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2014

WE CARE CIVIC ENGAGEMENT INTERNSHIP REPORT

Jasani Center for Social

Entrepreneurship& Sustainability

Management

30/4/2014

Acknowledgments

It is the fourth year in succession that the FTMBA students from NMIMS have contributed to social development sector under *We Care Civic Engagement* program. We Care team would like to express sincere and heartfelt gratitude to Dr. Rajan Saxena, Vice-Chancellor, NMIMS for enabling it to conduct We Care programme in its present form. He along with Dr. Debashis Sanyal, Dean, School of Business Management, gave unstinted support in incorporating many changes in the civic engagement internship since its inception so as to make it relevant and one that fosters social responsibility among the students.

Despite his busy work schedule Dr. Sanyal ensured that he was available whenever necessary to discuss and resolve all the issues related to planning, execution and monitoring of the internship. The *We Care* team sincerely acknowledges his cooperation.

It will also be pertinent to sincerely appreciate the support given by Ms. Nimisha Dalal, Executive Assistant to the Chancellor in keeping him updated about the internship programme.

Ms Anuradha Bhawe, our Community Development Officer, provided unstinted support to me to manage all the tasks with due diligence. Her commitment and integrity made a major difference to execute the programme.

We Care team would also like to acknowledge with much appreciation the crucial role played by the NMIMS Social Responsibility Forum (SRF) team consisting of Mr. Mehul Goyal, President, Mr. BS Swaminathan, Vice President, Ms. Akanksha Khare, Mr. Dipen Patani & SRF Volunteers in execution of the programme. Without their timely support especially in conducting We Care workshops and organizing Poster Presentation Event it would have been a colossal task for the core We Care team to run the programme successfully.

The enormous task of planning, executing, monitoring and evaluating the internship required support from the academic administration. We are thankful to Ms Varuna Saxena, Head, Academic Administration and her entire team specially Ms Sushma Louis, Ms. Rajashri Masurkar for extending their cooperation despite their heavy workload.

Our special thanks are due to SBM Faculty Members for mentoring and monitoring the students as well as evaluating their performance post internship. The *We Care* team is much obliged to them for voluntarily taking up the mentorship despite busy teaching schedules.

Last but not the least we are thankful to the students of the 2013-2015 batch as well as all the internship organizations for their support and co-operation.

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

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It has been four years since *We Care Civic Engagement Internship Project* was initiated by NMIMs in the year 2010. For the We Care team it has been an interesting journey which entailed exploration, experimentation and a lot of learning.

The objective of the We Care program is to socially sensitize the MBA aspirants through experiential learning and enable them to scrutinize various factors that contribute to the plight of the underprivileged sections of the Indian society. Under We Care 2014 project, 449 students were placed in 204 NGOs/Social Enterprises/CSR Departments across 22 states and 2 UTs for a period of three weeks starting Feb 3, 2014. Out of 204 internship organizations, seven were Government Organizations, four were corporates and the rest were NGOs.

As per the Code of Conduct laid down by the Institute each student contributed 8 hours per day for 3 weeks which resulted in 75432 man-hours and 9429 man-days devoted to the social sector.

To familiarize students with ground rules of working in the social sector, 20 orientation workshops were conducted by the student volunteers from NMIMS Social Responsibility Forum who themselves had successfully completed We Care internship earlier. Experts were also invited to conduct special workshops on Stakeholder Mapping and Disability to enhance students' knowledge further.

During the internship students undertook projects in various spheres like Marketing Strategy/ Social Media/Event Management/Branding, Project Management/Business Development, Child Education/Care & Protection, Disability, Community Development, Advocacy & Empowerment, Livelihood Support & Skill Development, Financial Management & Resource Mobilization, Health, Financial Inclusion, Social Research & Impact Assessment and others.

In addition to the mentors appointed by the internship organizations, 29 in-house faculty mentors monitored students' projects during the internship. The students reported to their faculty mentors on a weekly basis by sending updates on progress of their projects and future plan of action. Concurrently, the monitoring cell at Mumbai regularly sought feedback from the organizations about the students' work ethics and performance.

On Feb. 23, 2014 the We Care 2014 project was concluded with students submitting their final reports to their respective organizational and faculty mentors. Despite constant surveillance by the We Care team three students were singled out to be non-performers by their organizational mentors. The defaulters have been subjected to strong disciplinary action. Barring three all other students completed their We Care projects successfully.

To strengthen the We Care programme further participating students and internship organizations were requested to critically appraise it through online feedback forms. The excerpts of the feedback and recommendations received from 379 students and 139 internship organizations are listed in Table 1 & 2 below.

Table 1
Major Feedback

Students	Internship Organizations
1) 86% reported higher level of satisfaction with the internship organizations. Compared to last year the number of students reporting higher level of satisfaction with the internship organizations has declined by 2 %.	1) 83% showed higher level of satisfaction with students' conduct. Compared to last year the number of organizations reporting higher level of satisfaction with 'students' conduct' has declined by 2 %.
2) 92% reported high level of satisfaction with the projects allotted to them. Percentage of the students who expressed higher level of satisfaction with projects has shown steady rise over last four years	2) 82% experienced higher level of satisfaction in the way interns handled the projects. Percentage of the organizations in this category has shown steady rise over last four years
3) 85% of the students reported having high level of clarity with regard to reporting. Percentage of students in this category has increased considerably compared to last year which was only 34%	3) 85% organizations experienced higher level of satisfaction regarding the reports compiled by the students. Percentage of the organizations which expressed higher levels of satisfaction with reports has shown steady rise over last four years

Table 2
Important Recommendations

Recommendations by Students	Recommendations by Internship Organizations
1) 18% students recommended that internship duration should be increased so that their participation in the project implementation generates the expected impact.	1) 22% organizations suggested that social issues are too complex to comprehend hence internship duration should be extended beyond three weeks for enabling students to achieve better results
2) 13% students suggested that prior to the internship there should be more open dialogue between the organizations and the students so that there is no ambiguity regarding organizations expectations and project deliverables.	2) 20% of the organizations suggested that students should be focused, research oriented and willing to communicate with the organizations proactively for better planning of the projects.
3) 12% students felt that for realizing their potential they should be given autonomy to select organizations/projects which are in alignment with their interests and skill sets.	3) 9% of the organizations proposed that more students should be placed for internship throughout the year as it is beneficial for everybody.
4) 4% students proposed repetitive reporting formats should be scrapped to increase availability of time for the project work	4) 9% of the organizations suggested that prior to the internship there is a need for student orientation by providing appropriate academic inputs related to social development sector and specific social issues.

We Care: Civic Engagement Internship Program 2013-14

1. About We Care

The School of Business Management, NMIMS believes that promoting value based growth while imparting high quality management education is the need of the hour. By integrating social responsibility approaches in its curriculum it aims to inspire and educate future business leaders who can make a difference in the world. Under *We Care: Civic Engagement* internship programme it is mandatory for the first year MBA aspirants to take up social projects for three weeks. For ensuring sustainable development it is imperative that future managers have the skills and competencies to cope with socio-economical complexities of the Indian society. Working for socially and economically disadvantaged sections for three weeks exposes students to harsh realities and hence instills in them the need to contribute to the society. It also provides them a unique opportunity to use their skill sets creatively and apply management theories to real life situations for the benefit of the society.

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 452 students spread across various specialisations were to be placed for the internship. (See Table 3)

Table 3
Students: Specialisation wise

Course	Number
Core MBA	319
MBA-Banking Management	56
MBA-Capital Markets	53
MBA-HR	24
Total	**452**

1c. Internship Execution

The internship execution scheduled from Feb 3 to Feb 23, 2014 (both dates inclusive) for placing 452 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 3)*	June 24 - July 3, 2013
Sorting of student's data, follow up with them for collating data	July 3–July 10, 2013
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 – Dec 3, 2013
20 We Care Orientation Workshops	August 7, 2013 – Dec 20, 2013
Workshops on Stakeholder Mapping and Disability Management	Jan 11, 2014
Designing 'Code of Conduct' and 'We Care Project Report Submission Guidelines' and We Care FAQs	Jan 1 – Jan 31, 2014
Appointment of 29 Faculty Mentors.*(Refer Annexure 4)*	Jan 1- Jan 31, 2014
Internship Execution	Feb 3–Feb 23, 2014
Internship feedback duration-Students -Organizations	Feb 21–Mar 2, 2014 Feb 22 – Mar 17, 2014
Poster Presentation	March 13, 2014
Drafting We Care Report	April 1 – April 30, 2014

Out of the 452 students placed only 449 could actually join their designated organizations on Feb 3, 2014 as internship of three students had to be deferred due to sickness.

1d. Selection of Internship Organisations

In all students were placed in 204 organizations across 22states, 2 Union Territories *(Refer Annexure 1).* These organizations consisted of CSR/Sustainability departments of corporate organizations, Public Sector Units as well as NGOs[1].

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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) 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).

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

Chart 1(B)
Distribution of Organizations
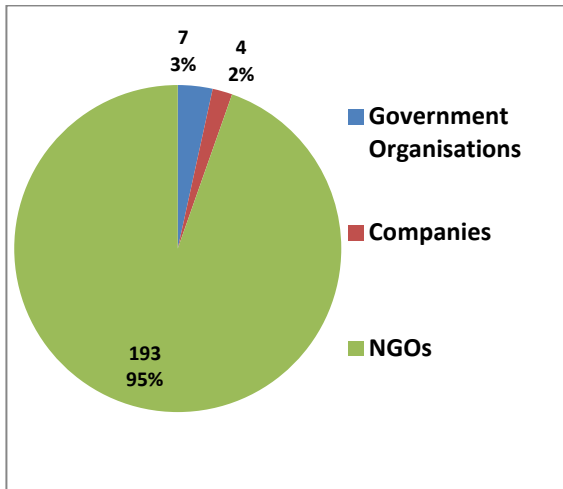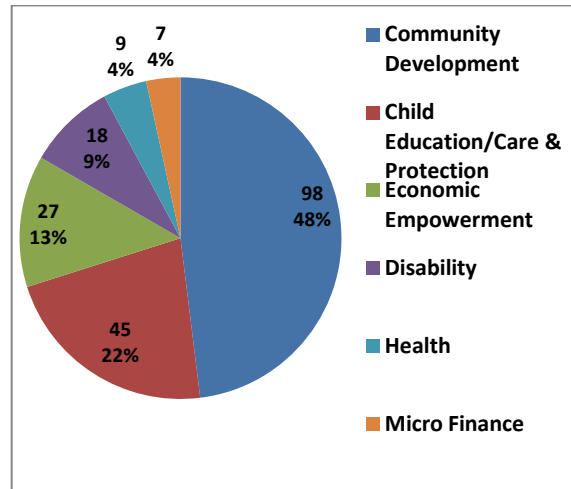**(Social development sector wise)**

Chart 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)
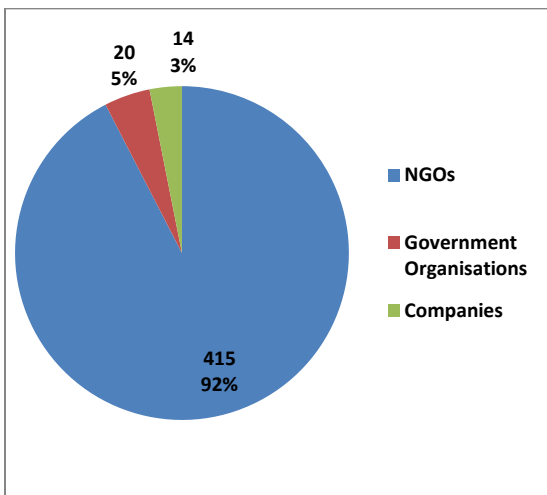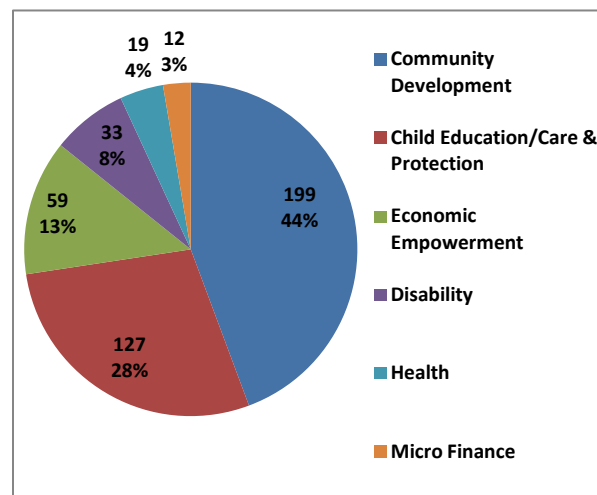**Distribution of Students**
(Cross-sector wise)

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

1e. Monitoring and Reporting

Over past four years We Care Team at NMIMS has built a robust monitoring and reporting mechanism for successful implementation of its *We Care Civic Engagement Internship* Programme. During the year 2013-14 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 organizational 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 and to give update on activities planned for the next week to the We Care team in Mumbai

3. On conclusion of the project 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.

Furthermore 29 faculty mentors monitored the students' progress and conduct during the internship through emails and telephone. A few faculty mentors contacted the organizational mentors to know about the students' performance while a few actually visited the internship organizations to understand the views of the organizational mentors regarding the internship and the students.

