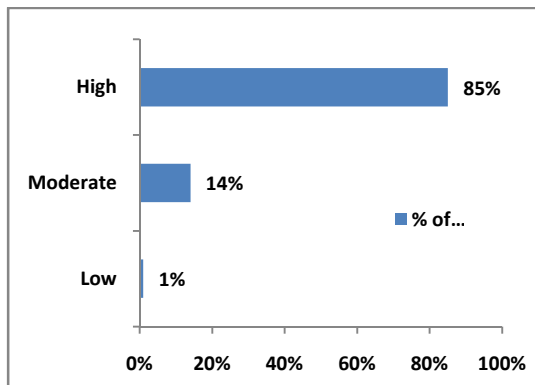
Level of Satisfaction: Interns conduct   **Level of Satisfaction: Interns conduct**
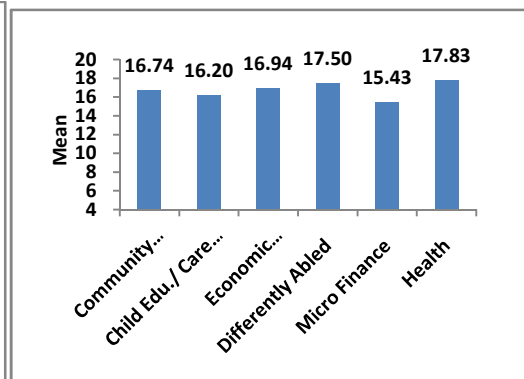**(Social Development Sector wise)**

22

Chart 11(B) reveals that despite diversity, the organizations across various social sectors reported to have higher level of satisfaction with interns conduct.

4 b. Level of Satisfaction: Handling Projects

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

As demonstrated in Chart 12(A) below, 76% of the internship organizations experienced higher level of satisfaction in the way interns handled the projects. Organizations acknowledged the fact that students were able to complete the given task and accomplish set goals despite short duration of the internship. Organizations admired the fact that there was adequate conceptual clarity and good understanding of social issues.

Some organizations were appreciative of the fact that students came up with innovative ideas to bring improvement in the way the organizations worked.

Organizations working with disability were thankful for the sensitivity with which students handled the projects. Overall the organizations found the contributions of the students quite significant and suggestions given by them useful for deciding the future strategies.

Chart 12(A)
Level of Satisfaction: Project Execution
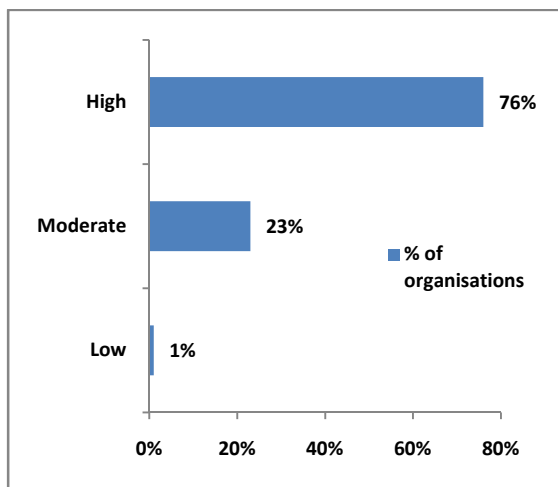
Chart 12(B)
Level of Satisfaction: Project Execution (Social Development Sector wise)
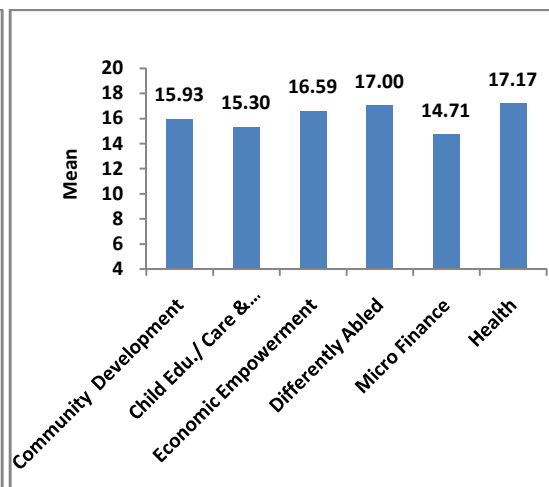
A little less than ¼th of the organizations which experienced moderate or low level of satisfaction with project execution were of the opinion that students should have more clarity on the social

issues and should be mentally prepared to work in challenging and adverse conditions given the nature of the work done in social sector. Some of them also felt that longer internship duration would have helped the student to give better performance.

