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# 2016

# WE CARE: CIVIC ENGAGEMENT INTERNSHIP REPORT

Jasani Center for
Social Entrepreneurship &
Sustainability Management

June 17, 2016

# Acknowledgement

# Contents

| Section No. | Title | Page No |
|---|---|---|
| | *Acknowledgements* | i |
| | *Contents* | ii |
| | *List of Tables & Charts* | iii |
| | *Executive Summary* | iv |
| | ***We Care: Civic Engagement* Internship Program 2014-15** | |
| **1** | About We Care | 1 |
| **2** | Methodology | 6 |
| **3** | Findings: Feedback from Students | 7 |
| **4** | Findings: Feedback from Internship Organizations | 18 |
| **5** | Agenda Ahead | 26 |
| | **Annexures** | |
| Annexure 1 | State wise Distribution of Internship Organizations | 27 |
| Annexure 2 | List of Projects | 28 |
| Annexure 3 | List of Faculty Mentors and Regional In-charge | 45 |
| Annexure 4 | Student's Personal Data Form | 47 |
| Annexure 5 | We Care Rubric | 48 |
| Annexure 6 | Feed Back Form: Student Perspective | 50 |
| Annexure 7 | Feed Back Form: Internship Organization Perspective | 52 |

# List of Tables & Charts

## List of Tables

## List of Charts

# Executive Summary

*We Care Civic Engagement Internship*, since its inception in 2010, is successfully achieving its objective to socially sensitize the MBA students. We Care internship provides experiential learning as well as a platform to share their learnings and innovative ideas with the peers and experts from various sectors.

In the current year, under We Care 2016, 586 students were placed in 247 organizations comprising 223 NGOs / social enterprises and CSR departments of 18 public and private corporations and six PSUs across twenty three states and two union territories. Amongst the 247 organizations in which the students were placed, 31% of organizations accepted our interns for the first time. The balance 69% of the organizations have been placing our interns over the last few years.

The students were placed with the internship organizations for duration of 24 days commencing from February 1 to February 24, 2016. The students contributed in total 71,317 man-hours devoted to the projects in various spheres of social sector like animal rights, child welfare, community development, corporate social responsibility (CSR), differently abled, disaster management, environment management, health, livelihood support, microfinance, management of NGO/social enterprise, resource mobilization, rural development, skill development, women's empowerment and others.

To familiarize the students with the ground rules of the internship and orient them to work in the social sector, 58 workshops were conducted with the help of SRF volunteers. Experts were invited to conduct special workshops on 'Stakeholder Mapping' and 'Disability' to further enhance students' knowledge on the mentioned subjects.

In addition to the mentors appointed by the internship organizations, 46 faculty mentors monitored students' projects during the internship. Students reported to their respective faculty mentors on a weekly basis through a predesigned Google document template.

The feedback on the internship revealed that while students acquired knowledge about the issues of the marginalized, NGOs also gained knowledge about management tools & techniques to accelerate social change. The internship feedback reveals that 57% per cent of the organizations rated students' conduct as excellent and 31% as good.

It was heartening to know that students felt that the We Care internship enhanced their knowledge of the social sector. This is the evident from the fact that 53% of the students reported to have excellent experience with the internship organization and 35% rated their experience as good.

In all five students defaulted in adhering to the We Care code of conduct. They were issued warning letters and were assigned library internship. From these two students were required to intern for additional hours in an NGO.

To provide an opportunity to the students to showcase their learning and contributions during their internship, poster presentation was organized on 12th March, 2016 at B. J. Hall, Vile Parle. The event was inaugurated by Mr. Ajit Gupte, Executive Director, ETA Technologies; Mr. Ashley D'silva, Sr. Vice President, Aon Global; Mr. Uday Sodhi, Executive Vice President, Sony Pictures Network India and Ms. Swati Gurukrishnan, Vice President of a leading investment bank. The Poster Presentation Competition was evaluated by 51 distinguished judges from industry, academia, government organizations and social sector.

**Table 1**
**Major Feedback**

| *Students* | *Internship Organizations* |
|---|---|
| 1) *84% reported higher level of satisfaction with the internship organizations.* | 1) *83% showed higher level of satisfaction with students' conduct.* |
| 2) *86% reported high level of satisfaction with the projects allotted to them.* | 2) *78% experienced higher level of satisfaction in the way interns handled the projects.* |
| 3) *77% of the students reported having high level of clarity with regard to reporting.* | 3) *79% organizations experienced higher level of satisfaction regarding the reports compiled by the students.* |
| | 4) *In all three organizations reported that the students placed with them had defaulted in adhering to the We Care code of conduct. They expected the institute to take cognizance of the behavior displayed by the students.* |

**Table 2**
**Important Recommendations**

| *Recommendations by Students* | *Recommendations by Internship Organizations* |
|---|---|
| 1) *11% students recommended that internship duration should be increased so that their participation in the project implementation generates the expected impact.* | 1) *21% 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) *7% 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) *6% of the organizations suggested that students should visit the organization prior to the internship and be interactive and proactive for better planning of the projects.* |
| 3) *2% students felt that the organization/project area should be closer to their place of residence. 1% 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) *4% of the organizations proposed that more students should be placed for internship. 3% of the organizations proposed that the internship should be conducted in the month other than February.* |
| 4) *3% students proposed repetitive reporting formats should be scrapped to increase availability of time for the project work* | 4) *8% of the respondents provided their suggestion related to academic inputs on importance of the social internship, social work, legal framework, report writing, critical analysis and strategy interpersonal skills.* |

# *We Care*: Civic *Engagement* Internship 2015-16

## 1. About We Care

An urge for sustainable development at global level has created a need for managers who can maintain a balance between ecology, society and business. Hence, the imperative on B-schools is to create 'socially responsible' management professionals.

The School of Business Management (SBM), NMIMS believes that promoting value based growth while imparting high quality management education is the need of the hour. In this context since 2010, SBM has integrated three weeks *We Care* : Civic Engagement Internship as part of the MBA programme.

The focus of the internship is to inspire and educate these future managers to examine social realities and the importance of creating a care economy. To attain this agenda students are by and large placed in NGOs/CSR departments and Government organizations across India. Chart 1 below maps the We Care internship scenario since 2011.

**Chart 1**
**We Care : Numerical Mapping**
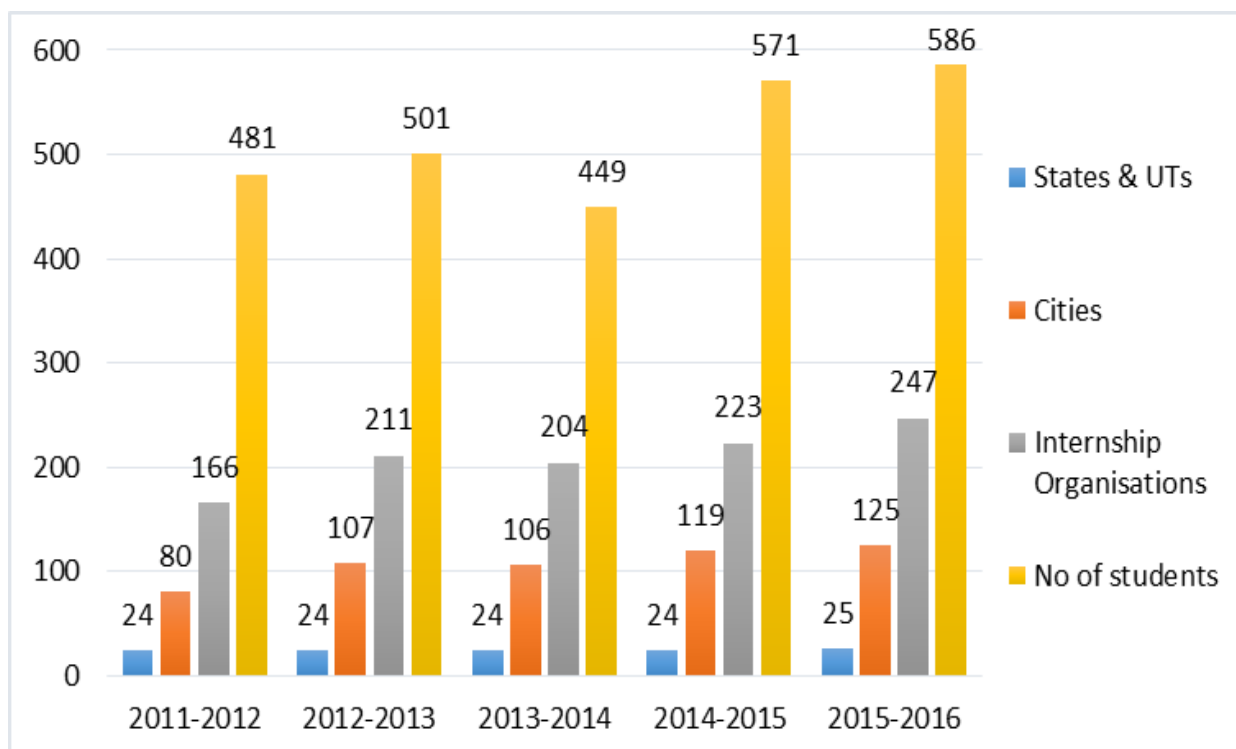


It can be inferred from the above chart that the number of students completing the We Care internship has increased by 22% since 2011. Though there is no major difference found in the number of States that have been covered during the We Care placement, there is substantial increase in the number of cities covered. The data highlights that the number of cities in which students have been placed has increased by 58% in 2015-16 in comparison to 2011-12.

## 1.1 Number of Students

In all 586 students were placed for the We Care internship between February 1 to 24, 2016. (*See Table 3*)

**Table 3**
**Students: Specialisation wise**

| Programme | Female | Male | Total |
|---|---|---|---|
| MBA | 129 | 390 | 519 |
| MBA HR | 43 | 24 | 67 |
| **Grand Total** | **172** | **414** | **586** |

## 1.2 Internship Execution

Internship execution requires undertaking sequence of actions in the areas of collating data, mapping and aligning skill sets with organizations' requirements, orientation of students and other related activities. Table 4 below describes the same.

**Table 4**
**Internship Execution: Schedule**

| Internship Execution: Schedule Task | 2015 - 2016 |
|---|---|
| Collection of student's personal data, preferences, skill-sets. *(Refer Annexure 4)* | June 17 – July 01, 2015 |
| Sorting of student's data, follow up with them for collating data | June 20 – August 31, 2015 |
| Collection of student's preferences for the organization and their 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 25, 2015 – January 13, 2016 |
| We Care Orientation Workshops (58 Nos.) | Aug 12, 2015 – January 29, 2016 |
| Workshops on<br>- Disability Management<br>- Stakeholder Mapping | January 06, 2016<br>January 16, 2016 |
| Designing 'Code of Conduct' and 'We Care Project Report Submission Guidelines' and We Care FAQs | October 27 - December 23, 2015 |
| Appointment of 46 Faculty Mentors. *(Refer Annexure 3)* | December 14, 2015 - Jan 28, 2016 |
| Internship Execution | February 1 – 24, 2016 |
| Internship feedback duration<br>- Students<br>- Organizations | February 17 – February 29, 2016<br>February 17 – April 06, 2016 |
| Poster Presentation | March 12, 2016 |
| Drafting We Care Report | March 21 – Jun 17, 2016 |

**1.3 Student Placement**

In order to facilitate the placement process students were provided with the database of the internship organizations in their respective hometowns. In most cases they were given the option of selecting the organizations from the data provided. By and large students selected their internship organizations based on their area of interest, as well as ease of commuting from their place of residence. Students whose parents were working in PSUs were given option to work with the CSR department of the respective organization.

The We Care officer established contacts with various organizations to understand the placement requirement in terms of intern's skillsets, language, prior experience and so on. After seeking strategic alignment between student's preference and internship organization's requirement, students were connected with their respective internship organizations through email. In a few cases, the internship organization selected students based on personal / skype / tele-interviews.

Prior to placement it was mandatory for all the students to attend orientation workshop. The workshops provided basic inputs on understanding social issues, legal framework, expected code of conduct from interns and other important aspects.

In all students were placed in 247 social sector organizations spread across 125 cities in 23 states and two union territories. (*Refer Annexure 1*).

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

**Chart 2(A)**
**Distribution of Organizations**
**(Cross-sector wise)**
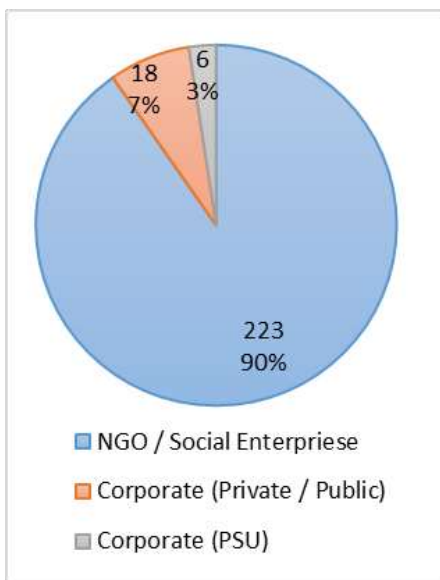
**Chart 2(B)**
**Distribution of Organizations**
**(Social development sector wise)**
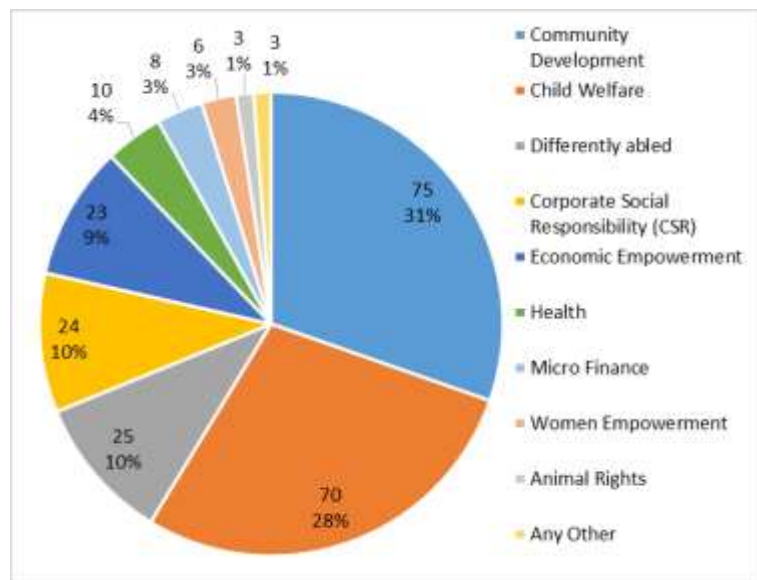


Note : 'Any other' includes NGO working for Road Safety, Enhancing CSR, Incubator for Social entrepreneurs