1f. Evaluation

Assessment of students' performance was done based 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 learnings through the Poster Presentation to independent jury

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

   • Communication with the faculty mentor prior to as well as during the internship

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

   • Submission of soft copy of final report

   • Participation in the Poster Presentation

   • Viva-voce based on the final project report

1 g. Feedback

Feedback was solicited through online feedback forms from the students as well as the internship organizations. The main objective was to enable the We Care Team to revamp the program so that it can foster social responsibility and character building among the participating students. The feedback data was collated-

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 analyze the views of the 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 for 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 11 data points spanning across 31 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) 449[2] MBA students b) 204 internship organizations
Duration of Data Collection	Feb 21 to March 17, 2014
No. of Responses Received	379 students (84%) and 139 internship organizations (68%) 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. • The level of satisfaction of internship organizations with the students with regard to their conduct, project execution and

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[2] Total 452 students placed: Three students deferred their internship due to sickness.

	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

Students were requested to give feedback on their satisfaction levels with regard to internship organizations, project execution and clarity for reporting. They were also required to mention their special contributions and learnings from the internship if any. Furthermore, they were requested to give feedback on support received from their respective faculty mentors prior to and during the internship in terms of accessibility and modes of communication used. Lastly students were requested to give suggestions that would help the Institute make the We Care programme more effective and efficient in achieving its expected impact.

Following analysis is based on the feedback given by 379 out of 449 students who implemented their We Care internship projects during Feb 3, to 23, 2014. Increase in the response rate from only 58% last year to 84% this year indicates growing interest among students regarding We Care Program.

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 depicted in Chart 3A below 86% of the students experienced higher level of satisfaction with the internship organizations. It was really reassuring to know that in a short span of time students were able to build rapport and closely associate themselves with the internship organization staff as they found the atmosphere to be quite supportive. The orientation provided by the mentor and utilization of the interns' time both were found to be commendable by majority of the students.

Chart 3(A)
Level of Satisfaction
Internship Organizations
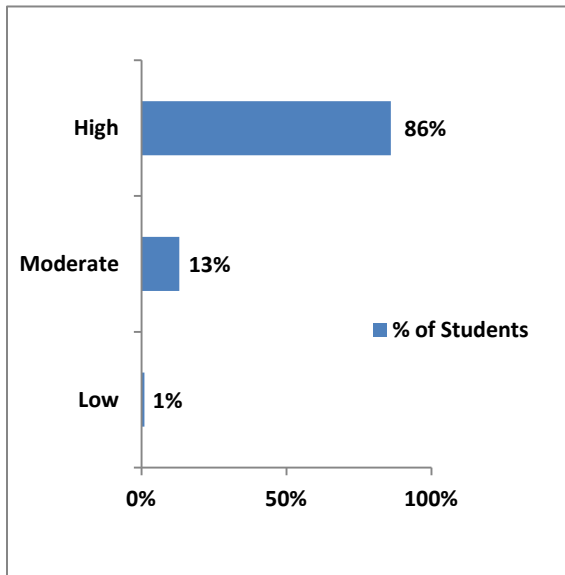
Chart 3(B)
Level of Satisfaction
(Social Development Sector wise)
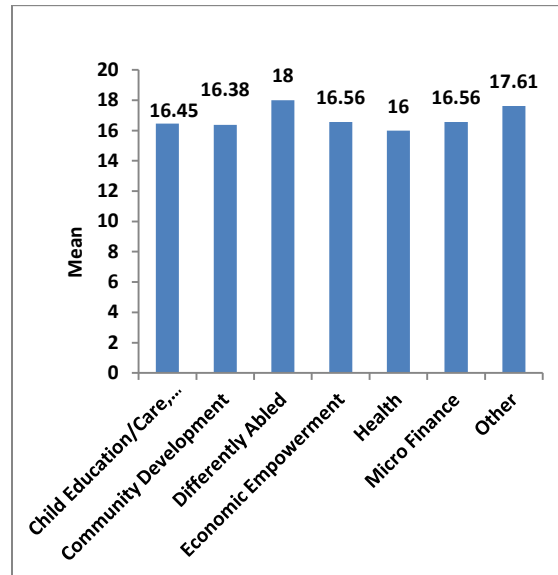
13 % of the students with moderate level of satisfaction reported that lack of preparedness on the part of their internship organizations caused confusion regarding project implementation and deliverables. Students placed in Mastek Foundation perceived the style of management of their organizational mentor as mismanagement resulting in their low level of satisfaction.

Chart 3(B) above illustrates high mean scores across diverse social sectors confirming that level of satisfaction was high irrespective of the area of work of the internship organization.

It can be inferred from the above analysis that overall students found it to be an enriching initiative which provided them an opportunity to work for the society and helped them develop a socially sensitive perspective of looking at things. Though the internship lasted only for three weeks they became well versed with the problems of the beneficiaries and learnt to value every little thing that they had. They admired the efforts put in by the social sector organizations despite complexity of the social issues and lack of resources.

3 b. Project Execution

During the internship period, students were expected to work on specific project(s), individually or jointly as assigned to them by the internship organization. Depending upon the cause pursued by the internship organizations the projects covered wide-ranging areas such as Child Education, Care & Protection, Disability, Community Development, Micro Finance, Micro Insurance, Resource Mobilisation & Planning, Sustainable livelihoods for Urban & Rural Poor and others *(Refer Annexure 2)*.

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)
Project Execution: Level of Satisfaction
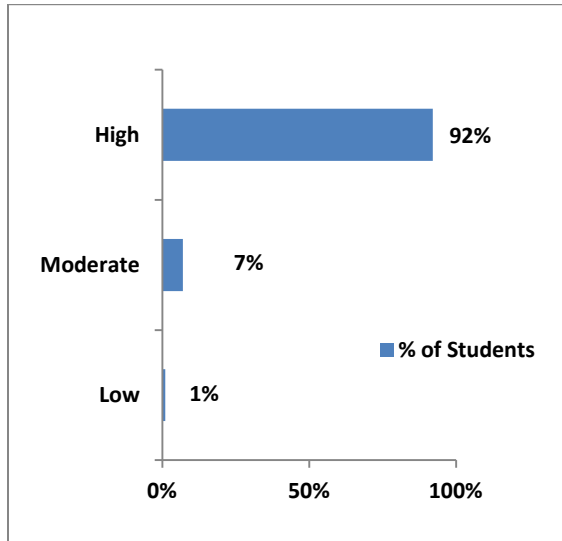
Chart 4(B)
Project Execution: Level of Satisfaction (Social Development Sector wise)
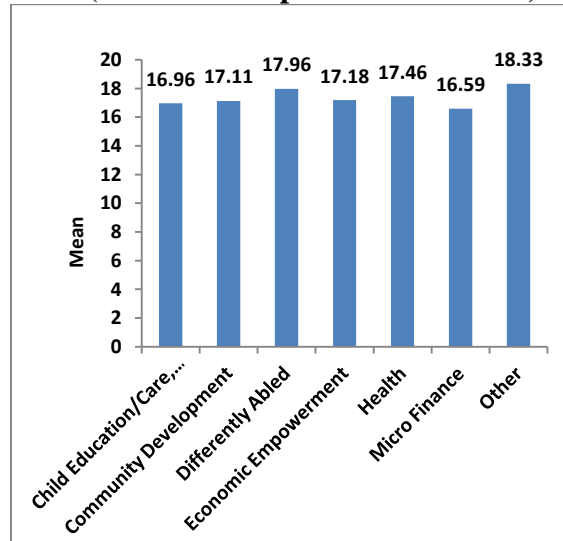
As displayed in Chart 4(A) above 92% of the students experienced high level of satisfaction while executing their internship projects. They valued the autonomy given to them by their organizational mentors which allowed them to utilize their inherent and acquired skill sets more effectively. They also appreciated the support given to them by their organizational mentor while applying the theoretical concepts learnt in the classroom to real life situation. Importance of the allotted projects to the internship organizations and the expected impact sparked an enthusiastic response from the students.

8% of the students with low level of satisfaction attributed it to assignment of projects which were either ambiguous or resulted in underutilization of their skill sets and time. Project content not being consistent with students' interests and area of specialization was also stated to be the cause of low satisfaction.

Chart 4(B) reveals that level of satisfaction was high irrespective of the social development sector.

Overall students gained immense satisfaction while working for socially and economically disadvantaged sections as it exposed them to ground realities for the first time in life and instilled in them the need to contribute to the society. During the internship students also realized how organizations are working towards building a self sufficient society and the kind of impact an individual's actions can have on the society. Undoubtedly execution of We Care internship

projects has given rise to strong social awareness and responsibility among the students. It is heartening to know that over a period of four years level of satisfaction with respect to project execution has increased steadily.

3 c. Contribution by students

As a part of the feedback students were asked to specify contributions made by them during their three weeks stint with the development organizations. As illustrated in Chart 5 below 67% of the students stated that they worked to revamp the existing systems and processes by offering management inputs so that the organizations are able to make optimal utilization of the scarce resources at their disposal. Students brought new perspectives and introduced new techniques to improve the projects outputs and outcomes.

Chart 5
Special Contribution
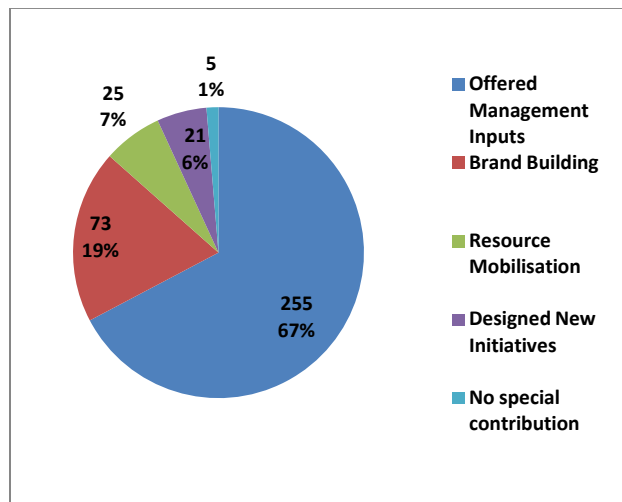
Students introduced technological inputs in the form of automation and standardization of systems & processes to reduce drudgery of manual work. They provided IT support by designing MIS tools and integrating databases across various departments of the organization. Impact/need assessments surveys, cost benefit analysis made by the students paved the way for strategizing towards sustainability. Training sessions conducted by students on leadership and personality development proved to be useful in improving efficiency of the children and the staff at Ehsaas, Lucknow, U.P.

19% of the students contributed towards increasing the visibility of the their respective internship organisations. Some students designed altogethar new websites while a few others revamped the existing ones making them more informative and interactive. A few teams helped increase the audience reach of the organisations through social media tools such as facebook, twitter, YouTube and Blogs. This further consolidated the existing awareness and image building campaigns of their organisations. Some students designed brochures, wrote success stories and created powerpoint presentations mainly to enable their organisations to make a perfect pitch to the potential donors.

7% of the students helped the organisations in mobilising resources. A team of students placed in Kaushalya Foundation in Bihar drafted a project proposal on women empowerment to be submitted to a welknown funding agency in India. Some students initiated CSR partnerships with companies to get volunteers and funding. A team of studnts placed in Mahita, Hyderabad secured a sponsorship worth Rs. 2 lakhs to provide for the training of underpriviledged adolecent girls in advanced beauty courses. One student contributed by conducting seminars for fund raising while another actually collected funds using his own contacts.