As shown in Chart 12(B), the level of satisfaction for project execution was found to be high across all social development sectors in spite of the diversity in the projects handled.

4 c. Level of Satisfaction: Reports

Each intern had to maintain the daily reporting log book and submit weekly reports. Both were to be approved and signed by the organizational mentor. In the end interns were also required to prepare a final report under the supervision of the organizational mentor.

The level of satisfaction of the internship organizations regarding reporting by the interns was measured on a five point rating scale ranging from 'Excellent' (5) to 'Below Average' (1). The parameters used to infer level of satisfaction were i)timely submission of log book and weekly report, ii) timely submission of Final Report, iii) clarity in presentation of the report and iv) overall quality of the report.

Chart 10(A) below reveals that 79% of the internship organizations experienced higher level of satisfaction regarding the reports maintained by the students. Organizations reported that the interns put in their stipulated number of hours and weeks and kept daily records of the progress of the project.

<table>
<tr><td align="center">**Chart 13(A)**
Level of Satisfaction: Reports</td><td align="center">**Chart 13(B)**
Level of Satisfaction: Reports
(Social Development Sector wise)</td></tr>
</table>
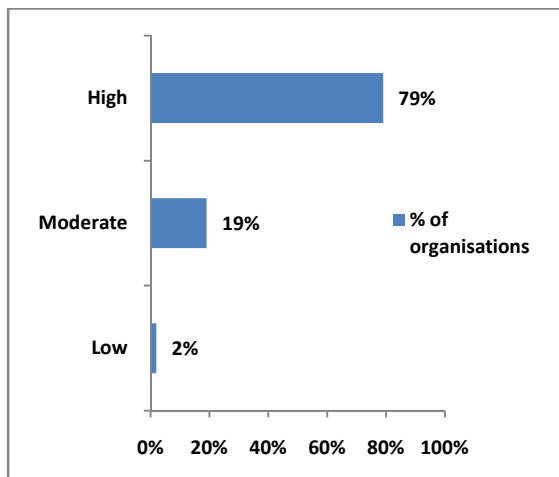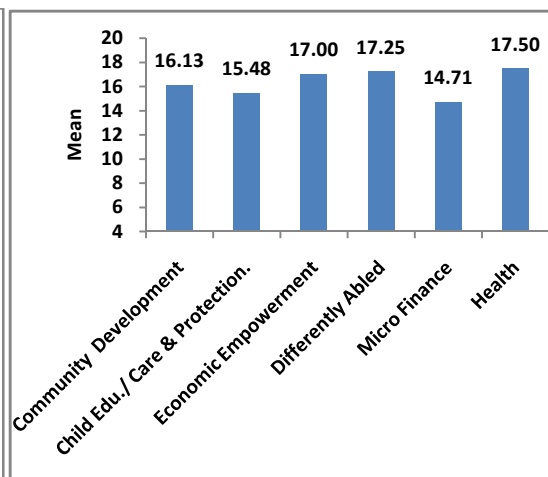
Overall the final reports submitted by the students were found to be up to the mark. Some of the organizations have reported that the inferences drawn and the suggestions made will be useful to them while designing further interventions.

The mean scores of 'Satisfaction with Student's Reports' as displayed in Chart 13(B) show higher level of satisfaction experienced by the organizations across development sectors irrespective of their diversity.

It can be inferred from the charts above that the organizations appreciated the way the institute instilled discipline and ensured monitoring through daily and weekly reporting.

4 d. Special Comments on Student's Performance

Internship organizations were requested to put forward specific remarks about contribution made by the students during the internship. These remarks were classified into appropriate categories namely students' conduct, their overall personality and project performance. The data in this regard is presented in Chart 11 below.

Almost half the comments were related to project performance. Organizations found the students to be dedicated & involved in their work. They had good understanding of the projects and could work autonomously with little supervision. They had conceptual clarity and offered constructive criticisms to improve the work of the organizations. Their suggestions were found to be valuable enough for taking crucial decisions.

 In particular, the interns' performance was appreciated by the organizations working for the underprivileged children in urban as well as rural surroundings. These organizations complimented the students for their ability to build rapport with the children and provide useful training for their academic advancement and personal development.

Interns were also admired for introducing innovative ideas based on their technical knowhow. Srishti Gyan Kendra, Rohtak appreciated the way two interns contributed to the process of digitization of rural villages in Haryana.