Chart 3(A) below presents the distribution of the students across private and public sector organizations. Chart 3(B) lists distribution of students across various domains of social development.
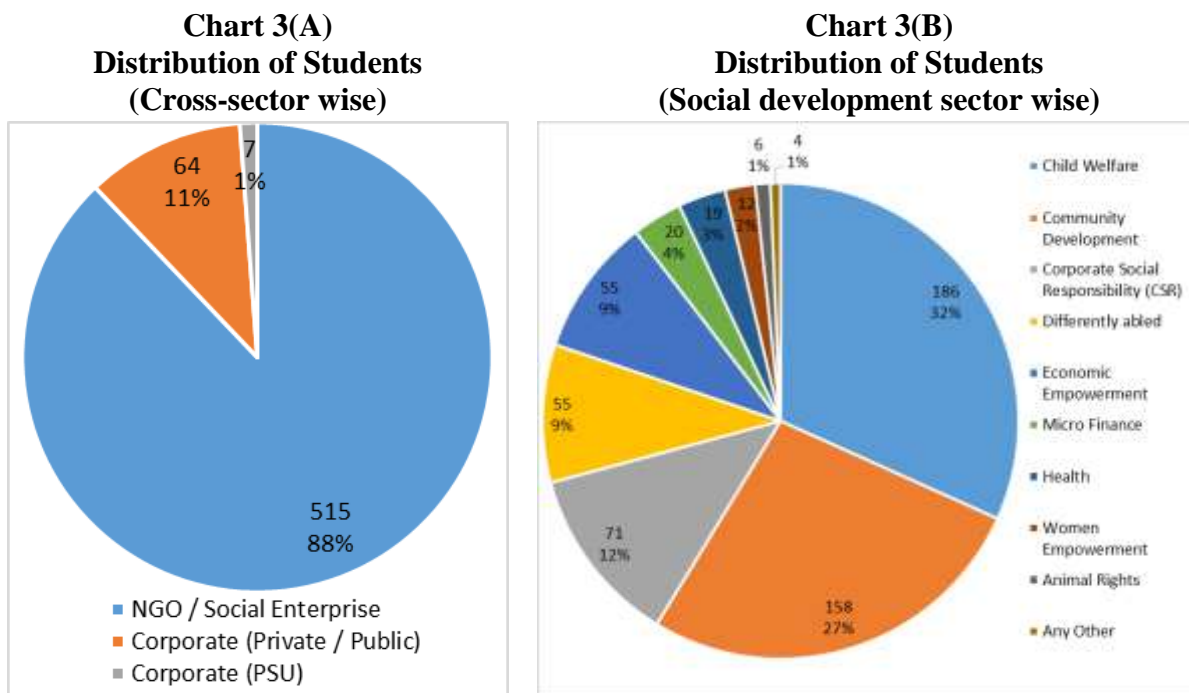
| Chart 3(A) Distribution of Students (Cross-sector wise) | Chart 3(B) Distribution of Students (Social development sector wise) |
|---|---|



Note : 'Any other' includes NGO working for Road Safety, Enhancing CSR, Incubator for Social entrepreneurs

## 1.4 Monitoring and Reporting

During the year in all 46 faculty mentors were appointed to monitor the students' internship progress through emails and telephone. In addition to the faculty mentors, four Regional In-charges were appointed to facilitate monitoring and grievance handling. The volunteers of Socially Responsible Forum (SRF) were instrumental in monitoring the physical presence of the students in internship organization. This helped in counselling and taking corrective actions in time to help interns to complete the internship with due diligence.

A few faculty mentors contacted the organizational mentors to learn about the students' performance while a few mentors paid field visits.

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 as well internship organization.

**1.5 Evaluation**

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

1. Securing 'Certificate of Completion' from internship organization
2. Submission of soft copy of final project report to the internship organization, faculty mentor and *We Care* team in Mumbai
3. Securing 'Certificate of Completion' from faculty mentors on the basis of:
   • Communication with the faculty mentor prior to as well as during the internship
   • Submission of hard copies of daily and weekly reports duly approved and signed by the organizational mentor
   • Submission of soft copy of final report
   • Participation in the Poster Presentation
   • Viva-voce based on the final project report
   • Mapping student's learning through Rubric (Refer *Annexure 5*)
4. Presentation of learnings through the Poster Presentation to independent jury

**1.6 Feedback**

Feedback was solicited through online feedback forms from the students as well as the internship organizations. The feedback data was collated to:

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

## 2. Methodology

| | |
|---|---|
| **Design of the We Care Rubric & Feedback** | The assessment of the student's performance by faculty mentor covered 3 data points spanning 9 variables. Information for the same was captured through the We Care Rubric sheet. *(Refer Annexure 5)* |
| | Student feedback covered 11 data points spanning across 38 variables. Information for the same was captured through an online questionnaire. *(Refer Annexure 6)* |
| | Internship organizations' feedback was covered with the help of 5 data points consisting of 14 variables. Information for the same was captured through an online questionnaire. *(Refer Annexure 7)* |
| **Respondents** | Feedback was solicited from<br>a) 586 MBA students<br>b) 247 internship organizations |
| **Duration of Data Collection** | Students :- February 17 to February 29, 2016<br>Organisations :- February 17 to April 06, 2016 |
| **No. of Responses Received** | All the 586 students submitted their feedback.<br>2 students submitted email responses in addition to their digital responses.<br><br>In all 77% (191) organizations submitted their feedback.<br>188 organizations submitted digital feedback and 3 organizations submitted their feedback through email / letter. |
| **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.<br>• 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.<br>• The level of satisfaction of internship organizations with the students with regard to their conduct, project execution and reporting quality was evaluated using a five point scale. Based on the score, responses were categorized into high, moderate and low levels of satisfaction.<br>• Data pertaining to faculty mentor feedback was classified into five categories depending on multiple preferences of the students.<br>• Data pertaining to We Care as a learning experience was classified into two categories based on positive and negative responses of students.<br>• Major learning's as specified by the students were classified into three categories and appropriate inferences were drawn.<br>• Data pertaining to special contributions made by students, special comments by the internship organizations and recommendations from both the type of respondents were classified into specific categories and appropriate inferences were drawn. |

# 3. Findings: Feedback from Students

Students' Feedback was collated on the following aspects.
   a. Satisfaction levels with regard to internship organizations
   b. Project Execution
   c. Clarity for Reporting
   d. Special Contributions
   e. Learnings from the Internship
   f. Support received from faculty mentors
   g. Suggestions for future

Following analysis is based on the feedback given by 586 students who pursued their internship.

## 3.1 Level of Satisfaction: Internship organizations

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

As depicted in Chart 4 below, 84% of the students experienced higher level of satisfaction with the internship organizations. Due to supportive organizational atmosphere students were able to build rapport and closely associate themselves with the organizational staff and its work culture.

<div align="center">

**Chart 4**
**Level of Satisfaction : Internship Organizations**

</div>
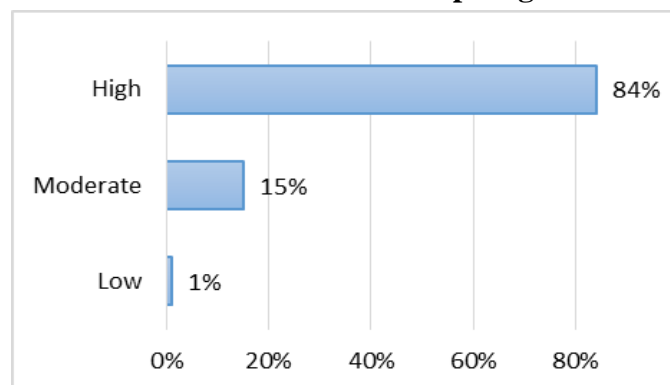


The orientation workshops conducted by the We Care team helped the students to accommodate themselves with the work culture of the social sector organizations. In all 58 workshops were conducted between August 2015 to January 2016. The workshops aided in establishing the context of internship and providing clarity with regard to SBM's expectations from students.

Those who reported moderate or low level of satisfaction reported concerns related to long distance travel and shorter duration of completing tasks as their major impediments. They felt that internship organizations were unable to design appropriate internship tasks or set feasible expectations. A few felt that internship organizations did not use inherent skill sets or interest areas of the interns while designing the tasks. While a few others felt that mentorship support from the organization was minimal.

It can be inferred from the feedback that overall students found We Care internship experience enriching as it provided them an opportunity to work for the society. The students learnt the importance of social contributions by corporate firms as well as individuals (volunteers). They also understood the need for creating awareness among the underprivileged section of the society about importance of education and welfare programs.

They admired the efforts put in by the social sector organizations despite the barriers they faced due to lack of resources. One student placed in Jana Kalyan Welfare Society, Rajahmundry mentioned that the problems that could not be addressed by the government could be effectively solved by intervention of the NGOs.

> *The kind of exposure I received through this initiative is commendable and worthy of appreciation….*
> *Udayan has been a great platform for self realization.*
>
> - Ishan Katyal
>   (Udayan Care Trust, New Delhi)

It was evident from both formal and informal discussion that, students have developed feeling of compassion. A few expressed the desire to be associated with the NGO in future too.

## 3.2 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 welfare and education, Disability, Community Development, Micro Finance, Resource Mobilization, Management of the social enterprise, Corporate Social Responsibility, Environmental Sustainability, Tourism' 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 'Very Poor' (1). The parameters used to infer level of satisfaction were a) importance of the project to the organization; b) clarity of expectations; c) autonomy given to complete the project and d) support received from organization mentor to complete the project.

**Chart 5**
**Project Execution : Level of Satisfaction**
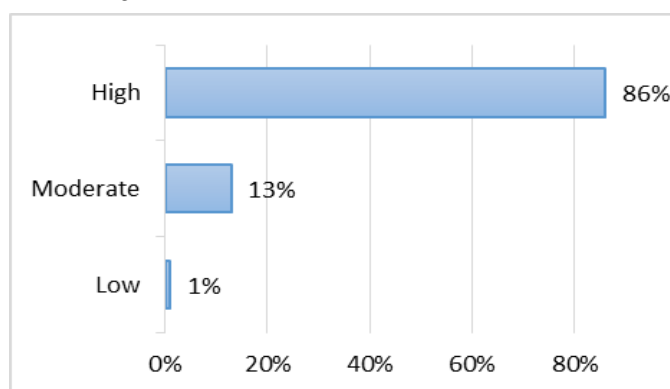


As displayed in Chart 5 above 86% of the students experienced high level of satisfaction in handling their internship projects. Most of the students felt that the projects assigned gave them an opportunity for practical implementation of management education in the social domain. They valued the autonomy given to them by their organizational mentors which allowed them to utilize their inherent and acquired skill sets more effectively. For instance the student placed with Deepak Foundation, Vadodara mentioned that the internship helped him to gain practical knowledge regarding the utility

of the management systems like human resource, financial management and data management in effective functioning of the organization. A student placed in Association of Rural Development and Action Research (ARDAR), Visakhapatnam reported that he has become more humane after witnessing the ground realities from close quarters. The students placed with Gorakhpur Environmental Action Group, Gorakhpur and Gandhi Adhayan Peeth, Varanasi shared that the internship projects allotted to them helped them in sharpening their research skills.

Moderate level of satisfaction was reported by 13% of the students. One percent of the students reported low level of internship satisfaction. Those who reported having moderate or low level of satisfaction opined that they could have been given appropriate projects along with adequate mentoring. On the whole these students felt that the internship organizations could take more efforts in utilizing student's time and skill sets.

It can be summarized from the above discussion that the social projects handled by students have created a sense of empathy among students. They were able to guage how they can use their skill sets in aiding NGOs to address a few social issues. Based on the feedback it can be inferred that, internship organizations need to optimize the utilization of the intern's skill sets by providing project related clarity and mentorship support.

## 3.3 Contribution by students

As illustrated in Chart 6, 64% of the students stated that they contributed to design policies or revise the existing systems and processes by offering management inputs. Students applied their academic learning and introduced new techniques to improve the projects outputs. For instance many internship organizations like Gramin Evam Nagar Vikas Parishad, Patna; Society for Service to Voluntary Agencies, Chandigarh; Muskaan, New Delhi; Chetna, Ahmedabad; Welfare Services Enakulam, Kochi; Vijayapuram Social Service Society, Kottayam; Swadhaar Finaccess, Mumbai and Sahaara Charitable Soceity, Mumbai found the suggestions given by the students to be very useful.

> *The students have developed and designed a Data Management System in Excel format for capturing CSR activities and expenditure for the last financial year based on real data input. This will be very useful for IOCL in reporting its CSR activities to the Management and the various Ministries from time to time, in a very efficient and precise manner.*
>
> - Indian Oil Corporation Limited, New Delhi

People's Action for Social Service, Tirupati reported that they learnt about management tools & techniques from the student. Siliguri Subhaspally Welfare Organization, Siliguri mentioned that the student worked very methodically. His methodology and analysis were useful for their organization. CHETNA, Ahmedabad reported that the suggestions given by the students for organization development were very important and useful.

**Chart 6**
**Special Contribution by Students**
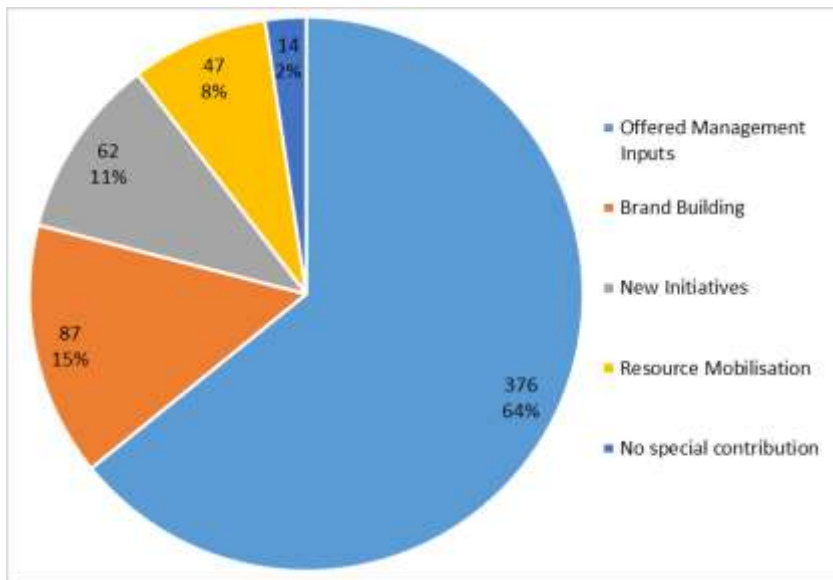


Students introduced technological inputs in the form of automation and standardization of systems & processes to reduce manual work. They provided IT support by designing MIS tools and integrating databases across various departments of the organization. Impact/need assessment surveys, cost benefit analysis made by the students paved the way for strategizing towards sustainability.