6% of the students reported that they started new initiatives to increase the overall impact of the work done by the organizations. Students introduced visual aids/video clips, computer technology and designed quizzes and games for better understanding of concepts by the children. One team introduced the concept of 360-degree analysis to identify root cause of the problems faced by their internship organisation and recommended strategies to resolve them. In order to gain insight into trends in medical expenses incurred by rural households a team of students placed in CARPED did a survey in a village in Andhra Pradesh. The data when analysed using statistically sound mentods confirmed that 40% of the villagers' income was spent on healthcare. The findings of the study were published in the daily The Hindu exposing inadequacies in government healthcare schemes.

One more team working on environmental sustainability analysed the measures taken at the Kala Ghoda Festival in Mumbai to turn it in to a green event with minimum impact on the environment. Their findings were published in The Hindusthan Times in February 2014. Petitions collected by them at the festival when submitted to the local corporator, resulted in implementation of environmental sustainability measures elsewhere.

3 d. Reports

As per the Code of Conduct laid down by the Institute students were required to submit online weekly logs to help the We Care team to track the progress of their projects. It was also mandatory for the students to submit hard copies of daily and weekly logs duly signed by the organizational mentors plus the final report. Furthermore, students were required to present their learnings through poster presentation event to be evaluated by the external judges. The event was scheduled a fortnight after the internship period.

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

Chart 6 (A) below highlights that 85% of the students expressed high level of satisfaction with regard to clarity in reporting. It is very encouraging to know that compared to last year (only 34% of the students reported high level of satisfaction) this year the clarity with respect to reporting and poster presentation is very high. Based on last year's feedback, written and oral instructions for reporting and poster presentation as given by the We Care team were made

shorter, crisper and succinct. Instead of one week, poster presentation was organized two weeks after the internship giving students adequate time to prepare for the event. The reason for the significant increase in the satisfaction level in reporting could be attributed to incorporation of above practices in We Care program.

Chart 6(A)
Clarity of Reporting
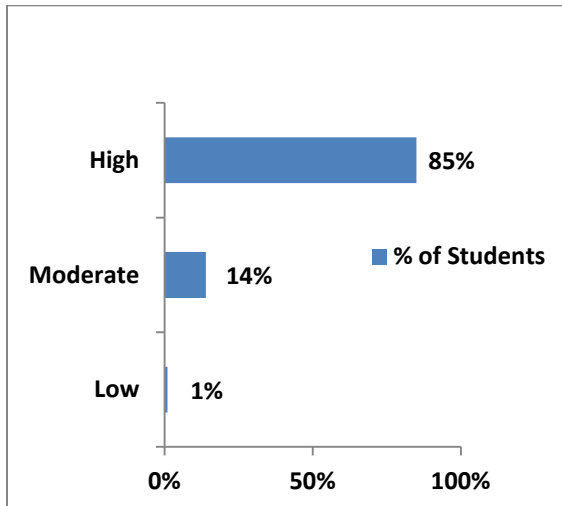
Chart 6(B)
Clarity of Reporting
(Social Development Sector wise)
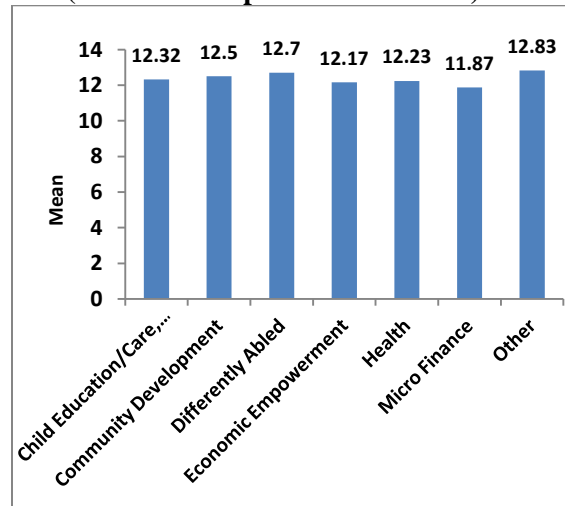
As depicted in Chart 6 (B), the mean scores across various social sectors are very close to 12. It can be inferred that clarity with regard to reports was not affected by the social sector of the internship organization.

3 e. Faculty Mentor Support

In all, 29 faculty members offered to mentor students prior to and during We Care program. They were also requested to monitor and evaluate the performance of their respective mentees during the internship period. Google groups were formed for ease of communication each consisting of the faculty mentor and his/her mentees.

The role of faculty mentor entailed activities such as:
- Mentoring: The faculty mentor was required to provide inputs to students regarding their projects and poster presentation through email or telephone.
- 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.
- Evaluation**:** The faculty mentor was required to conduct viva-voce based on the final project report.

Feedback was solicited in order to gauge the support received by the students from their respective 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.

Chart 7
Faculty Mentor Support

	Category
■	Inputs before only
■	Inputs before & during
■	Inputs during only
■	support not required
■	Intervened if faced problems

9 / 2%
40 / 11%
40 / 11%
146 / 38%
144 / 38%
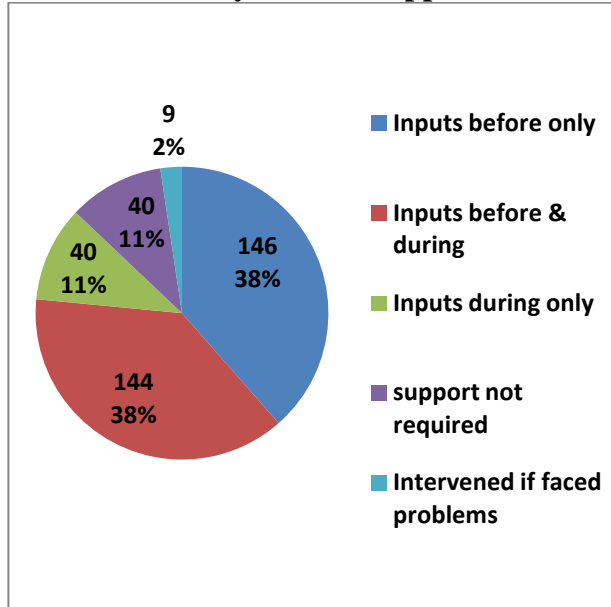
As depicted in Chart 7 above 38% of the students received inputs from the faculty mentor prior to the internship and almost the equal number received inputs prior to as well as during the internship. 11% received support during the internship while 2% received when they had some administrative problems. Except for 11% of the students who did not seek any support as they felt it unnecessary all other students received inputs from the faculty mentors at one time or another.

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 8(A)
Responsiveness of the Faculty mentors

	Category
■	Received response when contacted
■	No need
■	Encountered difficulties

5 / 1%
108 / 29%
266 / 70%
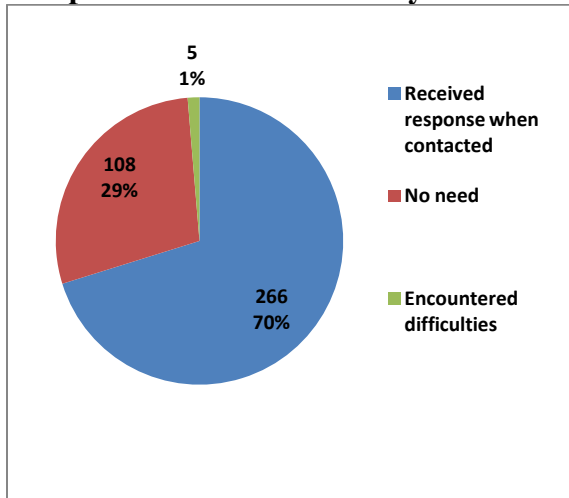
Chart 8(B)
Methods of communication used by students

	Category
■	Meeting, e-mail, telephone
■	Meeting
■	e-mail/ telephone
■	no need
■	Faced difficulty in contacting

2 / 1%
29 / 8%
62 / 16%
174 / 46%
112 / 29%
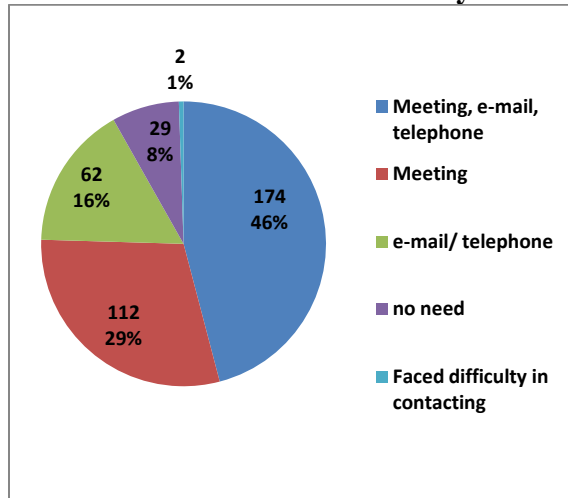
As revealed in Chart 8(A) above barring 5 students all other students who needed support from the faculty mentors received it when contacted.

All the five students who encountered difficulties in getting response had a meeting with their respective faculty mentors prior to the internship. Besides, a faculty mentor visited the organizational mentor and the student during the internship to discuss the progress of the project.

Chart 8(B) confirms that over 90% of the students communicated with faculty mentors using one mode or other. 46% used all three modes of communication, meetings, email and telephone while 29% established contact only through face-to-face meetings and 16% communicated via emails/telephone. Only two students have reported that they encountered difficulties while organizing face-to-face meetings with their faculty mentors. Overall, the support given by the faculty mentors was reported to be satisfactory by those students who sought it actively.

3 d. Learnings from the internship

Students were requested to give feedback if We Care internship proved to be a valuable learning experience for them. Response was found to be overwhelmingly positive as 99% of the students agreed that We Care program was a learning experience. Out of the four students who disagreed, three were unsatisfied with the nature of the project assigned to them and the method of implementation. One student expressed that he could have been placed in a better organization.

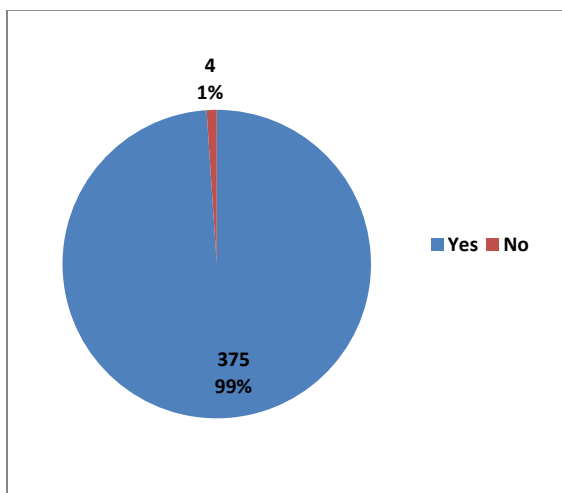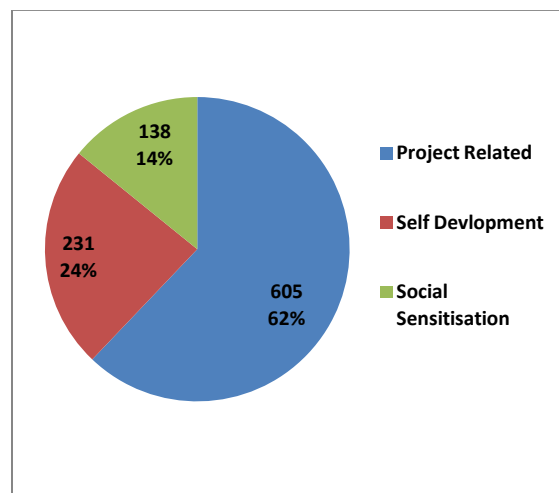| Chart 9(A)	Chart 9(B)
We Care: Learning Experience	Learning from the internship

Students were also asked to specify three major learning's from the internship. The responses of the students were classified into appropriate categories based on the inferences. On the whole learning took place in three categories a) Projects b) Social sensitization c) Self-development which is displayed in Chart 9(B).

a) <u>Projects</u>: 62% of the learnings were related to projects. Most of the students were working in the social sector for the first time. They had never faced such harsh environments before and were unaware of the ground realties. These students reported that it was an enriching experience which changed their outlook towards life. Moreover it proved to be an eye opening experience because it created understanding about the social, political and economical issues prevalent in the society. Students also learnt from indomitable spirit displayed by the internship organizations and their resourcefulness in tackling the social issues despite paucity of resources. Students realized that projects being implemented on the basis of mere philanthropy are ephemeral and promotion of social entrepreneurship is necessary for achieving self-sustainability. Students placed in CSR Departments of PSUs/Companies learnt how the theoretical concepts learnt in CSR can be applied in practice. They found that the scope of the CSR activities to be quite extensive in reaching out to the underprivileged in the society. With the introduction of new Companies Bill the corporate sector can play important role in the development of socio-economically backward communities.