Overall the organizations were highly appreciative of the students but there were a few exceptions. Gramin Vikas Mandal, Chhindwara & Ernst and Young Foundation, Mumbai reported that the quality of work done by the students was average. C.C. Shroff Self Help Centre, Mumbai felt that the performance of the intern could have been better.

45% of the comments were related to conduct of the interns. Students were found to be enthusiastic and eager learners with professional approach. They were self-motivated and took keen interest in everything that they did. On the whole they worked with sincerity and dedication adhering to the code of conduct. Organizations commended a few students who were proactive and took initiatives to introduce innovative ideas. Organizations like Muskan, New Delhi and Souls Arc, Mumbai commended the students for their sensitivity towards the disabled persons.

Chart 14

Special Comments
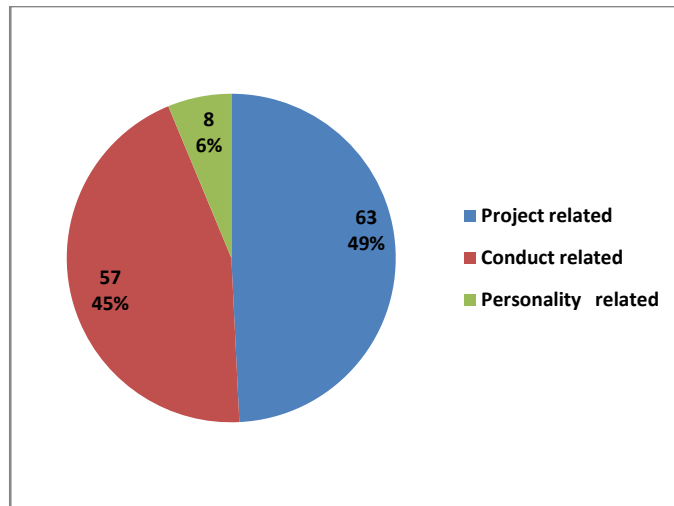
Around six organizations were dissatisfied with the students' conduct. For instance, Disha, New Delhi commented that students needed constant motivation to stick to the directions. The spirit of team work and ability to communicate effectively were found to be lacking. Swadhaar Fin Access, Mumbai reported that students were low on commitment. In the group of three only one student worked with discipline and contributed maximum. Aarambh, Navi Mumbai observed that students were not enthusiastic about the project, lacked punctuality and handled given tasks with mechanical approach.

A few comments were related to personality traits of the students. Overall organizations admired the students' qualities and found them intelligent and mature. They found them to be imaginative with ability to provide creative solutions to the given problem. Organizations were appreciative that students exhibited humane quality and sensitivity in their outlook towards the social problems.

4 e. Recommendations

Internship organizations were requested to give recommendations in order to review and revise the *We Care* internship. As demonstrated in Chart 15 abovenearly1/3rd of the recommendations were related to projects. Organizations recommended that the students should do in-depth study of their programs and contact them well in advance to discuss the projects so that precious time is saved in the initial stage of the internship. Interactions with students prior to the internship would also enable the organisations to assign projects as per their individual skill sets. Organizations with projects in remote rural areas suggested that students should be willing to travel and stay in villages if the project so requires. In particular, organisations felt that students need to improve their skills in the area of communications, interpersonal relationships, originality, time management and punctuality.

Chart 15

Recommendations
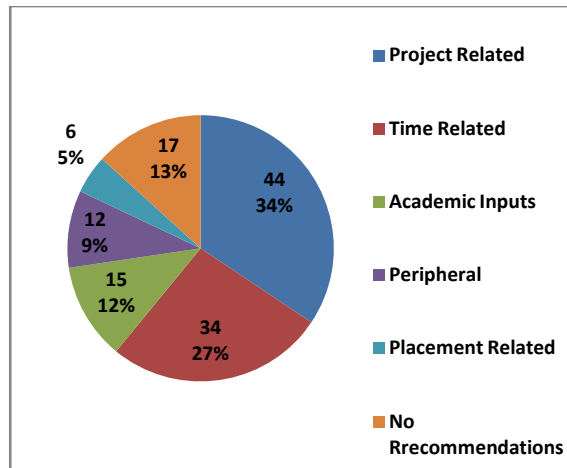
In all 27% of the recommendations were related to time. Almost all the organizations observed that the internship duration of three weeks is too short for achieving the desired outcomes. Furthermore, due to lack of transportation facilities interns placed in remote villages spend a lot of time in commuting which leaves very little time for the projects. Extended internship duration will enable the organization to steer the project to its desired conclusion by making optimal utilization of students' potential.