As a part of the internship project, 15% of the students contributed towards increasing the visibility of the respective internship organizations. Some students designed new websites while a few redesigned the existing ones by making them more informative and interactive. Students also helped in increasing the audience reach of the organizations through social media tools such as facebook, twitter and blogs. Some students designed brochures, wrote success stories and created PowerPoint presentations and videos mainly to enable their organizations to make a perfect pitch to the potential donors. Some students assisted in conducting workshops and organizing events to spread awareness among the beneficiaries.

In the area of new initiatives, 11% percent of the students contributed to increase the overall impact of the work done by the organizations. Students placed in 23 organizations contributed to design & upgrade the organization's website, and increase their presence in social media. Students placed in 11 organizations created videos to promote organization's contribution. The students placed in GlobalHunt Foundation, New Delhi contributed in designing an online application for underprivileged children. The students placed in Deepalaya, New Delhi automized the database and created e-mailer design for pitching to corporates. The students placed with ETASHA Society, New Delhi took initiative to set up digital audio project.

Eight percent of the students helped the organizations in mobilising resources. Some students drafted financial proposals and brochures for pitching to donors. Some students helpd the NGOs for collaboration with corporate donors. Students interning with Sounds of Silence, New Delhi placed donation boxes on prime locations to help the NGOs in raising funds. The corporate/donor linkages initiated by our students was well appreciated by many organizations.

## 3.4 Reporting

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

To crystallize student learning, a poster presentation was scheduled on March 12, 2016.

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

Chart 7 below highlights that 77% of the students expressed high level of satisfaction with regard to clarity in reporting. 21% of the students expressed moderate level of satisfaction with regard to clarity in reporting. Some students mentioned that there was lack of clarity regarding the project work to be carried out and deliverables expected from them. Some students felt that there is need to give clarity to the NGO especially the project mentor on the types of projects which can be assigned to the management student, the deliverables and outcomes of this internship.

**Chart 7**
**Clarity of Reporting**
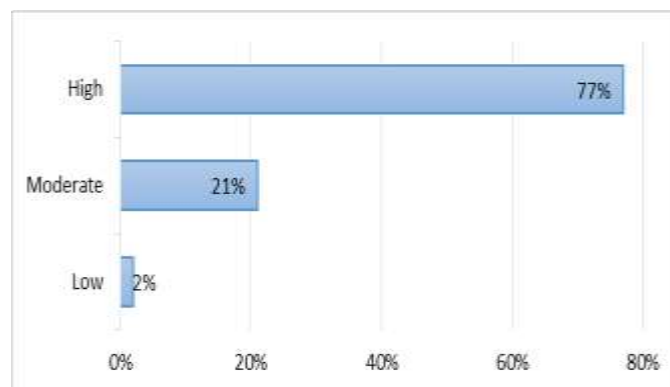


Two percent of the students reported low level of satisfaction regarding the clarity of reporting. Some students mentioned that they had to report to more than one person in the organization which created confusion. Duplication and paperwork caused dissatisfaction regarding reporting among many of the students.

## 3.5 Faculty Mentor Support

In all 46 faculty mentors were appointed to monitor the students' internship progress. Faculty members were also requested to monitor and evaluate the performance of their respective mentees during the internship period. The faculty mentors were required to provide inputs, monitor and assess student's progress in the duration of the internship.

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

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

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

**Chart 8**
**Faculty Mentor Support**
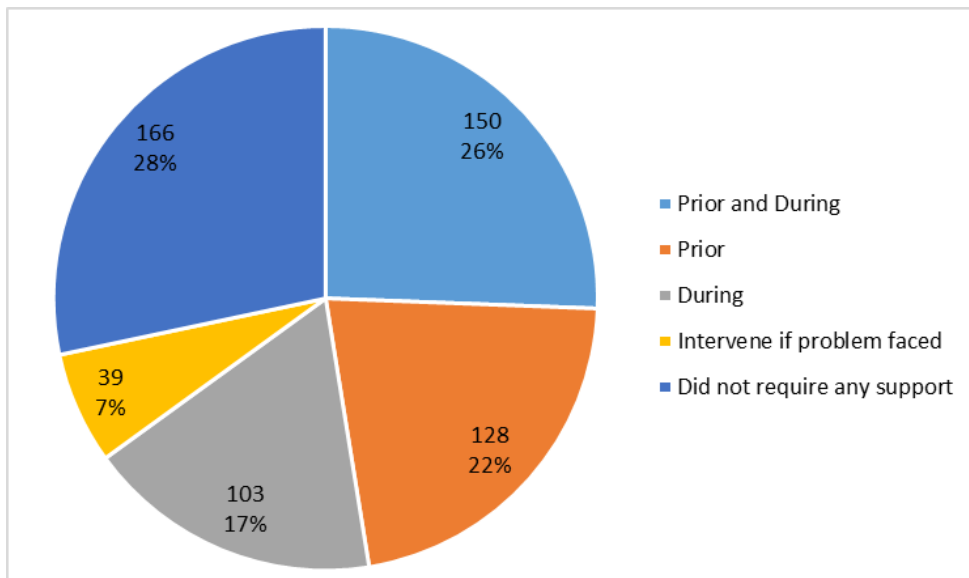


As depicted in Chart 8 above, 26% of the students received inputs from the faculty mentor prior to as well as during the internship. As there was a delay in appointing faculty mentors only 48% of the students could meet their faculty mentors prior to their internship duration.

The data observes that 22% of the students received inputs from the faculty mentor prior to the internship. During the internship duration 17% contacted their faculty mentors and kept them abreast of their work. Only 7% of the students contacted their faculty mentors to resolve some concerns. Those who did not need any faculty mentor support amounted to 28% of the students strength.

A few students opined that in addition to faculty mentor, senior students placed in the same NGO or any other NGO can be appointed to facilitate the internship experience. A few students felt that the projects allotted should be discussed with the faculty

*Along with faculty mentor for each NGO if We Care team can appoint a buddy for each NGO from senior batch who can guide us through the entire We Care expectations and hygiene factors to be kept in mind. Moreover buddy could also be helpful in guiding us for poster presentation and documentary. Though we can reach out for senior informally but making it formal from both ends would make a candidate more comfortable at his respective NGO.*

- *Shrenik Mehta*
  *(CHETNA, Ahmedabad)*

mentors prior to the internship. To set rapport between the institute and the internship organization, faculty mentors should frequently interact with the organizational mentor either through mail or personal visits.

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

**Chart 9(A)**
**Responsiveness of the Faculty mentors**
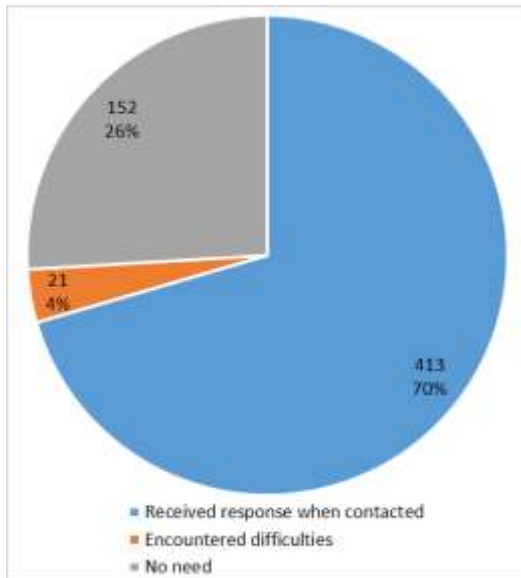


**Chart 9(B)**
**Methods of communication used by students**
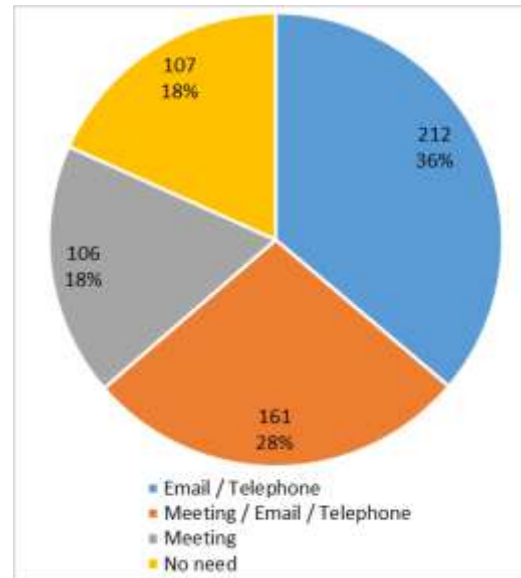


As revealed in Chart 9(A) above about 70% of the students received responses from the faculty mentor when contacted.

Chart 9(B) confirms that over 36% of the students communicated with faculty mentors either through email or telephone. 28% used multiple modes of communication. 18% reported that they had face-to-face meetings with faculty mentor. Overall, the support given by the faculty mentors was reported to be satisfactory by those students who sought it actively.

## 3.6 Learnings from the internship

The data observes that 98% of the students agreed that We Care program was a good learning experience (See chart 10(A)). These students reported that the internship made them sensitive towards social issues. They learnt about the real life issues of under privileged people. The student placed with Shikhar Yuva Manch, Bilaspur reported that he developed sense of responsibility towards the society and positive attitude towards the life. Student placed with Jana Kalyan Welfare Society, Rajamundry mentioned that he got exposure to real life social issues. He learnt about importance of social contributions by corporate firms and working of the NGO. He felt that it is different from corporate firms. Student placed with Nidan MFI, Patna mentioned that he learnt about new laws passed by government for welfare of vendors.

> *Major learning of We Care internship includes scope and extent of prevalence of social issues; functioning of an NGO; Sensitization to actual local and specific issues to understand and address root causes.*
>
> - Siddharth Mutyala (Association for Rural Development and Action Research, Visakhapatnam)

In all two per cent (14) students felt that the internship experience was not beneficial. Among these five were dissatisfied with the nature of the project assigned to them and the method of

implementation. Two students expressed that the NGO should assign project prior to the internship duration so that they are better equipped. Two students expressed that the paperwork related to internship reporting should be reduced. One student expressed concern regarding long distance. Other students did not mention any specific reason with regard to their internship dissatisfaction.

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

<table>
<tr>
<td align="center"><b>Chart 10(A)</b><br><b>We Care: Learning Experience</b></td>
<td align="center"><b>Chart 10(B)</b><br><b>Learning from the internship</b></td>
</tr>
</table>
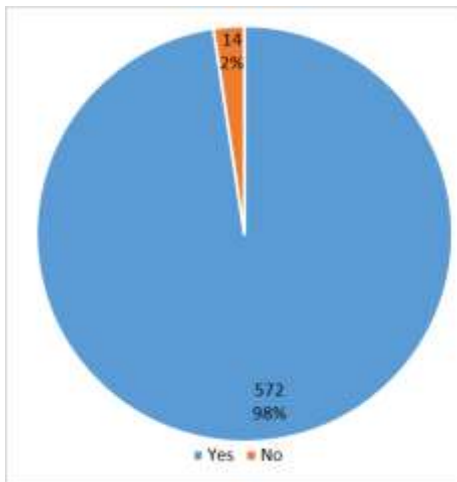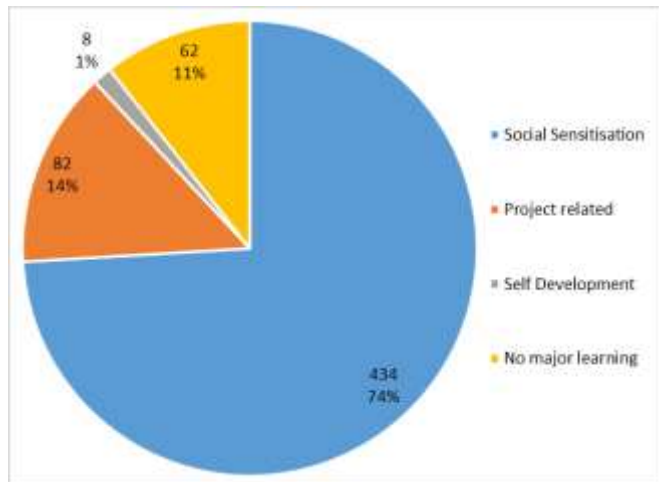


a) Social sensitization: 74% of the students expressed that the internship sensitized them towards the most prevailing social evils in Indian society. It has shown them the different side of the life. It was a humbling experience for the students and they realized that they have the capacity to give back to the society. Students also expressed that they connected well with the beneficiaries and had the opportunity to contribute to others. This novel experience sensitized them. For some it was a lesson that one can derive satisfaction also by helping others. Moreover, the 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 sensitized the students to social issues to great extent. Sensitizing our students to social issues is one of the major objectives of the We Care program. One student placed in Bharat Memorial Charitable Trust, "Neev", Gurgaon mentioned that *"this experience taught me that it is not about money it is about the willingness to do and work for upliftment of society."*

*We Care sensitizes us, we look at things differently and deal with people in a different manner.*

- Mitali Parihar
  (Yatn Foundation, Indore)
-----------------------------------------
*Internship made me more sensitive towards social issues especially in my home-city.*

- Daksh Gupta (SOSVA, Chandigarh)

b) Projects: Most of the students worked with the social sector organizations for the first time. They were unaware of the working environment and ground realties. It was reported by 14% of students that working on projects enabled them to understand the importance of management inputs to resolve social issues. 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 economic issues prevalent in the society. Students placed in CSR departments of PSUs / private/public

14

companies learnt how the theoretical concepts learnt in CSR course 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. Students mentioned that their major learnings included understanding the need for having social policies and schemes for upliftment of the marginalized. They were able to appreciate the role played by NGOs address social issues. Many organizational mentors have given very good feedback on the appropriateness & quality of work done by our students.

c) <u>Self-development</u>: The feedback reveals that eight students found the We Care experience had activated their own self development. Students placed in Udayan Care, New Delhi; Roshni Educational Society, Faridabad; Amrapali Utkarsh Sangh, Nagpur and ASHA, Kolkata mentioned that the internship helped them to improve interpersonal skills and effective communication. The students placed in Saath Charitable Trust, Ahmedabad and Crompton Greaves, Mumbai and Muktangan, Mumbai mentioned that they learnt empathy, humbleness and patience. Some students felt that it boosted their confidence and creativity.

In all 83 students reported that they acquired knowledge and learnt new skills. Students placed in ARDAR, Visakhapatnam: Yatn Foundation, Indore and IDEA Foundation, Pune the theory learnt in class is quite different from the actual situation. Student placed in Child Rights and You (CRY), New Delhi observed that the "*kids are very talented and what they need is attention and proper guidance to be successful. All it takes is willingness and desire to bring the change.*"

## 3.7 Recommendations

As displayed in Chart 11 below, 41% of the students did not recommend any changes as they were satisfied with the way the We Care program was conducted.