b) <u>Self-development</u>: Students reported that 24% of the learnings were related to self–improvement which resulted in acquiring knowledge, learning new skills and intensification of existing talent. Students learnt that interpersonal skills and effective communication with people from different backgrounds are fundamental to success in many aspects of life. They also understood the importance of patience and perseverance as results are slow to materialize in social sector. For some students the internship proved to be a lesson in group dynamics, team spirit and improving leadership skills. They learnt that taking ownership and being accountable is integral to effective project management. While working with organizations with limited resources and large stakeholder base many students had to play multiple roles demonstrating flexibility. For some students it was a lesson in breaking out of their individual comfort zone and learning to adapt to an unfamiliar situation. Some of them rediscovered the importance of virtues like self-discipline, determination & hard work and learnt how important it is to develop professionalism for career success. On the whole the internship was a window to what the future holds for them in their professional life.

c) <u>Social sensitization</u>: 14% of the students expressed that the internship sensitized them towards most prevailing social evils in Indian society. It has shown them the different side of the life which motivated them to appreciate every little thing that they have and give back to the society no matter how trivial it is. Students also expressed that they connected well with the beneficiaries and the opportunity to contribute to improving the lives of people made them immensely happy. For some it was a lesson that one can derive satisfaction not only by materialistic things but also by helping others. Moreover, their projects for poor and excluded groups made them realize that providing equitable opportunities to every section of the society is a must for sustainable economic growth. To summarize, the internship led to a social awakening in the students giving rise to feelings of strong social awareness, sense of responsibility and empathy for poorest socio-economic group at the bottom of the pyramid.

3 e. Recommendations

As displayed in Chart 10 below, 40% of the students did not recommend any changes as they were satisfied with the way the We Care program was conducted.

Chart 10
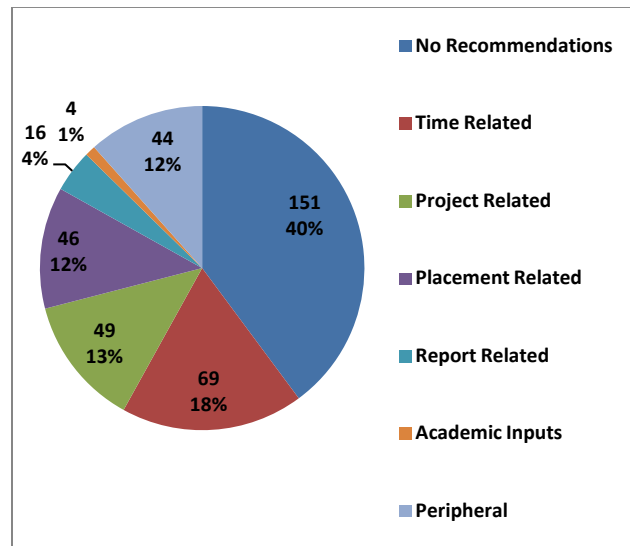
For 18% of the students the internship duration of three weeks was too short to create any significant impact. These students suggested that duration should be extended at least by one week to enable them to get clarity about the project and then go for the implementation with proper planning. Some students proposed that a longer association with the organization would allow them to ensure that solutions provided by them are reasonable and viable.

13% of the suggestions were related to internship projects. It was observed by some of the students that organizations were unable to define the project title and the objects beforehand. Students suggested that prior to the internship there should be more productive interactions with the organizational mentor which will pave the way for better understanding of the organization's culture and clarity with respect to the projects. We Care team should ensure that the internship organizations have clearly defined project for every intern before the start of the internship. Students agreed that field work should be mandatory but recommended that there should be proper balance between field work and office work. Too much of either might result in ineffective outcomes. Some of the students proposed that organizations should be more transparent with regard to reimbursement of project related travelling and boarding expenses.

12% of the recommendations were related to placement. Students suggested that to increase the impact of their contribution, students should be allowed to select their respective organizations/projects based on their skill sets and interests so that there is the right fit between between students expectations and organisations' requirements. It was also recommended that to avoid underutilization of students' time and talent they should be placed only in those

organizations which are not overcrowded with interns and which are able to utilize students' business acumen as MBA aspirants. Some of the students observed that location of the organization, particularly in metros like Delhi & Mumbai, should be closer to their place of residence else the travel time could prove to be a major hurdle in achieving good performance. Besides, care should also be taken to ensure that organizations are not located in sensitive areas. Overall it was suggested that students should be given more autonomy in deciding the internship organization as well as the project enabling them to add value as management students.

4% of the suggestions were related to report submission. Students found that it is time consuming and cumbersome to fill in daily as well as weekly log formats. Hence it was suggested that only one of them should be made mandatory. Furthermore, submission of hard copy of the weekly log was considered to be redundant since students were also required to submit it online during the internship. On the whole students recommended that documentation formalities should be reduced to make more time available for the project work. A few students suggested that making of a poster and the final report should be scrapped altogether and replaced by a documentary or a video which can be screened to all the students to increase their awareness regarding the social sector.

Only 1% of the students stated the need for academic inputs in areas such as primary research, fundraising, stakeholder mapping and impact assessment. One student observed that during the We Care workshop focus should be on social issues and deliverables rather than the disciplinary norms as laid down by the Institute for monitoring purposes.

12% of the recommendations were peripheral covering many issues ranging from timing of the internship to monitoring by the We Care team. Scheduling of We Care internship in the middle of the III trimester was found to be disruptive by some students. It was also suggested that students should have longer association with their respective internship organizations for greater impact. This could be achieved by placing them in Mumbai based organizations during both the academic years.

Students observed that the focus should be on quality of work and whether the skills of the students are being utilized optimally by the internship organizations rather than number of hours worked/day. It was suggested that excessive monitoring should be avoided as frequent telephone calls made by We Care team were found to be unsettling by some organizations. Students found similar mails coming from multiple sources as too repetitive and suggested that only one designated member of the We Care team should be allowed to correspond with the interns.

A visit to a few organizations preferably in the rural area was recommended prior to the commencement of the internship to gain insight into the working of the internship organizations. It was also suggested that students interning in different organizations located in the same area should be encouraged to collaborate to increase the overall impact of their work.

4. Findings: Feedback from Internship Organizations

At the end of the internship duration a link to an online format was sent to 204 internship organizations to seek their feedback regarding 449 students placed with them. In all, 68% organizations gave their feedback regarding satisfaction with interns conduct, their handling of projects and reporting. Organizations were also requested to make specific remarks about students' contribution and suggest improvements in the We Care programme. The following analysis is based on the feedback received from these organizations.

4 a. Level of Satisfaction: Interns Conduct

The level of satisfaction of the internship organizations with interns' conduct was measured on a five point rating scale ranging from 'Excellent' (5) to '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.

As presented in the Chart 11(A) 83% of the organizations expressed high level of satisfaction with students' conduct.

Chart 11(A)
Level of Satisfaction: Interns conduct
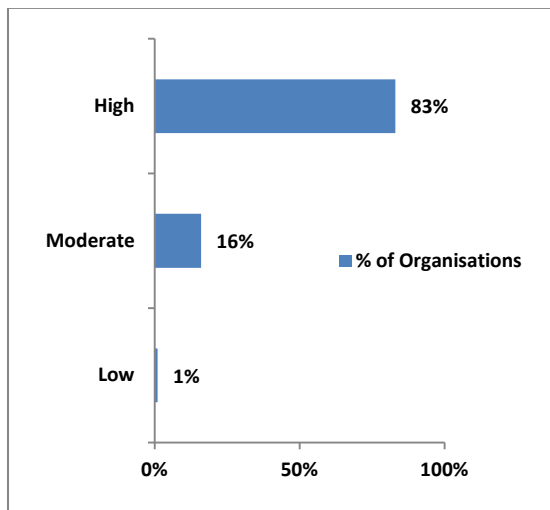
Chart 11(B)
Level of Satisfaction: Interns conduct
(Social Development Sector wise)
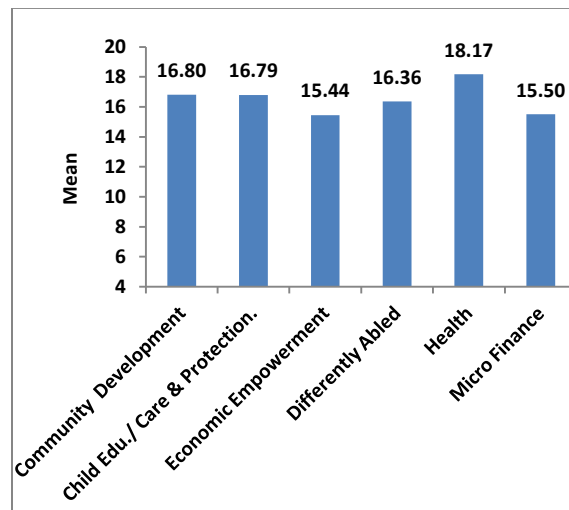
Organizations reported that students were punctual, hardworking and maintained workplace discipline. Students were self-motivated, worked with zest, displayed keen involvement and perseverance while executing the tasks assigned to them. Furthermore, they were open-minded and eager to learn about the social issues. Organizations also indicated that students were compassionate & sensitive to the needs of the beneficiaries especially differently abled and displayed good interpersonal skills while dealing with the staff members.

As presented in Chart 11(B) organizations showed high level of satisfaction with students conduct across all the social development sectors despite diversity in their respective missions.

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.

Chart 12(A) depicts that 82% of the organizations reported high level of satisfaction. It is encouraging to know that compared to last two years (76% of the organizations with high level of satisfaction) there were more organizations which were highly satisfied with the handling of the projects by the interns.
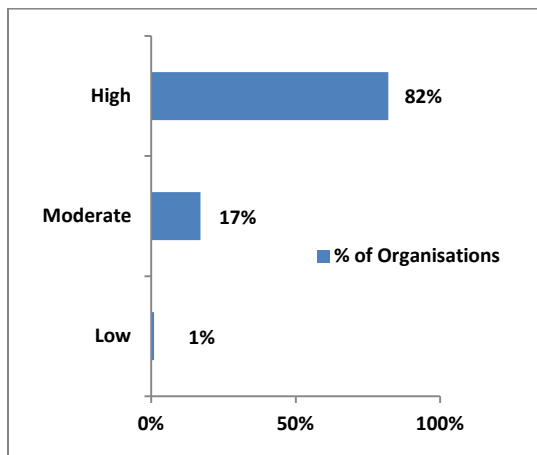
<table>
<tr><td align="center">**Chart 12(A)**</td><td align="center">**Chart 12(B)**</td></tr>
<tr><td align="center">**Level of Satisfaction: Project Execution**</td><td align="center">**Level of Satisfaction: Project Execution**</td></tr>
<tr><td></td><td align="center">**(Social Development Sector wise)**</td></tr>
</table>
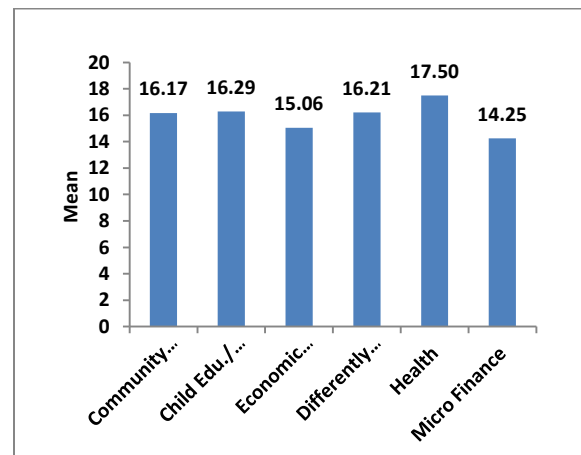
Students were ready to try new ideas and displayed creativity while implementing internship projects. They had clarity of thought and understood the requirements of the organizations quite well. Students were also good at communicating complex ideas in simple terms. A student who was placed in Samavedana was appreciated for clarifying the concept of Social Return on Investment (SRI) to the NGO's staff.