12% of the recommendations were related to academic inputs. On the whole the organizations felt that a more comprehensive and in-depth knowledge of the social development sector would be advisable for effective performance. It was also suggested that students should know how to integrate management theory with practice and learn more about various government schemes and legal procedures which are applicable to the social sector. It was recommended that Institute should help the students in this area by providing relevant inputs.

13% of the organizations offered no suggestions as they were quite satisfied with the students' contribution and the way the internship program was handled by the Institute.

Overall, the organizations were satisfied with the placement process. Impressed by the contribution made by the students organizations with inadequate staff have recommended placement of more students in future. A few organizations have suggested that students should not be placed closer to their homes as it can prove to be distractive.

There were a few peripheral suggestions related to internship program and the students. One organization suggested that We Care should not be made mandatory and only intrinsically motivated students should be selected for placement. Another organization recommended that it should be possible to give feedback on the performance of the individual intern rather than the entire team.

Agenda for Future

In the context of the above feedback and recommendations there is need to reflect on the internship duration, strategies to incorporate academic inputs with regard to social sector, appropriate alignment of students' interests with objects of the organizations, clarity regarding project outline & deliverables and streamlining of reporting structure.

Annexure 1
Distribution of Internship Organizations: States & UT

	States	NGOs	Companies	Government Organizations	Total
1	Andhra Pradesh	11		1	12
2	Assam	1			1
3	Arunachal Pradesh	1			1
4	Bihar	5			5
5	Punjab	7	1		8
6	Chhattisgarh	2			2
7	Gujarat	10			10
8	Haryana	11			11
9	Meghalaya	1			1
10	Jammu & Kashmir	1			1
11	Jharkhand	3		1	4
12	Karnataka	5			5
13	Kerala	4			4
14	Madhya Pradesh	8		1	9
15	Maharashtra	43	5	2	50
16	Orissa	5			5
17	W. Bengal	10			10
18	Rajasthan	10	1		11
19	Tamil Nadu	4			4
20	Uttar Pradesh	23			23
21	Uttarakhand	3			3
22	Goa	2			2
	Union Territories				
1	Chandigarh	2			2
2	Delhi	23	1		24
	Outside India				
1	Mauritius	1			1
2	Malaysia	1			1
3	USA	1			1
	Total	**198**	**8**	**5**	**211**

Annexure 2
SVKM's NMIMS
School of Business Management
We Care 2013: Civic Engagement
FTMBA (I) (Student Data Form)

1. Name:
2. Gender:
3. Age:
4. Division:
5. Roll no:
6. Email ID:
7. Mobile No:
8. Permanent Residential Address (Mention city/town/district and State)
   _____
9. City/Town:
10. District:
11. State:
12. Pin code:
13. Volunteer Skill Set: Please tick the appropriate
    a. IT Skills
    b. Marketing Skills
    c. Medical Skills
    d. Teaching Skills
    e. Any other specify_____
    f. No Skills
14. Work experience sector :

15. Work Experience (in months)

16. Intended field of Internship: (Top 4 Preferences) (Number the preferences in rank order)[4]

   a) Child Education / Care & Protection. [_____]

   b) Community Development [_____]

   c) Differently Abled [_____]

   d)   Health [_____]

   e) Micro Finance [_____]

   f) Economic Empowerment [_____]

   g) No Preference [_____]

The information provided by me in this form including the permanent residential address is correct.
_____ (Signature of the Student)

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[4]Efforts will be made to locate NGOs in your preferred areas, but in case we are unable to locate the same, you shall have to intern in an NGO which is allocated to you.