**Chart 11**
**Recommendations**
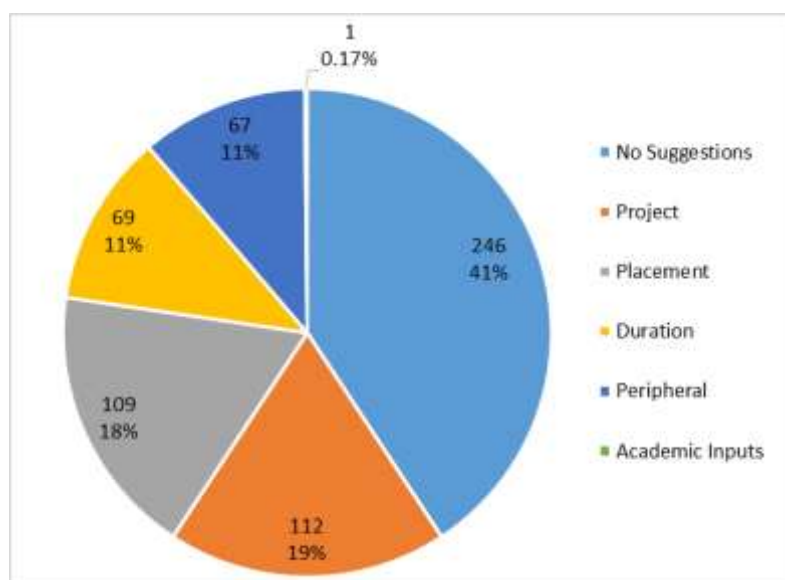


* Number will not tally with No. of students. Some of them have given recommendations in multiple areas.

In all 19% of the recommendations received pertained to internship projects. Out of these, 40 students suggested that the projects should be decided prior to the internship. There should be more productive interactions with the organizational mentor which will help the students to get the projects relevant

to their preference for social development sector or management specialization. Four students suggested that there should be clarity regarding the project, interns' role and deliverables expected from them. Three students suggested that the projects should be approved by the We Care team before commencement. One response suggested that training related to the project should be given prior to the internship and would be of great help for the students to execute the project effectively.

Out of the recommendations received 18% were related to the placement of students. Eight students suggested that to increase the impact of their contribution, students should be allowed to select their respective organizations/projects based on their specializations, skill sets and interests. 10 students suggested that to ensure best fit between students' preferences and organizations' requirements, students should be allowed to select NGOs irrespective of their hometown.

11 students observed that location of the organization should be closer to their place of residence. Longer travel duration 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. Student placed with National Institute of Women Child and

> *Let the students suggest an NGO in case the ones in college list are very far from home - people face difficulty if they have to travel over 200 km everyday*
> - Siddharth Mutyala,
>   (Association of Rural Development and Action Research, Visakhapatnam)

Youth Development, Jabalpur observed that the NGO had its projects outside Jabalpur city. They faced difficulty in travelling a long distance up to 70 kilometers. One of the students placed in Tata Housing suggested placing students at locations closer to their hometowns to enable them to effectively contribute to the community.

It was recommended that to avoid underutilization of students' time and talent, maximum group size of the interns placed in one organization should be restricted to three students. However, at least two students should be placed in an organization to ensure better performance. This can be beneficial for delivering project expectations. Overall it was suggested that students should be given more autonomy in deciding the internship organization as well as the project. This will enable them add value to the organization.

10 students suggested that pre-placement check of the social organizations should be done to ensure intern's managerial skills and time are utilized optimally. Four students expressed concern regarding safety of the students, especially girl students in some states like Haryana.

Student placed in Association of Rural Development and Action Research (ARDAR), Visakhapatnam felt that NGOs funded by Government or dealing with sensitive activities are very rigid in their working and hardly accept any input. She suggested exploring other NGOs in for future internship placements.

As per 11% (69) students, the internship duration of three weeks was too short to create any significant impact. 56 students suggested that the duration should be extended at least by one week to enable them to understand NGO's working, get clarity about the project and execute a full project which will help in making a more significant contribution. On the contrary four students suggested shortening the duration of internship by a week.

A few students suggested for having concurrent internship rather than block placement. Some suggested We Care internship should be continued in the second year of the program, albeit it can be optional. 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.

Some students experienced difficulty regarding availability of project or mentorship at the organization due to financial year ending activities. Students placed with Deepalaya, New Delhi; Vijay Krida Mandal, Mumbai and Jubilant Foodworks Ltd., Noida suggested that the internship should be conducted in the month of January or December. Student placed in Anandamoyee Mental Disability and Handicapped Society, Kolkata felt that the internship in the middle of the third trimester puts a serious halt to the momentum built in the academics and therefore suggested to schedule the internship either at the end or beginning of the third trimester.

Suggestions pertaining to log and report submission were offered by 3% of the respondents. Students found that it was 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 cumbersome since students were also required to submit it online during the internship. Many of the students mentioned that the number of logs to be submitted to the institute should be reduced especially the organization mentor finds it difficult to sign many logs since they are in the field most of the time. Six respondents suggested digital logs to reduce the paper work.

On the whole students recommended that the documentation formalities should be reduced. 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.

A few students suggested that designing poster and the final report should be scrapped altogether and replaced by a documentary or a video submission which can be screened to all the students to increase their awareness regarding the social sector.

11% of the recommendations were peripheral covering issues ranging from duplication of reports or paper work, extensive orientation on NGOs and their projects, pre-internship presentation to faculty mentor, better faculty support and post-internship assignment. A few students suggested that there should be regular coordination between the organizational mentor and faculty mentor based on which faculty mentor should provide inputs which will be helpful for them to carry out the project more effectively.

Students placed in Association for Rural Development and Action Research, Visakhapatnam and Chetna, Ahmedabad suggested mid-internship review to check progress of the project and suggest corrective measures, if required.

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 feedback was sought from 247 internship organizations. In all, 76% (188) organizations gave online feedback on satisfaction with interns conduct; handling of projects and reporting. Organizations were also requested to make specific remarks about students' contribution and suggest improvements in the We Care program. Three organizations gave their general feedback through emails.

The following analysis is based on the online feedback received from 188 organizations.

## 4.1 Level of Satisfaction: Interns Conduct

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

As presented in the Chart 12 below, 83% of the organizations expressed high level of satisfaction with students' conduct.

**Chart 12**
**Level of Satisfaction: Interns Conduct**
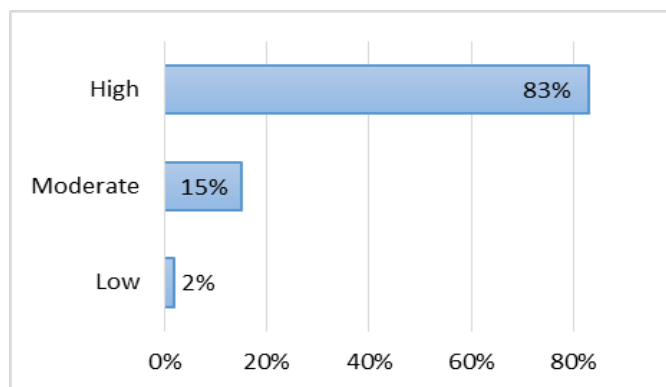


In all 179 organizations found students to be dedicated and motivated in their approach. Sixteen organizations specifically found students to be meticulous and punctual. Internship organizations felt that the inputs provided by the students were feasible. Organizations also indicated that the students were open-minded and eager to learn about the social issues. They felt that students were sensitive to the needs of the beneficiaries especially differently abled. They displayed good interpersonal skills while dealing with the staff members. In all 29 organizations mentioned that, the students have done excellent work during their internship. Mineral Foundation of Goa, Panaji appreciated student's efforts for creating market linkage with the local hotel industry, for the product developed by Verlem Eco-tourism Co-operative Society. Social Welfare Department, Udhampur reported that the student was an outstanding

> *It was a mutual learning. We acquired knowledge about management tools & techniques from the student. This will be useful in bringing about behavioural change communication process at our organization. We hope the student will find all the learnings very useful for his professional, family and personal development in future.*
>
> - People's Action for Social Service. Tirupati

performer and in short span of time she understood the depth of work culture of Government institutions and performed exceptionally well.

Moderate level of satisfaction was expressed by 15% of the organizations. Two percent of the organizations expressed low level of satisfaction with students' conduct. These organizations felt that students lacked enthusiasm and dedication. Grameen Evam Samajik Vikas Sanstha, Ajmer reported that the student was not interested in social work. Through formal and informal communication some organizations expressed their concern about students' casual approach and non-adherence to timelines.

UnLtd India, Hyderabad mentioned that the students should adhere to code of conduct and timelines. The students need to be focussed and not provide misleading data in their research work. The internship of one student was terminated by UnLtd India, Hyderabad due to the concern mentioned above.

## 4.2 Level of Satisfaction: Handling Projects

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

Chart 13 below depicts that 78% of the organizations reported high level of satisfaction.

**Chart 13**
**Level of Satisfaction: Project Execution**
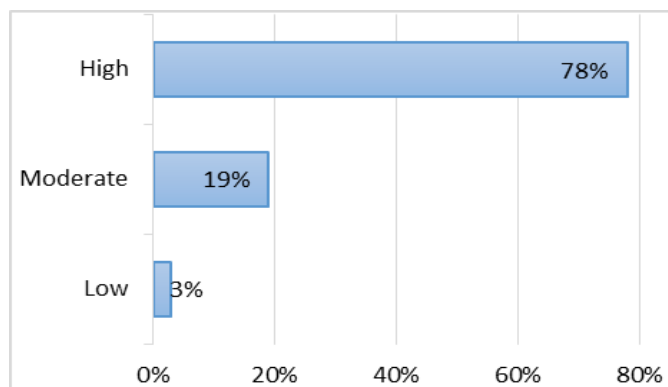


Organizational staff found students to be sincere, dedicated, punctual and inquisitive. The organizations felt that they tried their best to contribute through their innovative ideas. Sixteen organizations reported that the students were devoted and sincere. They had clarity of thought and understood the requirements of the organizations. Shree Datta Gramin Va Shahari Prasarak Mandal, Akola mentioned that the student being a Mechanical Engineer used his engineering skills and contributed very well to their Watershed Development Project.

*All 4 Interns are very hard working and disciplined students. Their work, analytical report and recommendations will help us to take the project forward. Our management team gave importance to the students and provided all the required support. We are thankful to NMIMS for sending these dedicated students for the internship.*

*- Balajee Sewa Sansthan, Dehradun*

Six organizations mentioned that in spite of shorter duration of internship the students worked diligently and performed extremely well. Scarcity of resources including limitation of time did not prevent them from delivering quality projects. Hard work, responsibility and commitment of the students were appreciated by six percent of the organizations.

Moderate level of satisfaction was reported by 19% of the organizations. Some organizations reported lack of devotion, motivation and non-adherence to the instructions given by the organization. Srujna Charitable Trust, Mumbai and Gorakhpur Environmental Action Group, Gorakhpur reported that the students should adhere to timelines and follow instructions. Mountain Children's Foundation, Dehradun mentioned that the team tried its best to work in their scheme but sometimes working in shifts was difficult for them.

Three percent of the organizations reported low level of satisfaction. The Kanchan Foundation, Vashi felt that the interns completed the internship because they had to do it, not because they wanted to do it. Ahmedabad Women's Action Group (AWAG Kunj), Ahmedabad mentioned that the interns did the work given to them, but could not put in extra efforts or come up with new ideas / initiatives.

## 4.3  Level of Satisfaction: Reports

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

The level of satisfaction of the internship organizations regarding reporting by the interns was measured on a five point rating scale ranging from 'Excellent' (5) to 'Very Poor' (1). The parameters used to infer level of satisfaction were i) 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 14 below, 85% of the organizations expressed high level of satisfaction with respect to reporting by students. The reporting formats and other systems developed for monitoring and evaluation of students' performance were reported to be satisfactory. Students provided recommendations for consideration in future.

Society for Service to Voluntary Agencies, Chandigarh mentioned that the student showed sincerity and dedication during the period of internship and made useful suggestions in his report.



**Chart 14**
**Level of Satisfaction: Reports**
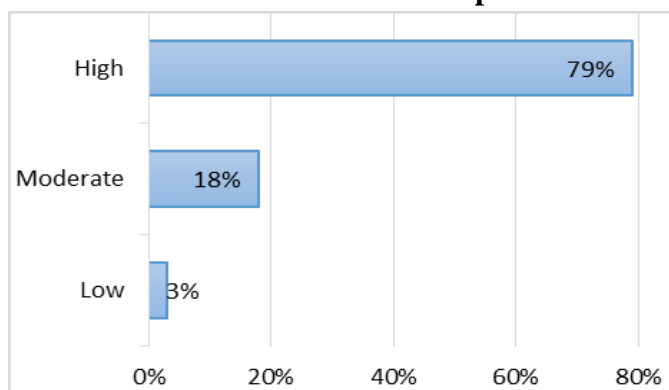
Moderate level of satisfaction was expressed by 18% of the organizations. Udayan Care Trust, New Delhi felt that the students had ability to perform better. Association of Rural Development and

Action Research (ARDAR), Visakhapatnam felt the need to improve the reporting skills of the students.

Three percent of the organizations reported low level of satisfaction. Academy of Learning and Development, Mumbai observed that the two out of three students placed with them were not interested in field work and no reports were submitted by them.

Through formal and informal communication some organizations mentioned that the students should submit individual reports, though working on same project.

> *Although Interns were working in a group on a single project but they should be asked to submit individual reports with their individual perspective about the entire project and their value addition to the organization they worked for. This will bring out their innovative ideas and multiple unique solutions for same set of problems.*
>
> - Svasti Microfinance Pvt. Ltd., Mumbai

## 4.4 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 responses of organizations in this regard are presented in Chart 15.

45% of the comments received pertained to the conduct of students during the internship. Most of them (77 out of 84 comments) complimented students for their good manners and right conduct during the internship. They found the interns to be highly disciplined and sincere.

> *They were motivated, committed and showed enthusiasm for all kinds of activities they were asked to participate in. Their expertise, skills and interests in their areas helped the organization in making strategies for the year.*
>
> - ETASHA Society, New Delhi

Organizations valued interns' keen involvement and their willingness to work on allotted tasks and learn from the same. They exhibited a positive attitude while handling tasks. Some of the organizations appreciated students' soft skills displayed through their amiable and pleasing attitude towards all the stakeholders.