Although the time available for project implementation was too short most of the students worked diligently to meet the deadlines. Scarcity of resources or short duration did not prevent

them from delivering quality projects. Students placed in me2Green were appreciated for offering nine deliverables within three weeks. Whether 'Quest, Quality or Quantity' they were valued for being 'all-rounders'.

A few organizations reported that performance of the students was average and they could have worked harder. IL & FS explained the average scores given to the team of four interns for project implementation by stating that non-performers outnumbered performers. In case of Railway Children low level of involvement and commitment displayed by interns for a top priority assignment was believed to be responsible for the low scores.

Chart 12(B) reveals that despite diversity, the organizations across various social sectors reported to have higher level of satisfaction with interns' handling of projects.

4 c. Level of Satisfaction: Reports

As per the Code of Conduct laid down by the Institute students were required to maintain daily and weekly log which were to be authenticated by the organizational mentors. At the conclusion of the internship students were also required to submit final reports to organizational mentors as well as the Institute including recommendations with respect to the internship projects which they had just completed.

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.

As displayed in the Chart 13(A) below, 85% of the organizations expressed high level of satisfaction with respect to reporting by students.

The reporting formats and other systems developed by the Institute for monitoring and evaluation of students' performance were reported to be satisfactory. Except in a few cases, students submitted the daily/weekly logs and the final reports before the deadlines. Recommendations made by students with some leads for future planning were considered to be good and practical. Overall, quality of the final reports and the clarity of thoughts therein were found to be commendable.

Chart 13(A)
Level of Satisfaction: Reports
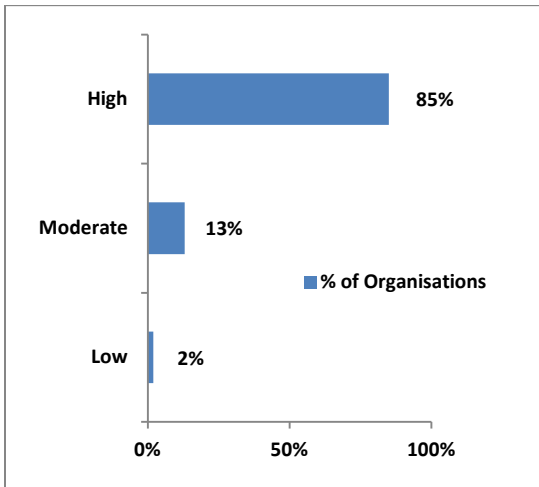
Chart 13(B)
Level of Satisfaction: Reports
(Social Development Sector wise)
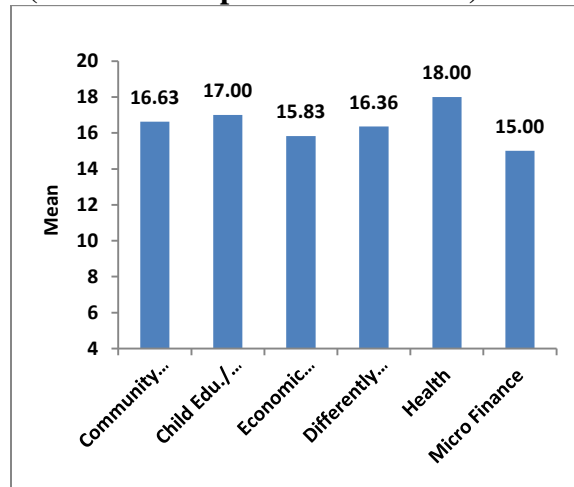
As confirmed in Chart 13(B) diversity in the social development sectors did not have any impact on the level of satisfaction expressed by the internship organizations with regard to reporting. In fact the satisfaction level was stated to be high across all the sectors.

4 d. Special Comments on Student's Performance

As a part of the feedback internship organizations were requested to specify contributions made by the students during the internship. These remarks were classified into appropriate categories namely students' conduct, their overall personality and project performance. The data in this regard is presented in Chart 14 below.

40% of the comments were related to the internship projects undertaken by the students. Organizations lauded the interns for initiating new systems and processes and revamping the existing once in various areas such as HRD, Inventory Management, Marketing, Resource Mobilization and other.

Mahita, Hyderabad reported that students did a fabulous job by developing linkages with reputed companies. Adarsh Seva Sansthan, Jamshedpur, Jharkhand stated that Gap Analysis of ICDS - Government scheme for child development, by the interns proved to be quite useful while designing NGO's advocacy campaign. Literacy India, Delhi was highly appreciative of the interns as not only they initiated an online promotion campaign but also fetched an order for its livelihood project products. Overall organizations appreciated students' ability to effectively utilize their skill sets and apply the theoretical concepts learnt as MBA aspirant to the social sector.

A few organizations though found the students performance to be average. They found the project work not up to the mark and students insincere and casual in their approach.

Organizations also observed that they expected more but students were unable to deliver due to lack of time.

Chart 14

Special Comments
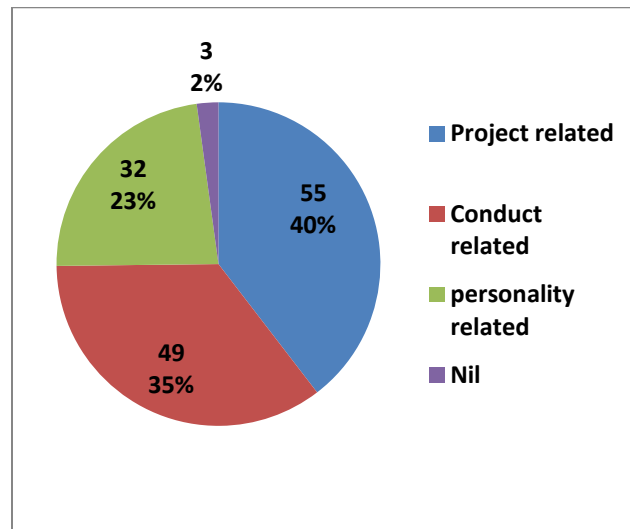
Over 1/3rd of the comments were related to behavior of the students. Organizations complimented students for their good manners and right conduct during the internship. They found the interns to be highly disciplined and sincere about their projects. Organizations valued interns' keen involvement and their willingness to take on any kind of chore-big or small exhibiting a positive attitude towards work and learning. Some of the organizations admired students' soft skills displayed through their amiable and pleasing attitude towards all the stakeholders.

Overall organizations were happy with the students' behavior. Indian National Portage Association, Chandigarh where students were placed for the first time claimed that 'The Team of three Interns..... was the Best Team we ever had on our rolls for the past two decades.'

23% of the remarks were pertaining to personality traits of the students. On the whole, internship organizations observed that students were hard working, committed and behaved responsibly. They were creative and came up with innovative ideas which helped the organizations complete important tasks. Kisan Sanchar from Zirakpur, Punjab found the students to be honest, dedicated and passionate about their work. Its international partner also applauded students' performance and decided to issue commendation certificate to each one of them.

Three organizations have not specifically remarked about interns' contribution but all of them have expressed high level of satisfaction with their conduct, project execution and report submission.

4 e. Recommendations

Internship organizations were requested to give recommendations which they deemed to be necessary to increase operational effectiveness of We Care progrmme while improving performance of the students.

Chart 15
Recommendations
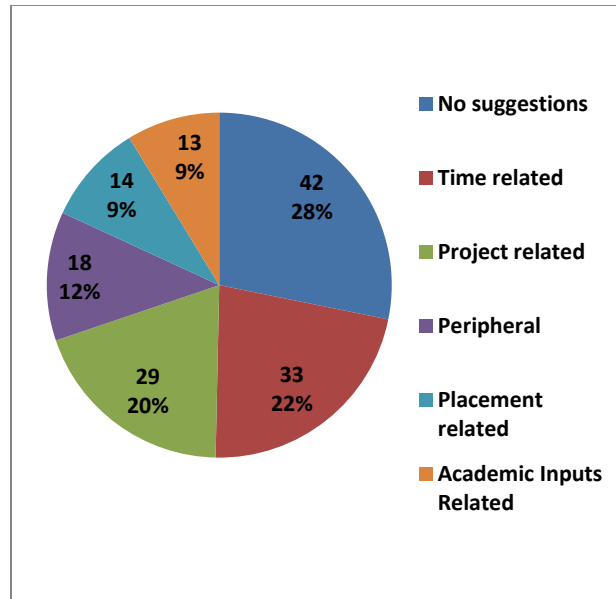
Chart 15 highlights that 22% of the suggestions were related to time. Almost all the remarks in this category are about extension of internship duration ranging from one to two months. As experienced by the organisations, immediately after joining, students need some time to settle down, get aclamtised to the organisation's culture and understand the social issues. It leaves little time for them to plan and implement the projects. Secondly to understand ground realites and to create greater impact they need to spend more time in the field which is not possible due to short duration.

Nearly 1/5th of the recommendations addressed issues pertaining to project planning and execution. Organisations proposed that students need to be focused and improve on presentation skills. Besides, there should be more interactions between students and organisations prior to the internship to facilitate better alignment between students expectations and organisations' requirements. With increased access to information students need to be proactive and research oriented to understand the social issues under consideration and to come up with fresh yet relevant ideas. Some organisations advised that students need to have more clarity of thoughts with respect to their role and report writing.

12% of the suggestions were peripheral. Over and above the We Care Programme, organisations wished that they could have long term association with NMIMS. Furthermore, organisations also wished that students continue to work for them in the long run and remain devoted to the cause.

Some of the organisations recommended that to motivate the students to take the internship seriously they should be graded and given credits on the basis of their individual performance. Correspondingly, internship organisations should be allowed to evaluate each student individually to enable them to make performance based assessment rather than giving a generalised feedback for the team as a whole.

9% of the suggestions were pertaining to the placement of the students. Organisations expressed that We Care programme was helpful to students as well as their beneficiaries and recommended that more students be placed next year. Morover, some of them suggested that students should be placed more frequently, if possible during summer vacation also, to strengthen their bond with the community. One organisation preferred students from the local area who knew regional languages another suggested that to motivate students to perform well they should be allowed to choose the organisation based on their respective interests.

Equal number of organizations as above remarked that there is need for appropriate academic inputs to prepare the students for the social sector. Students need to be oriented about the specific social cause to have better understanding of the issues involved. One organization suggested that students should be updated about core principles of community organizations and terms such as sustainability. Another suggested that they should be introduced to certain basic concepts of social work such as Participatory Rural Appraisal (PRA) and Results Based Management (RBM) to help them achieve the expected results.

Agenda for Future

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

Duration: As it is not possible to extend the internship duration it should be made mandatory for the students to spend three to four working days with the organizational mentor/staff during the Christmas vacation. This would help them to get acclimatized to the organization's culture and increase their understanding of the social issues under consideration. During this period it should also be made mandatory for the students to define the scope of the internship projects under the guidance of organizational mentors based on their own interests and organizations' requirements.

Academic Inputs: With the availability of probable project outlines almost a month in advance it would be easier to conduct workshops in the month of January on various topics to prepare the students for actual internship. It would also provide enough time for the students to do secondary research before the start of the internship.

More time for project implementation: As the planning part has already been taken care of students can start working on the project from the very first day of We Care internship.