Annexure 3
List of Faculty Mentors

	Faculty Mentor	States/City Covered				Students
1	Amit Bhadra	Orissa				11
2	Anupam Rastogi	Gujarat				18
3	Arti Deo	Maharashtra				10
4	Bala Krishnamurthy	Andhra Pradesh				10
5	C D Sreedharan	Delhi				12
6	Chandan Dasgupta	Jharkhand				10
7	Chandrima Sikdar	Bihar				10
8	Debashish Ghosh	Delhi				12
9	Gaurav Thappar	Uttar Pradesh				10
10	Gita Kumta	Andhra Pradesh				10
11	Gowri Joshi	Maharashtra				12
12	HariKumar Iyer	Karnataka	Mumbai			8
13	Hufrish Majra	Haryana				10
14	J. M. Shah	Uttar Pradesh				10
15	Love Tandon	Uttar Pradesh				20
16	Manjari Srivastava	Maharashtra	Haryana			10
17	Meena Galliara	Gujarat	Mumbai	Malaysia		34
18	Neeta Acharya	Uttar Pradesh				10
19	Nilay Yajnik	Kerala				4
20	P. N. Mukherjee	Delhi				13
21	Preeti Khanna	Punjab	Chandigarh			10
22	Rajesh Manjrekar	Mumbai				10
23	Sangeeta Wats	Madhya Pradesh				10
24	Sangita Kamdar	Madhya Pradesh				11
25	Sanjay Sinha	Maharashtra	Uttarakhand			9
26	Satish Modh	Delhi				12
27	Seema Khanvilkar	Delhi				12
28	Seema Mahajan	Punjab	Chandigarh			10
29	Shailaja Rego	Mumbai				10
30	Sharon Pande	Rajasthan	Goa			8
31	Smita Mazumdar	Delhi				11
32	Souvik Dhar	W. Bengal				12
33	Sreeram S	Tamil Nadu				9
34	Subroto Chatterjee	W. Bengal				12
35	Sujata Mukherjee	W. Bengal	Mumbai	Delhi	USA	27
36	T.T. Kachwala	Haryana				13
37	Veena Vohra	Rajasthan				11
38	Vidya Naik	Mumbai				3
39	Vrinda Kamat	Rajasthan				10
40	Anuradha Bhawe	Mumbai	Mauritius			47
	Total					**501**

Annexure 4
SVKM's NMIMS
School of Business Management

***We Care 2013*: Civic Engagement Programme**

Student Feed Back Form

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

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

*Required

Name of the Student*

Roll No*

Div*

Name of the NGO/Company*

City*

State*
Please rate your opinion on a scale of 1-5 for Q I to Q III
Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

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

1. Quality of interpersonal relations

2. Orientation provided to understand the functioning of the organization

3. Working atmosphere of the organization

4.   Utilization of your time by the organization

II.   **Handling Projects***
1.   Importance of the Project to the organization

2. Clarity of expectations

3. Autonomy given to complete the project

4. Support received from organization mentor to complete the project

III Reports*

    1. Clarity of reporting expected

    2. Clarity in submitting Final Report

    3. Clarity given for Poster Presentation

IV Project Handled in the area of*

    a) Child Education/Child Care & Protection

    b) Differently abled

    c) Health

    d) Rights Based

    e) Micro Finance

    f) Economic Empowerment

    g) Rural Development

    h) Urban Development

    i) Other

V Special contribution made by you to the Organization*

_____

Faculty Mentor Feedback

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

Please tick multiple options whichever apply

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

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

Please tick multiple options whichever apply

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

VIII   How did you keep in touch with your faculty mentor?*
Please tick multiple options whichever apply
1. Prior to my internship, I had a meeting with my mentor
2. During my internship, I was in touch over e-mail/ telephone
3. I had difficulty in accessing my faculty over e-mail/telephone/personal meeting
4. I did not feel the need to access my faculty mentor.
5. Other

We Care Learning and Feedback

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

1. Yes
2. No

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

_____
_____
_____

XI   Suggestions for Improvement (We Care programme)*

_____
_____
_____

Annexure 5
SVKM's NMIMS
School of Business Management
*We Care 2013***: Civic Engagement Programme**
Organization Feed Back Form

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

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

Name of the Organization*

State*

City*

Number of Students Placed*
Enter only numerical data

Please rate the student's performance on a scale of 1-5 for questions I to III.
Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

I.   Satisfaction with Interns Conduct

1. Adherence to the work discipline

2. Quality of interpersonal relations

3. Level of motivation to work with the organization

4. Ability to learn about a social issue

II.   Handling Projects

1. Originality of ideas

2. Clarity in designing plan of action

3. Adherence to Timelines in delivering tasks

4. Overall delivery of the project

III.   Reports

      1.   Timely submission of log book and weekly report

      2.   Timely submission of Final Report

      3.   Clarity in Presentation of the Report

      4.   Overall Quality of the Report

IV.   Specific remarks about interns contribution*

_____
_____

V.   Suggestions for Improvement*

_____
_____
_____
_____