**Chart 15**
**Special Comments on Students' Performance**
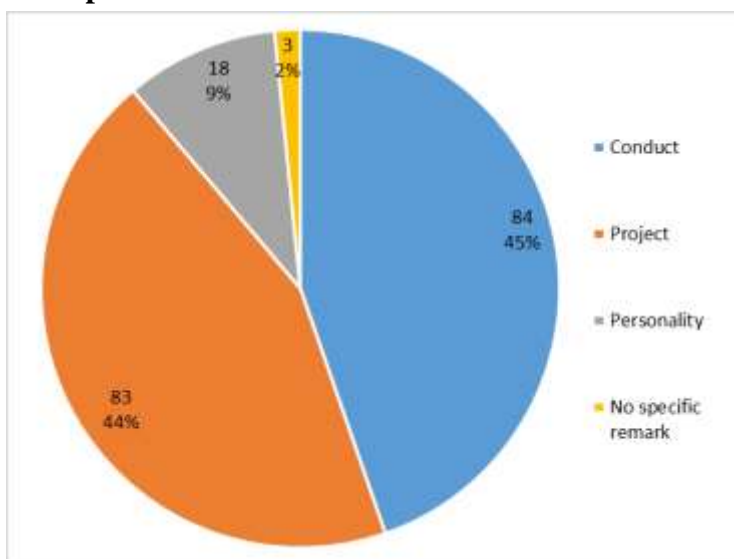
Seven organizations felt that there is a need for improving students' reporting skills, enthusiasm, devotion and punctuality. In general these organizations felt that students should follow timelines and instructions given by organizational mentor and adapt to the work culture. Nidan MFI, Patna mentioned that *"All of the interns were good at work but some of them did not have the maturity as per our expectations."*

Comments related to the projects undertaken by the students during the internship were received from 44% organizations. The organizations lauded the interns for their excellent and innovative contribution in various areas such as Human Resource Development, Inventory Management, Marketing, Resource Mobilization and others. Some organizations mentioned about the students contribution in revamping systems and processes and designing new policies which were very helpful for the organization. For instance Love Care Foundation (LCF), New Delhi reported that both interns played a major role in planning and shooting of documentary of LCF. They prepared corporate and school presentation.

Thirteen organizations mentioned that the students had organized various activities during the internship. Connecting Dreams Foundation, New Delhi appreciated students' efforts in creating a roadmap and plan for new initiatives and projects to be launched this year. Society for Public Education Cultural Training & Rural Action (SPECTRA), Alwar reported that the student Developed transaction-level modeling (TLM), case studies, organization profile and PPT. Voluntary Health Association of Tripura, Agartala reported that the students assisted in documentation particularly Project Intensified Malaria Control Project (IMCP). Milaan Be The Change, Lucknow mentioned that *"The students were incredibly helpful to our team. Thanks to Parth, we now have a new website. Nishant's skills in lead generation and social media allowed us to reach out to international organizations."*

The Akshya Patra Foundation, Lucknow mentioned that they will implement the suggestions provided by the students on their project. Bharat Sewa Sansthan, Saharanpur felt that analyzing the root cause and asking questions has been the best quality of the student. Excel Crop Care Limited, Mumbai mentioned that the student had practical approach and contributed well to the project. Excel Industries Ltd., Mumbai observed that the students could finish two projects in the same time period. Tata Housing found that the students worked well on their respective projects. The 25 students placed with them were engaged in one or more projects in stakeholder mapping / need assessment survey / labour engagement survey / waste management survey.

Four organizations observed that the students did not put extra efforts or innovative ideas as expected. For instance Academy of Learning and Development, Mumbai reported that the students' performance was average in the field work.

Remarks pertaining to personality of the students were received from nine percent (18) of the organizations. 16 out of 18 organizations appreciated the sincerity displayed by the students. They mentioned that the students were punctual, hardworking, dedicated and sincere. Yatn Foundation, Indore mentioned that the students were

> *We found the students extremely sincere, committed to the task & open to learn.*
> - Ambuja Cement Foundation, Mumbai

smart and interactive. Ashray Akruti, Hyderabad mentioned that, *"These three students are very smart, skilled and very much open to do any kind of job in the projects. They are very much cooperative and always helped us in providing better ideas and technics to make the work easy."*

Daddy's Home Special School, Goa found that the student was always accessible. Aas, Indore; Academy of Learning and Development, Mumbai and Muskan Foundation for People with Multiple

Disabilities, Mumbai reported that the students were proactive and took initiative to undertake new projects. Aasara - A shelter for change, Thane mentioned that the students were resourceful, knowledgeable. Some organizations reported that the students were enthusiastic, have good communication skills and learning attitude.

Two organizations reported that though the excitement to work was missing the final delivery was good and useful. They felt that students need to improve on their communication skills with the community members.

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.

In all three organizations reported that the students placed with them had defaulted in adhering to the We Care code of conduct. They expected the institute to take cognizance of the behavior displayed by the students. In all five students defaulted in adhering to the We Care code of conduct. They were issued warning letters and were assigned library internship. From these two students were required to intern for additional hours in an NGO.

## 4.5 Recommendations

Internship organizations were requested to give recommendations to increase operational effectiveness of We Care internship.

Chart 16 below indicates that 22% of the respondents (43 organizaitons) did not offer any suggestions as they felt that We Care internship is well organized.

**Chart 16**
**Recommendations**
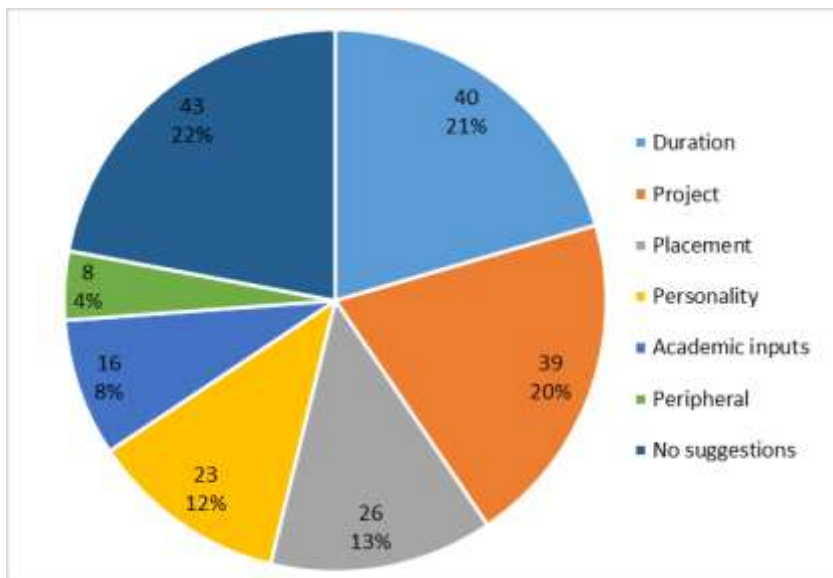


* Number will not tally with No. of organisatins. Some of them have given recommendations in multiple areas.

Recommendations related to the duration of internship were received from 21% (40) of the organizations. They have suggested to increase the internship duration. For instance ten organizations suggested internship duration of one month or more. Three organizations have suggested internship durtaion of two months. Tata Motors, Mumbai has suggested internship duration of 12 weeks. Where

as Staff members of Ashray - South Vihar Welfare Society for Tribal, Ranchi suggested six months internship duration.

The organizations felt that immediately after joining students need some time to settle down, get acclimatized to the organization'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 the short internship duration.

Two organizations suggested that students should be placed more frequently or throughout the year.

Five organizations have suggested that the internship should be avoided in February due to financial year end work.

> *Looking forward to work with NMIMS in the future, but if possible at another time of the year and not in February.*
>
> - Aagaz Charitable Foundation, Ludhiana

Recommendations pertaining to project planning and execution were received from 20% of the organizations. The organizations proposed that students need to be proactive, sociable, interactive and innovative. Students should apply professional learning to work and should improve on their research and report writing skills. Besides, there should be more interactions between students and organizations prior to the internship to facilitate better alignment between students expectations and organizations' requirements.

Recommendations pertaining to the placement of the students were received from 13% (26) of the organizations. 12 responses emphasised that students should visit the organization prior to the internship. It helps the organization to identify the projects for them. This could be built into the process. For instance Aas, Indore suggested that tentative scope of work should be planned in advance.

Some organizations felt that the *We Care* internship was helpful to students, organizations as well as their beneficiaries. They have recommended that more students be placed in future. Nipun, New Delhi; Navjeevan Trust, Rajkot and Smile Foundation, Hyderabad requested to place more students in furture. Kisan Sanchar, Chandigarh expressed willingness to place upto 7 students at Chandigarh, Panchkula & Mohali. Society for participatory Action and Reflection (SPAR), Cooch Behar mentioned that they need more students in May - June.

Recommendations received from 12% (23) of the organizations suggested for improvement in the students personality. Most of the organizations felt that the students should to be punctual, dedicated and responsible. They should have seriousness and learning attitude. Some organizations mentioned that students should improve communication skills, managerial skills and interpersonal skill for effective contribution. Few organizations mentioned that students should learn dealing with ambiguity and adjust to social environment.

Eight percent of the respondants provided their suggestion related to academic inputs. For instance students could be orientated on professional social work and its role. Inputs in the areas of legal framework relevant to the sector, report writing, critical analysis, strategy, dealing with ambiguity and interpersonal skills could also be provided.

The recommendations received from four percent of the organizations were peripheral in nature. Over and above the *We Care* internship, organizations wished that they could have long term association with NMIMS. Furthermore, organizations felt that students should continue to work for them in the long run and remain devoted to the cause. Some of the organizations recommended that

there should be sharing of the organization profile with the students. For instance People's Action for Social Service, Tirupati suggested that students should share their learning with other students.

Muskaan, New Delhi mentioned that students need to spend more time with people with disabilities to understand their capacities and challenges. They can become partners in creating awareness. Blind People's Association, Ahmedabad expressed need to share organization profile with the students. Manav Kalyan Trust, Navasari mentioned that students should have some basic blue print with guideline for execution of internship. Ashray - South Vihar Welfare Society for Tribal, Ranchi and Society for Child Development, New Delhi mentioned that *We Care* internship is a good initiative and interns would benefit if they take the program seriously.

Through formal and informal interaction some organizations suggested that feedback has to be collected separately for each student. They felt that the level of devotion and contribution of each student is different. Therefore they should be assessed individually. For instance Vidya & Child, Noida and Bajaj Electricals, Mumbai suggested that the feedback form should be on individual contribution by interns. Eight organizations gave separate feedback for the students placed with them. Few organizations are of opinion that the students demonstrate different level of skills, dedication and

*It would be better if separate feedback forms can be used for each intern, since giving a composite score on a parameter is not fair . It would be helpful if some more sensitisation is done towards the social sector before the internships. We could sense hesitation in some interns in relation to going into the community for direct interaction with the beneficiaries.*

- Jayaprakash Narayan Memorial Trust (Project - Vidya & Child), Noida

contribution though working on the same project. Therefore they have suggested and also submitted student wise feedback than collective feedback. Ambuja Cement Foundation, Mumbai suggested that a faculty interaction with student as well as internship organization on the task assigned may further nurture the students towards social sector.

## 5. Agenda for Future

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

a) **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 Diwali / Christmas vacation. This would help them to get oriented to the organization's culture and increase their understanding of the social issues. In case if personal meeting prior to placement is not possible students should connect with their organizations through skype or conference call.

b) **Academic Inputs:** With the availability of probable project outlines almost a month in advance faculty members should be advised to provide inputs to prepare the students for project execution.

c) **Faculty Mentors** should be appointed by November. They should have active interaction with the students and internship organizations. They should ensure that pre-internship meeting with the students takes place to discuss all aspects of internship.

d) **All Regional In-charge** faculty members should provide active support to We Care office during pre-internship planning, internship execution and post internship activities.

## Annexure 1
## State wise Distribution of Internship Organizations

| Sr. No. | State / UT | No. of Students | NGOs | Corporates (Private/ Public) | PSUs | Total internship organizations |
|---|---|---|---|---|---|---|
| 1 | Andhra Pradesh | 12 | 5 | | | 5 |
| 2 | Assam | 2 | 2 | | | 2 |
| 3 | Bihar | 7 | 4 | | | 4 |
| 4 | Chandigarh | 12 | 3 | | | 3 |
| 5 | Chattisgarh | 4 | 3 | | 1 | 4 |
| 6 | Goa | 2 | 2 | | | 2 |
| 7 | Gujarat | 46 | 19 | 2 | | 21 |
| 8 | Haryana | 30 | 9 | | | 9 |
| 9 | Himachal Pradesh | 3 | 1 | | | 1 |
| 10 | Jammu and Kashmir | 1 | 0 | | 1 | 1 |
| 11 | Jharkhand | 6 | 2 | | | 2 |
| 12 | Karnataka | 5 | 3 | | | 3 |
| 13 | Kerala | 10 | 7 | | 1 | 8 |
| 14 | Madhya Pradesh | 20 | 10 | | | 10 |
| 15 | Maharashtra | 144 | 43 | 13 | 1 | 57 |
| 16 | National Capital Territory of India (Delhi) | 87 | 22 | | 1 | 23 |
| 17 | Odisha | 4 | 2 | | | 2 |
| 18 | Punjab | 14 | 9 | | | 9 |
| 19 | Rajasthan | 14 | 11 | | | 11 |
| 20 | Tamil Nadu | 14 | 4 | | | 4 |
| 21 | Telangana | 15 | 7 | | | 7 |
| 22 | Tripura | 1 | 1 | | | 1 |
| 23 | Uttar Pradesh | 58 | 23 | 2 | 1 | 26 |
| 24 | Uttarakhand | 13 | 5 | | | 5 |
| 25 | West Bengal | 62 | 26 | 1 | | 27 |
| | **Total** | **586** | **223** | **18** | **6** | **247** |