Annexure 1

Distribution of Internship Organizations: States & UT

	States	NGOs	Companies	Government Organizations	Total
1	Andhra Pradesh	9		1	**10**
2	Assam	1			**1**
3	Bihar	6			**6**
4	Chattisgarh	2			**2**
5	Chandigarh (UT)	3			**3**
6	Delhi (UT)	24			**24**
7	Gujarat	9			**9**
8	Haryana	10		1	**11**
9	J & K	1			**1**
10	Jharkhand	5			**5**
11	Karnataka	5			**5**
12	Kerala	8			**8**
13	Madhya Pradesh	5		1	**6**
14	Maharashtra (including Mumbai)	49	4	1	**54**
15	Meghalaya	1			**1**
16	Orissa	3		1	**4**
17	Pondicherry	1			**1**
18	Punjab	7		1	**8**
19	Rajasthan	7		1	**8**
20	Tamil Nadu	7			**7**
21	Tripura	1			**1**
22	Uttarakhand	4			**4**
23	Uttar Pradesh	12			**12**
24	W. Bengal	13			**13**
	Total	**193**	**4**	**7**	**204**

Annexure 2
List of Projects

	Name of the Project	Name of the NGO	State	City
1	Assisting teachers in helping kids with spoken English and improving their responsiveness to action commands	Aarambh	Maharashtra	Navi Mumbai
2	Fund raising for the NGO. Also involved in branding for the NGO and promoting and organizing their events. Promotion of their 'Adopt-a-Child' campaign	Aarohan	Delhi	Delhi
3	Teaching and understanding behaviour of street children	Aasara	Maharashtra	Kalyan
4	Streamlining the child sponsorship program at Aastha Parivaar	Aastha Parivaar	Maharashtra	Mumbai
5	Library Work	Academy of Learning and Developement	Maharashtra	Mumbai
6	Upliftment of the socially deprived	Action for Child Labor(ACL) - Cholai	Tamilnadu	Chennai
7	Fundraising through the 'Newspaper Donation Program' and the '1 Rupee per Bill' campaign	Adapt	Maharashtra	Mumbai
8	Project on qualitative upgradation of homebased and vocational training units	Adarsh Charitable Trust	Kerela	Ernakulam
9	ICDS Services and their Implementation : A Gap Analysis	Adarsh Seva Sansthan	Jharkhand	Jamshedpur
10	Adhikar Microfinance	Adhikar Microfinance Pvt Ltd	Orissa	Bhubaneswar
11	Recovery Analysis of Tsunami Affected Villages in Cuddalore	AIDMI	Gujarat	Ahmedabad
12	HVCA report on three districts of Assam	AIDMI	Gujarat	Ahmedabad
13	Aiding remedial sessions for students with learning disabilities at Abhyudaya Nagar Municipal Primary School	Akanksha Foundation	Maharashtra	Mumbai
14	Creating formal and informal assessments for students	Akanksha Foundation	Maharashtra	Mumbai
15	Updation/Completion of scholarship records	Akanksha Foundation	Maharashtra	Mumbai
16	ISLI - An inspired step towards excellence in education	Akanksha Foundation	Maharashtra	Mumbai
17	Volunteering in various activities of Craft Bazaar	Akshay Pratishthan	Delhi	Delhi
18	Helping the NGO in setting up product catalog on webspace	Akshay Pratishthan	Delhi	Delhi
19	Cost accounting of kitchen expenses	Amar Seva Sangam	Tamilnadu	Tirunelveli
20	Fund Raising	Amrapali Utkarsha Sangh	Maharashtra	Nagpur
21	Microfinance- Data Analysis and Presentation	Annapurna Parivar	Maharashtra	Pune
22	Life Mutual Fund and Family Security Fund study	Annapurna Pariwar	Maharashtra	Pune
23	CSR for Vidyapurna- Growth in the microinsurance project over the past 10 years	Annapurna Pariwar	Maharashtra	Pune

	Name of the Project	Name of the NGO	State	City
24	HMF (Microinsurance) Claim Analysis for Pune for the year 2013. HMF (Microinsurance) Claim Analysis for Mumbai for the year 2013. Comparitive study of HMF for the year 2012 and 2013	Annapurna Pariwar	Maharashtra	Navi Mumbai
25	Development of a pilot marketing strategy for retailing of fairly traded handicrafts	Asha Handicrafts Association	Maharashtra	Mumbai
26	1.To analyze cost of sales for all their main clients abroad and recommend ways to reduce drain of resources.2.Develop system based procedure requirement plan for monitoring payments to producers.3.Prepare financial management training module for producers to enable them to predict their cash requirements and payments from their debtors	Asha Handicrafts Association	Maharashtra	Mumbai
27	ChildLine Ghaziabad Evaluation, Report on UP Government Schemes	AshaDeep Fundation	Delhi	Delhi
28	Analysis on improvement of operations, employment opportunities & collaborative ideas	Ashray Akruti	Andhra Pradesh	Hyderabad
29	Computerization of inventory management & establishing a digital presence for Astitva School	Astitva School	Maharashtra	Dombivali
30	Impact survey of Sachetana drinking water project	BAIF	Karnataka	Tumkur
31	Financial linkages for Micro and Grassroot Enterprises	Banglanatak dot com	West Bengal	Kolkata
32	Impact assessment of CSR Activities carried out by BHEL Bhopal in the year 2013-14	BHEL-Bhopal	Madhya Pradesh	Bhopal
33	To promote the name, mission & work of Bihar Sewa Samiti and resolve the health concern of underpreviledged.	Bihar Sewa Samiti	Bihar	Madhubani
34	Donor profiling	Blind's People Association	Gujarat	Ahmedabad
35	Website Design, Social Media and Corporate Engagement	BREADS, Bangalore	Karnataka	Bangalore
36	Study on coverage of Vit-A supplementation during Shishu Sharankshan Maah.	CARDS-Raipur	Chhatisgarh	Raipur
37	Study of out-of-pocket expenses on healthcare by rural households	CARPED	Andhra Pradesh	Hyderabad
38	1. First Aid Kit preparation and presentation 2. Donor Database updation 3. Costing Analysis Report 4. Standard Operating Procedure Document Finalization	Catalysts for Social Action	Maharashtra	Thane
39	Designing a comprehensive proposal for raising funds after reworking the budget for the WIN clinic project and pitching to corporates for funds.	Center For The Study Of Social Change (CSSC)	Maharashtra	Mumbai

	Name of the Project	Name of the NGO	State	City
40	Child Line	Centre for Integrated Development	Madhya Pradesh	Gwalior
41	1. Feasibility study of Medi – Rickshaw 2. Content Development for Centre of Rural Development 3. Impact assessment and future scope of Solar Home Lighting System done by Centre for Rural Development	Centre for Rural Development	Assam	Guwahati
42	Reworking the PR for CSSC by conceiving a new and improved website, brochure and expanding their presence by leveraging the power of social media.	Centre for the Study of Social Change	Maharashtra	Mumbai
43	Developing a communication strategy for fundraising at Child in Need Institute	Child In Need Institute	West Bengal	Kolkata
44	Social venture within an NGO: Experiencing CINI community initiatives (CINCOMM)	Child In Need Institute	West Bengal	Kolkata
45	The Nutrimix Community +	Child In Need Institute	West Bengal	Kolkata
46	Action against Child labour, improvement of students marks and assistance for presentation for monetary help(funds) from Accenture.	Cholai	Tamilnadu	Chennai
47	Economic abuse of women and Child Line	Chotanagpur Sanskritik Sangh	Jharkhand	Ranchi
48	Analyzing and formulating drivers for sustainable growth at CDS	Community Development Society	Maharashtra	Nagpur
49	Report on school requirements.	Conserve India	Haryana	Bahadurgarh
50	Preparing a new business model	CRASA	Andhra Pradesh	Machilipatnam
51	Ecommerce portal feasibility study	Creative Handicrafts	Maharashtra	Mumbai
52	Multiple projects : 1. Creation of data base of all the recognized institutes for which CROSS is eligible to obtain grants/loans 2. Creation of data base of the companies with CSR activities in health, Community development, Education in Tamil Nadu 3. Creation of report on RBI guidelines for establishment of MFI 4. Recommendations and Suggestions for the improvement of Brochure and Website	CROSS, Vellore	Tamilnadu	Vellore
53	CSA website content creation	Catalysts for Social Action	Maharashtra	Thane
54	Vocational Training Programme(Tailoring Training)	Dakakendu Womens Development Soceity	West Bengal	Purulia
55	Branding and Marketing of FADA-an initiative of Deepalaya	Deepalaya	Delhi	Delhi
56	Social media marketing strategy for hearing and speech impaired	Deepalaya	Delhi	Delhi

	Name of the Project	Name of the NGO	State	City
57	Marketing of Quill Products created by Differently Abled Children	Deepalaya	Delhi	Delhi
58	Developing mechanisms and detailed designs for shortlisted strategies of social media promotion of vocational training at Deepalaya centres	Deepalaya	Delhi	Delhi
59	Non formal education system based on education and rehabilitation of children in slums of Allahabad	Diocesan Development and Welfare Society	Uttar Pradesh	Allahabad
60	Curriculum Planning of 4 year syllabus of students	Disha Foundation Trust	Maharashtra	Thane
61	1. Disha – BHEL, Open school learning project 2. Disha – Tech Mahindra Foundation Project	Disha India	Delhi	Delhi
62	F ormation of SHG and distribution of money	Disha Social Organisation	Uttar Pradesh	Saharanpur
63	To bring about awareness among the drug addicts about the various schemes run by govt for economic upliftment	District Child Welfare Council, Ambala City	Haryana	Ambala
64	"A study on safety and security of adolescent girls in notified slums in Hyderabad"	Divya Disha	Andhra Pradesh	Secunderabad
65	Development of sustainable and scalable working model for rural BPO	Drishtee Foundation	Uttar Pradesh	Noida
66	Channelizing the demand and analysis of gaps in the educational courses offered by Drishtee with a strategic focus on optimizing the existing modus operandi	Drishtee Foundation	Uttar Pradesh	Noida
67	Strategizing Bhartiye Mahila Bank-Micro Credit card scheme for rural entrepreneurs of Drishtee Foundation and SBI Kiosk Operation Manual updation	Drishtee Foundation	Uttar Pradesh	Noida
68	Education - To understand CEEP course's demands and gaps	Drishtee Foundation	Uttar Pradesh	Noida
69	To Launch a urban rangoli retail store	Drishtee Foundation	Uttar Pradesh	Noida
70	Empowerment of sex workers (at Sonagachi) and helping them become a healthy and accepted lot in the society	Durbar Mahila Samanawya Committee	West Bengal	Kolkata
71	Personality and leadership development at Ehsaas	Ehsaas	Uttar Pradesh	Lucknow
72	Study of Operational model of Microfinance and its impact on rural development	ERDS	west Bengal	Maldah
73	Approval of education scholarship program for underprivileged students	Ernst and Young Foundation	Maharashtra	Mumbai
74	Impact assessment of ETASHA Society	Etasha Society	Delhi	Delhi
75	Evaluation of factors affecting students performance in the Eureka SuperKidz Program	Eureka Child Foundation	Tamilnadu	Chennai
76	Introduction to Fair Trade India and Sustainable Development of Child Banking Model	Fair Trade Forum India	Delhi	Delhi
77	Micro credit program at FCDP	FCDP	Kollam	Kerala
78	Social Cost-Benefit Analysis	Financial management Service Foundation	Uttar Pradesh	Noida

	Name of the Project	Name of the NGO	State	City
79	To spread awareness among the eligible group about a Government Pension Scheme by the name of "Swavalambhan" and encourage them to enroll for the same	Gram Vikas Sansthan	Haryana	Hissar
80	1) Parivartan 2) Reports of different events based on annual and quarterly reports of GENVP	Gramin Evam Nagar Vikas Parishad	Bihar	Patna
81	1) GSMT TI MIGRANTS PROJECT 2) GSMT TI 1200 FSW PROJECT 3) GSMT TI 1300 MSM PROJECT	Gramin Samassya Mukti Trust	Maharashtra	Pandharkawada
82	Convergence of agricultural interventions in Maharashtra (CAIM)	Gramin Samassya Mukti Trust, Wani	Maharashtra	Pandharkawada
83	Socio-Economic development of rural people	GSVS, Ajmer	Rajasthan	Ajmer
84	Study of CSR and sustainable development initiatives of HAL Koraput.	HAL(Koraput)	Orissa	Koraput
85	Facilitating vocational training and corporate support for the NGO	Hope Foundation	Delhi	Delhi
86	New BPL Cards, ATU, From the Children's Desk, Preparation of Annual Report of the NGO	Hope Kolkata Foundation	West Bengal	Kolkata
87	Assisting in implementation of Street to School Program by Early Child Care and Development (HOPE Worldwide) in collaboration with Save the Children and WCCD	Hope Worldwide	Delhi	Delhi
88	HPCL Childline Intiative	HPCL	Maharashtra	Mumbai
89	HPCL's Engagement with the Nanhi Kali Initiative	HPCL	Maharashtra	Mumbai
90	A study of HPCL's partnership with ADAPT	HPCL	Maharashtra	Mumbai
91	1. Planing the outreach program for Childline, Lucknow 2. Raising funds for Human Unity Movement (HUM), Lucknow	Human Unity Movement	Uttar Pradesh	Lucknow
92	I India awareness and domestic funding survey	I India	Rajasthan	Jaipur
93	Women Literacy	IBTADA	Rajasthan	Alwar
94	Developing content for conducting interactive sessions on various topics in Science for children in Std 5,6 and 7	IDEA Foundation	Maharashtra	Pune
95	Devising a retail marketing strategy for an SHG produced low cost sanitary napkin	IL&FS	Maharashtra	Mumbai
96	Branding strategy for the sanitation programme in the villages of Vadodara district	IL&FS	Maharashtra	Mumbai
97	Social impact assessment	IL&FS	Maharashtra	Mumbai
98	Conduct market survey and diagnostic analysis of RO drinking water Plant Interventions	IL&FS SIG	Maharashtra	Mumbai
99	Training and development of persons with disabilities	IMFPA		