# Annexure 2
## List of Projects

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 1. | Research on Livelihood, Sanitation and Education Scenario of Rural Punjab | Aagaz Charitable Foundation | Punjab | Ludhiana |
| 2. | Impact Analysis of Childline | Aarambh Education & Community Development Society | Madhya Pradesh | Bhopal |
| 3. | Proposals for Water Treatment Plant | AAS | Madhya Pradesh | Indore |
| 4. | Formation of Childline Case Studies & Promotional Videos | AAS | Madhya Pradesh | Indore |
| 5. | Project Co-ordination | Aasara – A Shelter for Change | Maharashtra | Thane |
| 6. | Advocacy and Social Mobilization for Prevention of Trafficking of Women and Children for Commercial Sexual Exploitation in Sagar District | Abhinaytosh Mahila Bal Vikash Samiti | Madhya Pradesh | Sagar |
| 7. | Taare Zameen Par : Helping Stars to Shine | Abhiprerna Rehabilitation Centre | Uttarakhand | Haridwar |
| 8. | Research on Management of Special Schools | Academy of Learning and Development | Maharashtra | Mumbai |
| 9. | Engagement in Child Diarrhoea by Providing Zinc/ORS | Action for Women & Rural Development (AWARD) | Uttar Pradesh | Kanpur |
| 10. | Gap analysis of the Diarrhoea Initiative | Action for Women & Rural Development (AWARD) | Uttar Pradesh | Kanpur |
| 11. | Social Media Marketing | Agricultural Research & Development Foundation (ASPEE) | Maharashtra | Mumbai |
| 12. | Devising a Plan for Implementation of Batch Tracking of the Food Vessels | Akshaya Patra Foundation | Odisha | Rourkela |
| 13. | To Study the Operational Model of Akshaya Patra Foundation and Suggest Improvements in the Distribution System | Akshaya Patra Foundation | Uttar Pradesh | Lucknow |
| 14. | Social Media Marketing | All India Women's Conference Batala (AIWC Batala) | Punjab | Batala |
| 15. | 1. Development of Business Plan for Ekta Federation 2. Development of SOP for SEDI | Ambuja Cement Foundation | Maharashtra | Mumbai |
| 16. | Fundraising and Sponsorship for New and Existing Projects | Amrapali Utkarsh Sangh | Maharashtra | Nagpur |
| 17. | Draft Project Proposal for Funding | Anandamoyee Mental Disability & Handicapped Society | West Bengal | Kolkata |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 18. | Project Srishti : Women Empowerment and Skill Development | Angel India Foundation | West Bengal | Kolkata |
| 19. | Designing Strategies for Effective Functioning of Project RISE and Creating a Digital Presence for AROH Foundation | AROH Foundation | Uttar Pradesh | Noida |
| 20. | Impact Assessment & Digital Marketing | Asha Deep Foundation | National Capital Territory of India (Delhi) | New Delhi |
| 21. | Human Resource Management | ASHRAY - South Vihar Welfare Society for Tribal | Jharkhand | Ranchi |
| 22. | Financial Aspects of an NGO | ASHRAY - South Vihar Welfare Society for Tribal | Jharkhand | Ranchi |
| 23. | Resource Mobilization and Crowd Funding | ASHRAY - South Vihar Welfare Society for Tribal | Jharkhand | Ranchi |
| 24. | Project Implementation in NGO | Ashray Akruti | Telangana | Hyderabad |
| 25. | Public Relations and Market Activation | Association for Non-Traditional Employment of Women (ANEW) | Tamil Nadu | Chennai |
| 26. | Working Towards the Upliftment of Under Privileged Primary School Kids Through Activities Like Teaching, Art and Sports | Association For Social and Health Advancement (ASHA) | West Bengal | Kolkata |
| 27. | To Develop the Organisational Structure and Help Increase the Outreach of the Organisation | Association For Social Health In India (ASHI) | Haryana | Panchkula |
| 28. | Marketing Campaign for Ardar Projects | Association of Rural Development and Action Research (ARDAR) | Andhra Pradesh | Visakhapatnam |
| 29. | Enhancement, Upgradation and Automation of Existing Processes | Astitva | Maharashtra | Dombivli |
| 30. | Branding of Partner NGO (Preparation of Brochure, One-Pager) | Atma | Maharashtra | Mumbai |
| 31. | Marketing Consultancy to NGOs | Atma | Maharashtra | Mumbai |
| 32. | Marketing for Gharkul | Atma | Maharashtra | Mumbai |
| 33. | Monitoring and Evaluation of SSP for UIF | Atma | Maharashtra | Mumbai |
| 34. | Development of Proposals for ATMA Harmony Village and PHI AYUSH Initiatives | Atma Foundation | Kerala | Thrissur |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---------|---------------|----------------------|------------|------|
| 35. | Developing a Data Capture Optimization Procedure | Atul Rural Development Fund (ARDF) | Gujarat | Valsad |
| 36. | Improve Income Generation Through Various Marketing Activities | AWAG Kunj: Ahmedabad Women's Action Group | Gujarat | Ahmedabad |
| 37. | Enhancing and Aggregating Employee Volunteering Activities and Aligning Them With the Company's CSR Vision to Create a Substantial Impact in the Community | Bajaj Electricals Ltd. | Maharashtra | Mumbai |
| 38. | E-Waste Awareness & Recycling Drive | Bajaj Electricals Ltd. | Maharashtra | Mumbai |
| 39. | Solar Electrification of Off-Grid Areas of Maharashtra | Bajaj Electricals Ltd. | Maharashtra | Mumbai |
| 40. | A Study on the Impact of Bal Bhavan in Vadodara | Bal Bhavan Society | Gujarat | Vadodara |
| 41. | Formulating a Business Plan for the Creation of FPO | Balajee Sewa Sansthan | Uttarakhand | Dehradun |
| 42. | Identifying Market Opportunity for Heritage Tourism and Means of Accessing Them | Banglanatak dot com | West Bengal | Kolkata |
| 43. | Community Research of NGO Projects | Barnamala Educational & Cultural Society | West bengal | Kharagpur |
| 44. | Analyzing Need for Medical Service in Rural Villages and Executing a Pilot Project to Organize Health Camps | Baroda Citizens Council | Gujarat | Vadodara |
| 45. | Comprehensive Training on CSR at Bharat Electronics Limited, Ghaziabad | Bharat Electronics Limited (BEL) | Uttar Pradesh | Ghaziabad |
| 46. | Integration of Interactive Media in the Syllabus. Refurbishing and Setting Up of a Library for the Students | Bharat Memorial Charitable Trust, "Neev" | Haryana | Gurgaon |
| 47. | Making NGO Environment Conducive to Learning by Managing Everyday Functions | Bharat Memorial Charitable Trust, "Neev" | Haryana | Gurgaon |
| 48. | A Project of Ministry of Health Affairs (Govt. of india) Under NACO on Target Intervention - HIV/AIDS. | Bharat Sewa Sansthan | Uttar Pradesh | Saharanpur |
| 49. | Resource Mapping, Assessment of Childline, Advocacy, Promotion and App Development | Bhartiya Kisan Sangh | Jharkhand | Dhanbad |
| 50. | Impact Assessment of Childline and Creating Resource Map for Childline | Bhartiya Kisan Sangh | Jharkhand | Dhanbad |
| 51. | Assessment of CSR Activities in the Field of Education for BPL Families | Bhilai Steel Plant Steel Authority of India Ltd. (SAIL) | Chhattisgarh | Bhilai |
| 52. | Analysis and Study of Ongoing Projects Run by BPWT | Bhoruka Public Welfare Trust | West Bengal | Kolkata |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 53. | To Study and Propose Framework for Charity Haat Operations, Social Media Promotions and Revamp Charity Rath Design | Blind People's Association | Gujarat | Ahmedabad |
| 54. | 1) Conceptualizing the Corporate Relationship Event  2) Data Management for Cream II | BREADS | Karnataka | Bangalore |
| 55. | Capacity Building for the Organisation | Catalysts for Social Action (CSA) | Maharashtra | Thane |
| 56. | Analysis of Handloom Industry | Center for Action Research and People's Development (CARPED) | Telangana | Hyderabad |
| 57. | Strategy for CARPED- Handloom Weavers | Center for Action Research and People's Development (CARPED) | Telangana | Hyderabad |
| 58. | Incentives for Reviews | Centre for Civil Society | Maharashtra | Navi Mumbai |
| 59. | TSP Review and Rating | Centre for Civil Society | Maharashtra | Navi Mumbai |
| 60. | Monitoring the Implementation of Vikalp Voucher Project | Centre for Civil Society | Maharashtra | Pune |
| 61. | Development of an Improved IT Implementation Plan and Review & Audit of Financial Sops | Centre for Civil Society | National Capital Territory of India (Delhi) | New Delhi |
| 62. | Conduct a Webinar. Computerise the Feedback Data of Sessions Conducted at NLS and PDPU | Centre for Civil Society | National Capital Territory of India (Delhi) | New Delhi |
| 63. | Establishment of Training Center for Skills Development Like Electrician, Plumbing, Welding | Centre for Rural Development (CRD) | Assam | Guwahati |
| 64. | Creating Effective Monitoring Systems for Projects | Centre for the Study of Social Change (CSSC) | Maharashtra | Mumbai |
| 65. | Multi Specialty Polyclinic Project: Preparing a Sustainable Plan | Centre for the Study of Social Change (CSSC) | Maharashtra | Mumbai |
| 66. | Resource Mobilization | Centre for the Study of Social Change (CSSC) | Maharashtra | Mumbai |
| 67. | Formulating Data Models for analysis of VHND Data and Preparation of Questionnaire and Analysis Format for MICT Truckers | CHETNA- Centre for Health Education, Training and Nutrition Awareness | Gujarat | Ahmedabad |
| 68. | Compilation of Reference Material for 'Women and Health' (WAH!) Course | CHETNA- Centre for Health Education, Training and Nutrition Awareness | Gujarat | Ahmedabad |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 69. | Create Data Analytic Tool for Ahmedabad Municipal Corporation | CHETNA- Centre for Health Education, Training and Nutrition Awareness | Gujarat | Ahmedabad |
| 70. | Baseline Survey for Mahila Aarogya Samiti (MAS) | CHETNA- Centre for Health Education, Training and Nutrition Awareness | Gujarat | Ahmedabad |
| 71. | Development of Child Aid Foundation | Child Aid Foundation | Andhra Pradesh | Vijayawada |
| 72. | CINI Story Book | Child In Need Institute (CINI) | West Bengal | Kolkata |
| 73. | Advocacy Document for CSR Based on ITC Community Watch Program | Child In Need Institute (CINI) | West Bengal | Kolkata |
| 74. | Analysis of Challenges and Capacity Gaps in the Comprehensive Development Plan of CMS | Christian Missionary Society (CMS) | Madhya Pradesh | Narsinghpur |
| 75. | Inspection of FPO and Its Working | Community Advancement & Rural Development Society (CARDS) | Chhattisgarh | Raipur |
| 76. | Revising HR Policies and Building Strategies for Business Development | Community Development Society | Maharashtra | Nagpur |
| 77. | Business Strategy for CDF | Connecting Dreams Foundation | National Capital Territory of India (Delhi) | New Delhi |
| 78. | Evaluation & Analysis of Model Class Using CG Slate | ConveGenius Global | Uttar Pradesh | Noida |
| 79. | Conceptualize and Implement Supplementary Education Modules | Crompton Greaves | Maharashtra | Mumbai |
| 80. | Product Marketing for Sankalp Federation | Crompton Greaves | Maharashtra | Mumbai |
| 81. | Study of the ITI | Crompton Greaves | Maharashtra | Mumbai |
| 82. | Creative Classes at Saksham | CRY - Child Rights and You | National Capital Territory of India (Delhi) | New Delhi |
| 83. | Research on Remedial Classes | CRY - Child Rights and You | National Capital Territory of India (Delhi) | New Delhi |
| 84. | Overall Improvement and Development of Specially Abled Children | Daddy'S Home – School For Mentally Retarded Children | Goa | Margaon (Madgaon) |
| 85. | Research on Employment Opportunities for Rural Women in Munger | Daya Society (Deligant Administrator for Yokel Abolition) | Bihar | Munger |
| 86. | Data Restructuring and Organization of the Project MKSP in MIS | Deepak Foundation | Gujarat | Vadodara |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 87. | Community Mobilization, Teaching and Promotion/ Awareness of Deepalaya's Products | Deepalaya | National Capital Territory of India (Delhi) | New delhi |
| 88. | Creating Awareness for JLG and SHG Among the Community and Pitching SMEs to Tie-up With Deepalaya | Deepalaya | National Capital Territory of India (Delhi) | New Delhi |
| 89. | Microfinance-SHG and JLG | Deepalaya | National Capital Territory of India (Delhi) | New Delhi |
| 90. | Impact Assessment of 'Bal Chetna' Program at DCCW (Sultanpuri Centre) | Delhi Council for Child Welfare (DCCW) | National Capital Territory of India (Delhi) | New Delhi |
| 91. | Impact Assessment of Palna Shishu Kendra | Delhi Council for Child Welfare (DCCW) | National Capital Territory of India (Delhi) | New Delhi |
| 92. | Education and Rehabilitation of Children Living in Slums in Allahabad | Diocesan Development & Welfare Society (DDWS) | Uttar Pradesh | Allahabad |
| 93. | Social Media Management | Disha | Rajasthan | Jaipur |
| 94. | Community Mobilisation | DISHA India | National Capital Territory of India (Delhi) | New Delhi |
| 95. | Business Development of NGO | DISHA India | National Capital Territory of India (Delhi) | New Delhi |
| 96. | Report on Housing and Water Facilities and Its Effects on Children, Refinement of Shelter Protocols | Divya Disha | Telangana | Secunderabad |
| 97. | Teaching for a Cause | Don Bosco Pyar | Karnataka | Gulbarga |
| 98. | Administration and Management of Processes at Door Step School | Door Step School | Maharashtra | Mumbai |
| 99. | Multi Speciality Polyclinic Project: Preparing a Sustainable Plan | Door Step School | Maharashtra | Mumbai |
| 100. | Comparative Study on Government and Private Schools | Door Step School | Maharashtra | Pune |
| 101. | Awareness Camps for Substance Abuse & Child Helpline 1098 | Dr. Sudeep Memorial Charitable Trust | Punjab | Pathankot |
| 102. | Analysis of the Money Deposit and Withdrawal Patterns of Sex Workers | Durbar Mahila Samanawya Committee | West Bengal | Kolkata |
| 103. | HR Documentation & Restructuring | Educate Girls | Rajasthan | Pali |
| 104. | A Study of the Efforts Needed to Provide a Dignified Life to the Street Children | Ehsaas | Uttar Pradesh | Lucknow |
| 105. | Koshish- a Ray of Hope | Ehsaas | Uttar Pradesh | Lucknow |
| 106. | Impact Assessment on Arthala Bal Vidyalaya | Empowering Minds (EM) | Uttar Pradesh | Ghaziabad |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---------|---------------|----------------------|------------|------|
| 107. | Survey of Financially Deprived Students and Documentation of Training Modules for them | Ernst & Young Foundation | Maharashtra | Mumbai |
| 108. | Career Guidance and Organisation Strategy Development | ETASHA Society | National Capital Territory of India (Delhi) | New Delhi |
| 109. | Communications and Digital Media Marketing | ETASHA Society | National Capital Territory of India (Delhi) | New Delhi |
| 110. | Fundraising | ETASHA Society | National Capital Territory of India (Delhi) | New Delhi |
| 111. | Vocational Training & Placements | ETASHA Society | National Capital Territory of India (Delhi) | New Delhi |
| 112. | Analysis of the Implementation of ESK in Different Educational Institutions | Eureka Child Foundation (AID India) | Tamil Nadu | Chennai |
| 113. | Benchmarking the Best Practices Among Tutors & Content Development | Eureka Child Foundation (AID India) | Tamil Nadu | Chennai |
| 114. | Analysis and Implementation of the Eureka Super Kids Programme Across Different Institutions | Eureka Child Foundation (AID India) | Tamil Nadu | Chennai |
| 115. | CSR: Evaluation of Sanitation Facilities | Excel Crop Care Limited | Maharashtra | Mumbai |
| 116. | Survey of Villages in Beed for Sustainable Livelihood | Excel Industries Ltd. | Maharashtra | Mumbai |
| 117. | FTF - India Sector Status Report 2016 | Fair Trade Forum India | National Capital Territory of India (Delhi) | New Delhi |
| 118. | Mapping Strategy for Setting-up and Development of a GRC | Fair Trade Forum India | National Capital Territory of India (Delhi) | New Delhi |
| 119. | Role of Gandhi Adhayan Peeth in Varanasi | Gandhi Adhyan Peeth | Uttar Pradesh | Varanasi |
| 120. | Report on Different Verticals of the NGO | Ghandhi Smarak Nidhi | Haryana | Panipat |
| 121. | Designing & Documentation of I-Study. Audit of CSR Program of Casio | Global Hunt Foundation | National Capital Territory of India (Delhi) | New Delhi |
| 122. | Comparative Study of Sanjhai and Sinhorwa Village | Gorakhpur Environmental Action Group | Uttar Pradesh | Gorakhpur |
| 123. | National Digital Literacy Mission | Gram Vikas Sansthan | Haryana | Hissar |
| 124. | Developing a New Business Model and Understanding Its Applicability | Grameen Evam Samajik Vikas Sanstha | Rajasthan | Ajmer |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 125. | Establishment of Institutionalized Systems for Development of Community Philanthropy Amongst the Dalit Communities in Bihar | Gramin Evam Nagar Vikas Parishad | Bihar | Patna |
| 126. | Labour Market Analysis in Bharuch Area Under the Vocational Training Project of NARDES | Gujarat Narmada Valley Fertilizers & Chemicals Limited (GNFC) | Gujarat | Bharuch |
| 127. | Resource Mobilization for Digital Education | Himalaya Water Service Tatha Vikas Avam Paryavaran Sanrakshan Samiti (HIMWATS) | Uttarakhand | Haldwani |
| 128. | Resource Mobilization | Hope Foundation | Gujarat | Vadodara |
| 129. | Organization Analysis of NGO | Hope Foundation | National Capital Territory of India (Delhi | New Delhi |
| 130. | Inventory & Asset Management of Protection Homes | Hope Kolkata Foundation | West Bengal | Kolkata |
| 131. | Child Rights Awareness Campaign | Human Unity Movement | Uttar Pradesh | Lucknow |
| 132. | Documentary on Children With Learning Difficulties | IDEA Foundation | Maharashtra | Pune |
| 133. | Children Welfare and Women Empowerment | I-India | Rajasthan | Jaipur |
| 134. | Research on Girls Education and Case Study Preparation | Indian Dreams Foundation | Uttar Pradesh | Agra |
| 135. | Designing Marketing Strategies for the Vocational Training Center | Indian Institute of Cerebral palsy | West Bengal | Kolkata |
| 136. | Restructuring and Setting-up of Early Intervention, Remedial Counselling Center for Pre-Schoolers in Angawadies of Bapu Dham Colony of Chandigarh | Indian National Portage Association (INPA) | Chandigarh | Chandigarh |
| 137. | Creation of MIS for Senior Management Using Data Analytics | Indian Oil Corporation Limited (IOCL) | National Capital Territory of India (Delhi) | New Delhi |
| 138. | A Study on the Impact of Childline in Jodhpur District | Jai Bhim Vikas Shikshan Sansthan | Rajasthan | Jodhpur |
| 139. | Analyzing the Effects of Vocational Training on Rudimentary Groups and It's Long Term Effects on Livelihood | Jan Shikshan Sansthan | Kerala | Palakkad |
| 140. | Community Development Program | Jana Kalyan Welfare Society | Andhra Pradesh | Rajahmundry |
| 141. | Awareness About Child Rights and Measure to Check Violations | Janhit Foundation | Uttar Pradesh | Meerut |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 142. | Case Study Documentation and Database Management | Janvikas | Gujarat | Ahmedabad |
| 143. | Nutrition Enhancement at Early Childhood Stage | JSW Steel Ltd. | Maharashtra | Mumbai |