	Name of the Project	Name of the NGO	State	City
100	Feasibility study on setting up a community based residential centre for adults with disabilities focussing on resource planning, initial cost of setting up and sustainability.	Indian Institute Of Cerebral Palsy	West Bengal	Kolkata
101	Cause awareness programme and reporting	Indian National Portage Association, Chandigarh	Chandigarh	Chandigarh
102	Forming and supporting Self Help Groups	Institute of Social Development	Uttrakhand	Rudrapur
103	Combating child labour	Jana Kalyan Welfare Society	Andhra Pradesh	Rajahmundry
104	TO study how tribal women of Abu Road belt have evolved over time, helped themselves and contributed to the growth of society	Janchetna Sanstha	Rajasthan	Abu Road
105	Impact Analysis, case study preparation and CHILDLINE promotion	Janhit Foundation	Uttar Pradesh	Meerut
106	Project Management/ Business Development	Jasani Center for Social Entrepreneurship & Sustainability Management	Maharashtra	Mumbai
107	Outreach for World of Work (WoW)	Junior Achievement India	Maharashtra	Mumbai
108	a) To assist the farmers in Hingani in establishing a marketing channel for the sale of organic vegetables. b) To assist women entrepreneurs in Pimpalgaon in creating a marketing channel for flour mill products. c) Study of impact of Small Producers Agri-business Resource Centre (SPARC) on the people of Shivangaon village.	Kamalnayan Jamnalal Bajaj Foundation	Maharashtra	Wardha
109	Preparation of proposals and reports for IWD event and NABARD projects	KARM	Maharashtra	Mumbai
110	Branding, use of social media for promotion of activities, website development, active involvement in the launch of "Missing Child Bureau"	Karnataka Integrated Development Society	Karnataka	Puttur
111	Project Proposal for Empowerment of marginalized women in Bihar through nourishment & Income generation	Kaushalya Foundation	Bihar	Patna
112	Impact assessment of Total Village Management (TVM) model initiated by KGVK in the areas of Health, Education and Natural Resources Management in Ormanjhi and Patratu blocks.	KGVK	Jharkhand	Ranchi
113	Impact assessment of CCAFS project of Kisan Sanchar	Kisan Sanchar	Haryana	Panchkula
114	Marketing and strategic support for Indha Craft, the livelihood project of Literacy India	Literacy India	Haryana	Gurgaon
115	Self Help Groups	Lok Kalyan Samiti	Punjab	Amritsar

		Name of the Project	Name of the NGO	State	City
116		Study of microcredit system and self help groups, assess their impact on socioeconomic conditions of the participants and develop a business plan for supplementing incomes of households.	Lupin Foundation	Uttrakhand	Rishikesh
117		Digital Marketing & Database management system	Ma Foi Foundation	Tamilnadu	Chennai
118		"Promoting awareness and use of Oral Rehydration Therapy (ORT) and Zinc as treatment of childhood diarrhoea amongst public health providers and caregivers in Indore Division (M.P)"	Madhya Pradesh Voluntary Health Association (MPVHA)	Madhya Pradesh	Indore
119		Strategic initiative for organizational development.	Mahita	Andhra Pradesh	Hyderabad
120		Sexual violence against women	Maitri	Delhi	New Delhi
121		Violence against women	Mamta Samajik Sanstha	Uttrakhand	Dehradun
122		Payroll giving program- Due diligence reports	Mastek Foundation	Maharashtra	Mumbai
123		Creating awareness among marginalized children about Childline services	Matru Sewa Sangh Institute of Social Work	Maharashtra	Nagpur
124		Analysis of community festivals to make them eco-friendly	me2green	Maharashtra	Mumbai
125		Assessment of ERP requirements in Mobile Creches	Mobile Creches	delhi	Delhi
126		Volunteer email list	Mobile creches	Delhi	Delhi
127		Preparation of organizational profile for fund raising	MPVSS	Madhya Pradesh	Ujjain
128		Branding, Promotion and Value Proposition	Muktaa Charitable Foundation	Maharashtra	Pune
129		a.GiveIndia: To prepare a brief description for each student under Muktangan's Sayani Road Municipal Corporation school (about 260) in a specified format provided by GiveIndia organisation. b.Presentations for Muktangan: To prepare two corporate investor/donor oriented presentations, emphasizing on women empowerment and children education. c.Preparing Case Studies:	Muktangan	Maharashtra	Mumbai
130		Content editing and formatting of a story manual and bpt report	Mumbai mobile creches	Maharashtra	Mumbai
131		Education Program, CEO Presentation and Alumni Meet	Mumbai Mobile Creches	Maharashtra	Mumbai
132		Buddy reading project MMC presentation	Mumbai Mobile Creches	Maharashtra	Mumbai

	Name of the Project	Name of the NGO	State	City
133	Gather data about ground realities of education in the field of training and employment of adults with intellectual disability It includes documentation of good practices; strengths and weaknesses of educational system, preparing a blue print of effective schooling and conducting interviews with teachers, parents and students to collect the data.	Muskaan	Delhi	Delhi
134	To assist the organization in admin work, fund raising activities and increasing its presence on digital media	Muskan Foundation	Delhi	Delhi
135	Identification, analysis and measurement of key performance indicators for the impact of Phulkari as a social development program.	Nabha Foundation	Punjab	Nabha, punjab
136	Impact assessment of RTF project	Navsarjan Trust	Gujarat	Surat
137	Credit facility for farmers and providing training for road safety and RGKA	Nehru Yuva Kendra Sangathan	Rajasthan	Bhilwara
138	Social impact assessment and value addition for youth empowerment activities	Nehru Yuva Kendra Sangathan, Bathinda	Punjab	Bathinda
139	Street Vendor Lighting	NIDAN	Bihar	Patna
140	SPEED-Smart Power for Environmentally-sound EconomicDevelopment	NIDAN	Bihar	Darbhanga
141	PACS (Poorest Area Civil Society)	NIDAN, Katihar	Bihar	Kathihar
142	A status report of Nutritional rehabilitation center ,Darbhanga	Nidan-NRC	Bihar	Patna
143	Hiv aids migrants intervention and csr outsourcing	NMCT	Tamilnadu	Tirupur
144	Career guidance and counselling workshop for students of class X/XII	Northeast Educational and Development Society	Meghalaya	Shillong
145	Organizational effectiveness, understanding the existing process to identify the possible issues and improvements	OISCA International	kerela	Payyannur
146	Jalanidhi project implementation Phase II in Maniyur GP of Kerala	OISCA International	kerela	Payyannur
147	Corporate fundraising	Oxfam India	Maharashtra	Mumbai
148	Marketing PAHAL	PAHAL	Punjab	Jalandhar
149	Microfinance of Self Help Groups	PAHAL	Punjab	Jalandhar
150	Analysis of healthcare services of Pahal Hospital and organisation of toys and books donation drive in Indore	Pahal Jan Sahyog Vikas Sansthan	Madhya Pradesh	Indore
151	Event Management of community development and social welfare activities and create awareness among people and encourage them to be part of same	Patiala Welfare Trust	Punjab	Patiala
152	Vulnerable children and youth Program	PCI INDIA	Delhi	Delhi
153	Fundraising and promotional activities	People For Animals	Delhi	Delhi

	Name of the Project	Name of the NGO	State	City
154	Sagodhara Vaazhvu Sabha	PMSSS	pondicherry	Pondicherry
155	- Compilation of NREGA data for Maharashtra - Field visits to Trambak and Nashik area	Pragati Abhiyan	Maharashtra	Nashik
156	Looking across various activities of PSSS and finding problems and solutions to them	Pragati Social Services Society	Haryana	Karnal
157	Study and documentation of the computer assisted learning program implemented by Pratham Infotech Foundation in Uran	Pratham InfoTech Foundation	Maharashtra	Mumbai
158	1. Training manual to prevent child abuse and neglect 2. Business plan for 'Zaika' (the canteen at Prayas)	Prayas Institute of Juvenile Justice	delhi	Delhi
159	Research based projects on "Emerging Perspective of Social Work Practice with People with Disabilities" and "Police Response to Crime against Women"	Prayas Institute of Juvenile Justice	delhi	Delhi
160	Education of the underprivileged children	Prayas Social Welfare Society	Haryana	Faridabad
161	Fund mobilization	Prayas Social Welfare Society	Haryana	Faridabad
162	Balika Vidya Voucher Scheme	PRERNA	Delhi	Delhi
163	Protsahan changemaker	Protsahan	Delhi	Delhi
164	1. Financial analysis for TISS 2. Website content writing 3. Per- child cost analysis for Railway Children	Railway Children	Maharashtra	Mumbai
165	Design Blueprint of MIS	Rangoonwala Foundation (India) Trust	Maharashtra	Mumbai
166	Community development survey	Rasta	Delhi	Delhi
167	Women Empowerment	RLEK	Uttrakhand	Dehradun
168	Vocational and communication skills training for unemployed youth of Nadiad at Saath, Umeed	SAATH	Gujarat	Ahmedabad
169	The financial sustainability & expansion of SAATh Saving & Credit Cooperative So. Ltd.	SAATH	Gujarat	Ahmedabad
170	Report on promotion of livelihood (vegetable cultivation) proposal, under 'Tejaswini' programme	Sahara Manch	Madhya Pradesh	Bhopal
171	SHG formation under NABARD project	Sahara Manch	Madhya Pradesh	Bhopal
172	Study of government schools to comprehend the reasons for the declining education quality and private schools for implementation of Section 134 A of RTE	SAHASH	Haryana	Kurukshetra
173	Business Proposal	Sakaar Outreach	Delhi	Delhi
174	Case studies compilation on economic empowerment of rural community through SHGs facilitated by SAKAR.	SAKAR	Uttar Pradesh	Bareilly
175	To prepare a presentation that would help the Samaritan Help Mission to pitch for funding towards its Microcredit Division	Samaritan Help Mission	west Bengal	Howrah

	Name of the Project	Name of the NGO	State	City
176	1.To prepare a pitching document and presentation for the NGO to get funding from various organizations for health-care unit. 2.To increase the audience reach of NGO in facebook, twitter and other social media pages through various engagement activities	Samaritan Help Mission, Howrah, West Bengal	west Bengal	Howrah
177	Social return on investment of an activity at Samavedana	Samavedana	Maharashtra	Pune
178	Nation Pension System	Sanchayan Society	Delhi	Delhi
179	Area mapping Delhi region	Sanchayan Society	Delhi	Delhi
180	Study of NPA/AUCA recovery process at Sanghamithra Rural Financial Services and quantifying the cost of NPA/AUCA recovery.	Sanghmitra Rural Financial Services	Madhya Pradesh	Bangalore
181	Helping the NGO in computer related activities and providing basic computer training to the members	Sangram Sanstha, Sangli	Maharashtra	Sangli
182	To streamline the existing processes and recommend some growth strategies	Sanskriti Sewa Paristhan	Punjab	Ludhiana
183	1. Strategies for brand building and visibility for SRI 2. Strategies for promotion of SOC 3. Job fair at SRI	Santhigiri Rehabilitation Institute	kerela	Thodupuzha
184	Improving learning level outcomes in MCD schools	SARD	Haryana	Yamunanagar
185	To formulate a integrated development plan to improve livelihood of Moondala village in Bhusawal Taluka	SARDA, Bhusawal	Maharashtra	Bhuswal
186	Save Our Sisters	Save the Children	Maharashtra	Mumbai
187	Education - MIS	Save the Children India	Maharashtra	Mumbai
188	HIV/AIDS prevention and helping SHGs sell their products online	Sawera India	Punjab	Amritsar
189	Impact analysis of SCAN - India activities	SCAN - India	Andhra Pradesh	Chittoor
190	To assist Dianne in writing a report on progress of work done in Shishvi by Seva Mandir by visits and conducting qualitative interviews and surveys	Seva Mandir	Rajasthan	Udaipur
191	Project assessment of SYM	Shikha Yuva Manch	Chhatisgarh	Bilaspur
192	Ameliorate HR Ploicies, channelize to tap the market for their product & inventory management	Shree Mahadev Educational & Rehabilitation Public Charitable Trust	Gujarat	Surat
193	Feasibility study of cold storage/Banana Ripening Centre at Pavi Jetpur	Shroffs Foundation Trust	Gujarat	Baroda
194	Impact analysis of demonstration of watershed project in the foothills of Shiwalik	Shubh Karman Society	Punjab	Hoshiarpur
195	Study of SKS programs and enterprises to come up with solutions which can lead to better marketing, reduction in their cost and more effective social programs	SKS	Andhra Pradesh	Hyderabad