| 144. | Analyzing Industry, Programs and Responsibilities in CSR | Jubilant FoodWorks Ltd | Uttar Pradesh | Noida |
| 145. | Impact Analysis of Current CSR Activities | Jubilant FoodWorks Ltd | Uttar Pradesh | Noida |
| 146. | Corporate Outreach and Event Management | Junior Achievement India | Maharashtra | Mumbai |
| 147. | Audit and Overview of Administrative Work at KNSS | Kalipather Navjeevan Seva Samity | West Bengal | Asansol |
| 148. | Auditing the Administrative Documents of KNSS | Kalipather Navjeevan Seva Samity | West Bengal | Asansol |
| 149. | Design and Develop Scaling Up Strategy for Kisan Sanchar | Kisan Sanchar (Sristi Gyan Kendra) | Punjab | Chandigarh |
| 150. | Study on L&T's Involvement in Child Education | Larsen & Tubro (L&T) | Maharashtra | Mumbai |
| 151. | Migrant Destination Intervention | Life Foundation | Assam | Hojai |
| 152. | Business Development for Literacy India | Literacy India | Haryana | Gurgaon |
| 153. | Business Development Plan | Literacy India | Haryana | Gurgaon |
| 154. | Impact Assessment of Drought on Communities | Lokkalyan Charitable Trust | Maharashtra | Satara |
| 155. | Assessment of Quality of Education of Municipal Schools in Solapur | Lokmangal Group | Maharashtra | Solapur |
| 156. | Promoting Organization in the Community | Love Care Foundation | Uttar Pradesh | Ghaziabad |
| 157. | CSR Reporting | Mahangar Gas Limited | Maharashtra | Mumbai |
| 158. | Conceptualising and Developing the Integrated Report for Mahindra Rise | Mahindra Rise | Maharashtra | Mumbai |
| 159. | Saksham- Youth Empowerment Project | Mahita | Telangana | Hyderabad |
| 160. | Empowerment of Women, Migration Workers and Children's Education | Maitri India | National Capital Territory of India (Delhi) | New Delhi |
| 161. | Skill Development for Income Generation in Adolescent Girls and Women | Mamta Samajik Sanstha | Uttarakhand | Dehradun |
| 162. | Developing Operation System | Manav Kalyan Trust | Gujarat | Navsari |
| 163. | Data Collection and Reporting for Mobile Medical Camps (MMCs) | Manbhum Anand Ashram Nityananda Trust (MANT) | West Bengal | Jalpaiguri |
| 164. | Impact Assessment of Schemes for Children Living with HIV & AIDS (CLHA) | Marathwada Gramin Vikas Sanstha | Maharashtra | Aurangabad |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 165. | Empowering Community for Clean, Green Lifestyle | me2green | Maharashtra | Mumbai |
| 166. | Girl Icon Fellowship Creation of Website and Documentary for Star Foundation | Milaan: Be the Change | Uttar Pradesh | Lucknow |
| 167. | Analysing Verlem's Potential for Ecotourism and Designing a Marketing Plan to Promote it as the Perfect Tourist Destination | Mineral Foundation of Goa | Goa | Panaji |
| 168. | Impact Assessment of Various Activities at the NGO & Beneficiary Profiling | Mother & Child NGO | West Bengal | Kolkata |
| 169. | Child Protection Through MCF's Childline | Mountain Children's Foundation | Uttarakhand | Dehradun |
| 170. | Concurrent Project Management Assistance | Muktangaan | Maharashtra | Mumbai |
| 171. | A Study on Awareness of People About Diseases and Other Government Utilities | Muktisar Welfare Club | Punjab | Muktsar |
| 172. | Developing English Language Skill in Bastis and Survey of Pardhi Tribal Settlements | Muskaan | Madhya Pradesh | Bhopal |
| 173. | 1) Standardization of Food Processing Units As Per FSSAI Guidelines, 2) Cause Marketing Promotions Through E-Brochures | Muskaan | National Capital Territory of India (Delhi) | New Delhi |
| 174. | Brand Building | Muskan Foundation for People with Multiple Disabilities | Maharashtra | Mumbai |
| 175. | WBR (Wealth Based Ranking or Well-Being Ranking) Survey in Villages Covered Under Niwas Divisional Office and Assist in Self Help Group Formation | National Institute of Women Child and Youth Development (NIWCYD) | Madhya Pradesh | Jabalpur |
| 176. | Placements of Students Under DDU-GKY - a Skilling & Placement Initiative of Ministry of Rural Development (MoRD) | Navjeevan Trust | Gujarat | Rajkot |
| 177. | Report on Institution - Genesis, Values and Methodologies | Navjiwani School of Special Education | Punjab | Patiala |
| 178. | Social Impact Assessment of Bhagyalaxmi Credit Cooperative Society | Navsarjan Trust | Gujarat | Surat |
| 179. | Women Empowerment and Livelihood Generation | Naya Sawera | Rajasthan | Jaipur |
| 180. | Support to Urban Street Vendors (SUSV) under National Urban Livelihoods Mission (NULM) | Nidan MFI | Bihar | Katihar |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---------|---------------|---------------------|------------|------|
| 181. | A Study of Functioning of Shiksha Saheli's Operations | Nipun | National Capital Territory of India (Delhi) | New Delhi |
| 182. | Study of Nipun | Nipun | National Capital Territory of India (Delhi) | New Delhi |
| 183. | Satisfaction Survey on Sammunadhi NGO | NTPC Limited (NTPC Tamilnadu Energy Company Limited) | Kerala | Kayamkulam |
| 184. | NGO Evaluation Funding and Monitoring of Fund Expenses | Oil & Natural Gas Corporation (ONGC) | Maharashtra | Mumbai |
| 185. | Preparation of Financial Policy and Procedures Manual | Oscar Foundation | Maharashtra | Mumbai |
| 186. | Preparation of SOP for Education Programme and Funding Plan Preparation | Oscar Foundation | Maharashtra | Mumbai |
| 187. | Study and Analysis of Marketing Strategies | Oscar Foundation | Maharashtra | Mumbai |
| 188. | World Wetlands Day Awareness Program, Jal Mela 2016, Kanjli | Pahal | Punjab | Jalandhar |
| 189. | Impact Assessment of Childline in Lakhimpur Kheri & Evaluation of Panchayats | Participatory Action for Community Empowerment (PACE) | Uttar Pradesh | Lakhimpur |
| 190. | Formulate Plan for Improvement of Adolescent Girls' Education in Tarun Block | People's Action for National Integration (PANI) | Uttar Pradesh | Faizabad |
| 191. | Stakeholder Intervention | People's Action for Social Service (PASS) | Andhra Pradesh | Tirupati |
| 192. | Content Management System | Pingalwara Charitable Society | Punjab | Amritsar |
| 193. | Study of Human Resource in Zilla Parishad Nashik | Pragati Abhiyan | Maharashtra | Nashik |
| 194. | Self Help Promoting Institution (SHPI) Under NABARD | Pragati Social Services Society (PSSS) | Haryana | Karnal |
| 195. | Right to Health for Safeguarding People's Right to Access to Essential Medicines | Prayas | Rajasthan | Chittorgarh |
| 196. | School Audit | Prayas Social Welfare Society | Haryana | Faridabad |
| 197. | Study of Microfinance & Its Impact on Society | Prayas- Sustainable Development | Gujarat | Gandhidham |
| 198. | Giving Life to the Homeless | Prerna Social Development and Welfare Society | National Capital Territory of India (Delhi) | New Delhi |
| 199. | Development of Marketing Plan and Organizing of Ashakiranam Event for QSSS | Quilon Social Service Society | Kerala | Kollam |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---------|---------------|----------------------|------------|------|
| 200. | Inclusive Child Friendly Environment in 20 Schools of Kolkata | Right Track | West Bengal | Kolkata |
| 201. | Developing Public Relations and Visibility | Roshni Educational Society | Haryana | Faridabad |
| 202. | Creating CSR Contact Database | Saath Charitable Trust | Gujarat | Ahmedabad |
| 203. | Financial Sustainability Plan for the NGO | Saath Charitable Trust | Gujarat | Ahmedabad |
| 204. | Research on Donor Behaviour | Saath charitable trust | Gujarat | Ahmedabad |
| 205. | Expansion of Ongoing Economic Empowerment Courses | Saath Charitable Trust | Gujarat | Nadiad |
| 206. | Preparation of Financial Policy, Board of Directors-Conflict of Interest Policy & HR Policy | Sahaara Charitable Society | Maharashtra | Mumbai |
| 207. | Educational Workshops for Children | Saikripa | Uttar Pradesh | Noida |
| 208. | Promotion of NGO | Sakaar Outreach | National Capital Territory of India (Delhi) | New Delhi |
| 209. | Educational Projects for Children | Salaam Baalak Trust | National Capital Territory of India (Delhi) | New Delhi |
| 210. | Marketing and Development of Samaritan Help Mission | Samaritan Help Mission | West Bengal | Howrah |
| 211. | Community Development Through Education & Awareness | Samarpan Care Awareness and Rehabilitation Center | Madhya Pradesh | Indore |
| 212. | Demographic analysis of 1098 Childline Cases in Ratlam | Samarpan Care Awareness and Rehabilitation Centre | Madhya Pradesh | Ratlam |
| 213. | Overall Development and Improvement of Specially Abled Children. | Samerth Charitable Trust | Gujarat | Ahmedabad |
| 214. | Empowering Rural Women- Impact Analysis | Sampurn Sahyog Sansthan | Uttar Pradesh | Lucknow |
| 215. | Development & Social Action | Sangli Mission Society | Maharashtra | Ichalkaranji |
| 216. | Vidrohi Mahila Manch: Project Management and Report Generation | SANGRAM Sampada Gramin Mahila Sanstha | Maharashtra | Sangli |
| 217. | Setting-up a Computer Lab and Teaching the Underprivileged Children | Sanskriti Sewa Pratishthan | Punjab | Ludhiana |
| 218. | A Study to Understand Impact of Dance on Traumatised Women. | Sanved | West Bengal | Kolkata |
| 219. | Documentation and Marketing of the Delhi Summit | Sanved | West Bengal | Kolkata |
| 220. | Critical Analysis of the SHGs and MMUs Run by the NGO | Sarvik Vivekananda Gram Seva Sanstha | West Bengal | Howrah |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 221. | Business Process Enhancement for Sense International India Along With Financial Budget Coordination of Partner NGOs | Sense International | Gujarat | Ahmedabad |
| 222. | Survey on Maternal Health | Seva Mandir | Rajasthan | Udaipur |
| 223. | To Study the Various Cases Taken Up Shikhar Yuva Manch Under Article 21A | Shikhar Yuva Manch | Chhattisgarh | Bilaspur |
| 224. | Research on Primary and Secondary Cooking Methods Used in the Urban Slums of Kanpur | Shramik Bharti | Uttar Pradesh | Kanpur |
| 225. | Study of Fossil Fuels in Cooking in Rural Slums of Kanpur | Shramik Bharti | Uttar Pradesh | Kanpur |
| 226. | Watershed Development Project | Shree Datta Gramin Va Shahri Vidya Prasarak Mandal | Maharashtra | Akola |
| 227. | Awareness, Control and Prevention of Diabetes | Siliguri Subhaspally Welfare Organisation | West Bengal | Siliguri |
| 228. | Brand Communication | Smile Foundation | National Capital Territory of India (Delhi) | New Delhi |
| 229. | To Study the Learning Process and Abilities of Children With Special Needs | Smile Foundation | Telangana | Hyderabad |
| 230. | Smile Twin E-Learning Program (STEP) | Smile Foundation | West Bengal | Kolkata |
| 231. | General Management of Institution | Sneh Sampada Vidhyalaya Parent Association For Mentally Retarded Children | Chhattisgarh | Bhilai |
| 232. | Documentation of Success Stories of Beneficiaries | Snehalaya | Maharashtra | Ahmednagar |
| 233. | Assisting in Childline 1098 Emergency Helpline | Social Service Centre Diocese of Eluru | Andhra Pradesh | ELURU |
| 234. | Plan for Implementation of "Universal IDs for Persons With Disabilities (UDID)" Project at District Level | Social Welfare Department | Jammu and Kashmir | Udhampur |
| 235. | Impact Analysis of Childline and Partage Programme in Moradabad | Society for All Round Development (SARD) | Uttar Pradesh | Moradabad |
| 236. | Child Trafficking in Cooch Behar District: Childline (1098) Program | Society for participatory Action and Reflection (SPAR) | West Bengal | Cooch Behar |
| 237. | A Comprehensive Study and Evaluation of the Various Projects at SPECTRA | Society for Public Education, Cultural Training and Rural Action (SPECTRA) | Rajasthan | Alwar |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 238. | Measure the Effectiveness of Existing Projects | Society for Sehat Education & Welfare Activities | Punjab | Bathinda |
| 239. | Skill Development and Women Empowerment | Society for Service to Voluntary Agencies (SOSVA) | Chandigarh | Chandigarh |
| 240. | Quest & the Path Life Academy Program | Sol's ARC (Assessment and Remedial Centre) | Maharashtra | Mumbai |
| 241. | Working on Financial Independence of Widowed Women | SOS Children's Village - Bal Gram | Maharashtra | Pune |
| 242. | Develop a Sustainable Model for Sounds of Silence (Mumbai & Delhi) | Sounds of Silence Foundation | National Capital Territory of India (Delhi) | New Delhi and Mumbai |
| 243. | Designing CAR Structure for the Organisation | SREI Foundation | West Bengal | Kolkata |
| 244. | Digital Marketing of Online Educational Tutorials | Sristi Gyan Kendra | Haryana | Rohtak |
| 245. | Social Marketing | Srujna | Maharashtra | Mumbai |
| 246. | Assessment of Childline | Subhash Children Society | Uttar Pradesh | Kanpur |
| 247. | Marketing Plan for Sukrupa | Sukrupa | Karnataka | Bangalore |
| 248. | Preliminary Research on Property Mortgage Disbursement and Microfinance | Svasti Microfinance Private Limited | Maharashtra | Mumbai |
| 249. | Brick Kiln Business Plan for Tribals of Raigad, Study of Rabi Crop Farming at Raigad | Swades Foundation | Maharashtra | Mumbai |
| 250. | Multiple Process Optimisation Across Various Functions | Swadhaar FinAccess | Maharashtra | Mumbai |
| 251. | A Sustainability Initiative: Market Analysis and Project Costing | Swami Brahmanand Pratishthan | Maharashtra | Navi Mumbai |
| 252. | Study on the Schools Run by SVVPS for Underprivileged Children | Swami Vivekananda Vani Prachar Samity | West Bengal | Durgapur |
| 253. | Development and Extension of IMA Bhavan and Mission Girls School, Serampore | Swasthya Bhabna Welfare Society | West Bengal | Serampore |
| 254. | Bio Diversity Campaign in Bihar | Tara Foundation | Bihar | Muzaffarpur |
| 255. | Study on Labour Engagement, Stakeholder Feedback & Waste Management | Tata Housing | Gujarat | Kalol |
| 256. | Community Satisfaction Survey; Stakeholder Feedback Survey and Labour Engagement Survey at Gurgaon Gateway | Tata Housing | Haryana | Gurgaon |
| 257. | Stakeholder Feedback and Community Need Satisfaction Assessment and Labour Engagement Survey | Tata Housing | Himachal Pradesh | Kasauli |
| 258. | Waste Management | Tata Housing | Himachal Pradesh | Kasauli |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 259. | Study on Waste Management Practices at Ariana | Tata Housing | Maharashtra | Bhubaneswar |
| 260. | Labour Engagement & CSR Survey | Tata Housing | Maharashtra | Mumbai |
| 261. | Stakeholder Mapping and Need Assessment Survey for Thane Site | Tata Housing | Maharashtra | Mumbai |
| 262. | Conducting Study on Waste Management Practices at Amantra | Tata Housing | Maharashtra | Mumbai |
| 263. | Study on Waste Management Practices at Gurgaon Gateway Site | Tata Housing | Maharashtra | Mumbai |
| 264. | Stakeholder Mapping & Survey of Need Assessment, Labour Engagement at La Montana, Talegaon | Tata Housing | Maharashtra | Mumbai |
| 265. | Stakeholder Mapping and Need Assessment for Bahadurgarh Site | Tata Housing | Maharashtra | Mumbai |
| 266. | Study on Waste Management Practices at Mulund Site, Mumbai | Tata Housing | Maharashtra | Mumbai |
| 267. | Waste Management Survey | Tata Housing | Maharashtra | Pune |
| 268. | Waste Management Practices in Tata Housing | Tata Housing | National Capital Territory of India (Delhi) | New Delhi |
| 269. | Survey of Community Satisfaction, Stakeholder Feedback and Labour Engagement | Tata Housing | Odisha | Bhubaneswar |
| 270. | Survey of Community Satisfaction, Stakeholder Feedback and Labour Engagement at Santorini, Chennai | Tata Housing | Tamil Nadu | Chennai |
| 271. | Report on Waste Management Practices | Tata Housing | Tamil Nadu | Chennai |
| 272. | Survey of Community Satisfaction, Stakeholder Feedback and Labour Engagement | Tata Housing | West Bengal | Kolkata |
| 273. | Waste Management Practices, Avenida, Kolkata | Tata Housing | West Bengal | Kolkata |
| 274. | Calculating Social Return on Investment for Dairy Development | Tata Motors Ltd | Maharashtra | Mumbai |
| 275. | Study of Drought Relief Program | Tata Motors Ltd | Maharashtra | Mumbai |
| 276. | Employability MIS - a Study to Determine the Effectiveness of Training | Tata Motors Ltd. | Maharashtra | Mumbai |
| 277. | Framing of ITI Partnership Document | Tata Motors Ltd. | Maharashtra | Mumbai |
| 278. | NSQF Curriculum for Driver Training Program & MMV Program (LEAP) | Tata Motors Ltd. | Maharashtra | Mumbai |
| 279. | Process Management of Education Program | Tata Motors Ltd. | Maharashtra | Pune |
| 280. | Study of Child Welfare Programme | The Akanksha Foundation | Maharashtra | Pune |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 281. | A Study on Child Rights in Firozabad | The Chirag Society | Uttar Pradesh | Firozabad |
| 282. | Premankur- Designing a Project Report | The Kanchan Foundation | Maharashtra | Navi Mumbai |
| 283. | Premankur – Drafting a Process and Training Module for the Didi's at Chai Shai | The Kanchan Foundation | Maharashtra | Navi Mumbai |
| 284. | Premankur- Testing of Website and Teaching Students | The Kanchan Foundation | Maharashtra | Navi Mumbai |
| 285. | Analysis and Optimization of Processes of NGO through IT | The Society for Child Development | National Capital Territory of India (Delhi) | New Delhi |
| 286. | Enhancement of Database for Sales and Marketing | The Society for Child Development | National Capital Territory of India (Delhi) | New Delhi |
| 287. | Reviewing & Revising Inventory Management System | The Society for Child Development | National Capital Territory of India (Delhi) | New Delhi |
| 288. | Skill Assessment & Project Formulation | Towards Future | West Bengal | Kolkata |
| 289. | Drafting Case Report | Tribhuvandas Foundation | Gujarat | Anand |
| 290. | Improving the Effectiveness of Childline Through Participatory Action Research | Trivandrum Don Bosco Veedu Society | Kerala | Trivandrum |
| 291. | Execution of Instructional Program and Data Management | Udaan India Foundation (UIF) | Maharashtra | Mumbai |
| 292. | Planning Process Flow for Fundraising and Donor Analysis | Udayan Care Trust | National Capital Territory of India (Delhi) | New Delhi |
| 293. | Volunteer Recruitment and Digital Marketing Strategy | Udgam Charitable Trust | Gujarat | Gandhinagar |
| 294. | Revising the HR Policy and Documents | Umang | Rajasthan | Jaipur |
| 295. | Video Documentation | Umang | Rajasthan | Jaipur |
| 296. | Creation of Donation Pitch and Online Shop | Umang Charitable Trust | Maharashtra | Mumbai |
| 297. | Implementation of Skill Development and Training | Universal Charitable Trust | Gujarat | Vapi |
| 298. | Financial Modelling for Product and Service Based Companies | UnLtd Hyderabad | Telangana | Hyderabad |
| 299. | Creation of Marketing Collaterals and Developing Online Presence | Urmul Jyoti Sansthan | Rajasthan | Bikaner |
| 300. | Quality Education | Vidisha Social Welfare Organisation (VSWO) | Madhya Pradesh | Vidisha |
| 301. | Impact Assessment Report | Vidya & Child | Uttar Pradesh | Noida |