	Name of the Project	Name of the NGO	State	City
196	1. Providing interim education for Children of migrated brick kiln workers 2. Providing basic education to mentally retarded and differently-abled children	Smile Foundation	Andhra Pradesh	Hyderabad
197	Smile Twin e-Learning Programme	Smile Foundation	west Bengal	Kolkata
198	Personality development of unemployed youth	Smile Foundation	Maharashtra	Mumbai
199	Analyzing the curriculum and conducting basic management and retail management sessions for STeP program at Bitan	Smile Foundation	west Bengal	Kolkata
200	Fundraising and Livelihood Project	SNEHA	Maharashtra	Mumbai
201	An analytical study on women empowerment through Self-Help Groups, cluster and federation community institutions at Kirnapur Block of Balaghat District In Madhya Pradesh	Social Action For Rural Development	Maharashtra	Gondia
202	1.)Creation of Petty cash for the Organization 2.) RTE Act	Sols ARC	Maharashtra	Mumbai
203	Training on Accounting System, Connecting with possible corporate partners ,Training on Google forms	Sol's ARC	Maharashtra	Mumbai
204	Family Strengthening Program	SOS Children's Village	jammu	Jammu
205	Monitoring the implementation of reproductive and child health schemes, funded by Government through SOSVA for slums of Jagatpura and Nangal, an initiative by field NGOs- SAWERA and ARPAN.	SOSVA	Chandigarh	Chandigarh
206	Women Empowerment(Monitoring of NGO's funded by SOSVA as a mother NGO)	SOSVA(N)	Chandigarh	Chandigarh
207	Combat Human Trafficking	South Vihar Welfare Society for Tribals	Jharkhand	Ranchi
208	The Innovation Park	Sristi Gyan Kendra, Rohtak	Haryana	Rohtak
209	Research and calling companies for funding of new project, Teaching	SSHRISHTI	delhi	Delhi
210	Fundraising for Uttrakhand watershed mangement project	SSHRISHTI	delhi	Delhi
211	Organize awareness programs towards child rights in different target sections.	Subhash Children Society	Uttar Pradesh	Kanpur
212	1. Early renewal scheme 2. Feedback and customer satisfaction survey 3. Sewing machine survey	Svasti Microfinance	Maharashtra	Mumbai
213	Budget for FY 2014-15	Swadhaar	Maharashtra	Mumbai
214	Impact measurement & analysis of SFA training programmes	Swadhaar FinAcesss	Maharashtra	Mumbai
215	Impact Assessment	Swami Brahmanand Pratishthan	Maharashtra	Navi Mumbai

		Name of the Project	Name of the NGO	State	City
216		Samartha Project Street Vendors Empowerment Program	Swami Vivekananda Youth Movement	Karnataka	Mysore
217		Taking patient feedback and having further discussions with OSSA	Swasth India	Maharashtra	Mumbai
218		Study of SKS programs and enterprises to come up with solutions which can lead to better marketing, reduction in their cost and more effective social programs	Swayam Krishi Sangam (SKS), Hyderabad	Andhra Pradesh	Hyderabad
219		Set up of school for deaf	TAPAN	Haryana	Panipat
220		Labor Engagement and Labor Need Assessment Surveys Community Satisfaction Surveys	Tata Housing Development Company Limited	Maharashtra	Mumbai
221		Stakeholder mapping at Gateway Gurgaon sector 113	Tata Housing Development Company Limited	Maharashtra	Mumbai
222		Stakeholder mapping and community need assessment of two project sites in Chennai of Tata Housing Ltd.	Tata Housing Development Company Limited	Maharashtra	Mumbai
223		Stake holder mapping at Sohna Rd project of Tata Housing	Tata Housing Development Company Limited	Maharashtra	Mumbai
224		Labor Engagement Survey & Community Need Satisfaction Survey	Tata Housing Development Company Limited	Maharashtra	Mumbai
225		Stake holder mapping and Labor and community need assessment of the project site "13 Acre"	Tata Housing Development Company Limited	Maharashtra	Mumbai
226		Labour Need Assessment and Community Satisfaction at Amantra-Kalyan	Tata Housing Development Company Limited	Maharashtra	Mumbai
227		Develop placement linkages for students enrolled at PACE Centre, Chembur	Tata Motors	Maharashtra	Mumbai
228		Develop partners manual for Learn and Earn program under Mechanic Motor Vehicle Training.	Tata motors	Maharashtra	Mumbai
229		Capacity building of NGO partners on education MIS.	Tata Motors	Maharashtra	Mumbai
230		Developing Strategy for Tata Motors Grihini	Tata Motors	Maharashtra	Mumbai
231		Piloting of CEI Questionnaire	Tata Power	Maharashtra	Mumbai
232		Modification and Integration of MIS for tracking output, outcome and impact of AA initiatives at corporate, group and industry body level	Tata Power	Maharashtra	Mumbai
233		Financial Inclusion and Self Help Group Empowerment	Tata Power	Maharashtra	Mumbai
234		Assisting HR Department at The Akanksha Foundation	The Akanksha Foundation	Maharashtra	Mumbai
235		Marketing of Akanksha Foundation and its events and developing partnership opportunities	The Akanksha Foundation	Maharashtra	Mumbai
236		CHILDLINE	The Alleppey Diocesan Charitable and Social Welfare Society	kerela	Alappuzha
237		Digital marketing and DBMS	The Ma Foi Foundation	Tamilnadu	Chennai

		Name of the Project	Name of the NGO	State	City
238		Sadbhavna Eco Harmony Vidyapeeth/ IJRS	The Society for Agro Industrial Education in India	Uttar Pradesh	Moradabad
239		Analysis of social issues related to children and women at target villages where Towards Future wants to start its operations	Towards Future	west Bengal	Kolkata
240		A study of TSSS as an organization- with special focus on SHG activities and migrant help desk and allied activities	Trivandrum Social Service Society	kerela	Thiruvananthapuram
241		Understanding the processes of UIF and find solutions to bridge the gaps in the processes	Udaan India Foundation	Maharashtra	Mumbai
242		1) Design and develop web based interface to capture staff details 2) Understanding the working of Childline	Udaan Society	Uttar Pradesh	Aligarh
243		Analysed the program from its starting point and noted the similarities and differences between Big Brother Big Sister Volunteering programme of America and this programme. Analysed the budget and do forecasting till 2017-18	Udayan Care Trust	delhi	Delhi
244		Projection of the Financial Statements for the next 5 years, for an International Funding Proposal.	UMANG, Jaipur	Rajasthan	Jaipur
245		United Way of Baroda's developmental projects and child education	United Way of Baroda	Gujarat	Vadodara
246		Social impact assessment of NGOs funded by Unitedway of Chennai	United Way of Chennai	Tamilnadu	Chennai
247		Skill Development in apparel industry	Universal Charitable Trust	Gujarat	Vapi
248		Branding, use of social media for promotion of Vatsalya Gram activities and fundraising	Vatsalya Gram, Vrindavan	Uttar Pradesh	Mathura
249		Engaging the children in different activities at Anwesha child care centre.	VHAT	Tripura	Agartala
250		Internal Resource Building	Vikas Sahyog Pratishthan, Mumbai	Maharashtra	Mumbai
251		Urban Slum Healthcare Project, Bhubaneswar	Vikash	Orissa	Bhubaneswar
252		Gap analysis of girl child and child policy	Vishakha	Rajasthan	Jaipur
253		Marketing and branding for VisionSpring - Includes SOPsfor shops and vans (outreach); lens mat; branding elements and updating; etc.	VisionSpring	delhi	Delhi
254		Comprehensive analysis for implementation of Point of Sales (POS) software (across all centres and at the central office level)	VisionSpring	delhi	Delhi
255		To understand existing model of VisionSpring and launch new stores either standalone or in collaboration with hospitals in Delhi.	VisionSpring	delhi	Delhi
256		Report on effectiveness of schemes introduced under ICPS in sundargarh district	VISSTAR	Orissa	Rourkela
257		Impact assessment of CSR activities at VSP	VIZAG STEEL PLANT	Andhra Pradesh	Vishakhapatnam

	Name of the Project	Name of the NGO	State	City
258	Survivors of farmers and agricultural labourers who committed suicide in Punjab. (Fromm 1991- till date)	Voluntary Health Association of Punjab	Chandigarh	Chandigarh
259	Engaging the children with various learning activities in Anwesha child-care centre	Voluntary Health Association of Tripura	Tripura	Agartala
260	Comparative Study of MFIs in Kerala	Welfare Services,	Andhra Pradesh	Ernakulam
261	Stakeholder Analysis of the issue of unchecked filling up of wetlands in and around Kolkata	WWF	west Bengal	Kolkata
262	Assessment of honey production and market options in some villages in Darjeeling district as a means of alternate employment	WWF - Darjeeling	west Bengal	Darjeeling

Annexure 3
SVKM's NMIMS School of Business Management
We Care: Civic Engagement 2014
FTMBA

1. Name:
2. Gender:
3. Age:
4. Course:
5. Division
6. Roll No:
7. Bachelor's Degree
8. Email ID:
9. Mobile No:
10. Permanent Residential Address (Mention city/town/district and State)

11. 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

12. Work Experience :
    a. Number of months: _____
    b. Sector: Please tick the appropriate
        a) Finance   b) Marketing   c) HR   d) IT
        e) Any other, specify_____

12. Languages known _____

13. Intended field of Internship: (Top 4 Preferences - Number the preferences in rank order)[3]

    a. Child Education / Care & Protection.   [   ]

    b. Differently Abled   [   ]

    c. Health   [   ]

    d. Micro Finance[4]   [   ]

    e. Economic Empowerment   [   ]

    f. Community Development   [   ]

    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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[1] Efforts will be made to locate NGOs in your preferred areas, but in case we are unable to locate the same, you shall have to intern in an NGO which is allocated to you. If a good NGO is not located in your hometown. You will be placed in Mumbai.

[2] Some Micro Finance Organizations or livelihood support organizations may ask for internship fees ranging from Rs. 2000/- – 7000/- which will have to be borne by the students.

Annexure 4
List of Faculty Mentors

	Name of the Faculty Mentor	No of Mentees	No. of Organizations
1	Prof Debashis Sanyal	10	3
2	Prof Aejaz Khan	10	5
3	Prof Amit Bhadra	4	3
4	Ms Anuradha Bhawe	62	25
5	Prof Arti Deo	2	1
6	Prof C D Sreedharan	15	7
7	Prof Chandan Dasgupta	20	6
8	Prof Gita Kumta	9	8
9	Prof Gowri Joshi	10	6
10	Prof Guarav Thapar	5	3
11	Prof Hufrish Majra	20	9
12	Prof Mala Srivastava	10	7
13	Prof Manjiri Srivastava	10	5
14	Prof Meena Galliara	72	37
15	Prof Paritosh Basu	12	5
16	Prof Parthsarathy Mukherjee	5	3
17	Prof Preeti Khanna	10	4
18	Prof Kachwala	10	4
19	Prof Rajesh Manjrekar	3	1
20	Prof Ravi Manavalan Kandhadai	10	8
21	Prof Sangeeta Vats	15	8
22	Prof Seema Khanvilkar	5	2
23	Prof Seema Mahajan	10	3
24	Prof Shamsuddin Ahmed	4	2
25	Prof Sharon Pande	7	3
26	Prof Smita Mazumdar	15	7
27	Prof Souvik Dhar	10	3
28	Prof Subroto Chatterjee	12	1
29	Prof Sujata Mukherjee	62	25
	Total	**449**	**204**

Annexure 5
SVKM's NMIMS
School of Business Management

*We Care 2014***: 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 6
SVKM's NMIMS
School of Business Management
***We Care 2014*: 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***

_____

_____

_____

_____