| Sr. No. | Project Title | Name of Organization | State / UT | City |
|---|---|---|---|---|
| 302. | Common Asset Management System and Inventory (Books) Tracking System Development | Vidyaramb | Tamil Nadu | Chennai |
| 303. | Need Gap analysis of Vidyarambam Methodology | Vidyaramb | Tamil Nadu | Chennai |
| 304. | Implementation of the B.Voc Program | Vidyasagar School of Social Work | West Bengal | Kolkata |
| 305. | Asmita: B-Plan for Sanitary Napkins | Vijay Krida Mandal (VKM) | Maharashtra | Mumbai |
| 306. | Analysis of Community Development Activities of VSSS | Vijayapuram Social Service Society | Kerala | Kottayam |
| 307. | Designing Solutions for Improving the Livelihood of Vidarbha Farmers | Vikas Sahyog Pratishthan | Maharashtra | Mumbai |
| 308. | Study for Business Promotion of SME in Web Platform | Vikash | Odisha | Bhubaneswar |
| 309. | Study and Analysis of Sustainable Livelihood and Street Food Hygiene | Village Welfare Society | West Bengal | Kolkata |
| 310. | Vishwa Ashray Sansthan Network Development | Vishwa Ashraya Sansthan (VAS) | Himachal Pradesh | Palampur |
| 311. | Comprehensive Analysis of the Feasibility of Ready Readers Under the Globaleyes Platform | VisionSpring India | National Capital Territory of India (Delhi) | New Delhi |
| 312. | Comprehensive Standard Operating Procedures (Sops) and Strategic Roadmap for Partnerships at Visionsprings | VisionSpring India | National Capital Territory of India (Delhi) | New Delhi |
| 313. | Study of Developmental interventions by VHAT | Voluntary Health Association | Tripura | Agartala |
| 314. | Delinquency in SHGs | Welfare Services Ernakulam | Kerala | Kochi |
| 315. | Planning Multiple Projects | Women's Collective | Tamil Nadu | Chennai |
| 316. | Developing a Marketing Model for WWF India | World Wildlife Fund (WWF) - India | Maharashtra | Mumbai |
| 317. | Understanding and Facilitating WWF Awareness Activities | World Wildlife Fund (WWF) - India | Telangana | Hyderabad |
| 318. | Digital Unify Programme | World Wildlife Fund (WWF) - India | West Bengal | Kolkata |
| 319. | Designing Marketing Strategy | Yatn Foundation | Madhya Pradesh | Indore |

# Annexure 3
## List of Faculty Mentors & Regional In-chrage

### List of Faculty Mentors

| Sr No | Faculty Name | Allotted No. of students | No. of State /UT | No. of Organisations |
|-------|--------------|--------------------------|------------------|----------------------|
| 1 | Prof. Amit Bhadra | 18 | 1 | 7 |
| 2 | Prof. Arti Deo | 15 | 2 | 8 |
| 3 | Prof. Ashu Sharma | 9 | 2 | 4 |
| 4 | Prof. Bala Krishnamoorthy | 10 | 3 | 4 |
| 5 | Prof. Bijayinee Patnaik | 5 | 1 | 2 |
| 6 | Prof. CD Shreedharan | 15 | 2 | 7 |
| 7 | Prof. Chandan Dasgupta | 20 | 1 | 5 |
| 8 | Prof. Chandrima Sikdar | 10 | 1 | 3 |
| 9 | Prof. Dayanand Sheety | 15 | 2 | 10 |
| 10 | Prof. Debashis Sanyal | 20 | 1 | 3 |
| 11 | Prof. Debashish Ghosh | 5 | 1 | 4 |
| 12 | Prof. Deepa Ray | 8 | 1 | 3 |
| 13 | Prof. Gayathri Sampath | 8 | 1 | 2 |
| 14 | Prof. Geeta D'Souza | 10 | 1 | 4 |
| 15 | Prof. Gowri Joshi | 15 | 1 | 6 |
| 16 | Prof. Harikumar Iyer | 14 | 1 | 6 |
| 17 | Prof. Hema Bajaj | 10 | 1 | 3 |
| 18 | Prof. Hufrish Majra | 15 | 2 | 5 |
| 19 | Prof. Madhulika Saxena Sinha | 10 | 1 | 5 |
| 20 | Prof. Manjari Srivastava | 10 | 2 | 7 |
| 21 | Prof. Mayank Joshipura | 8 | 1 | 4 |
| 22 | Prof. Meena Galliara | 20 | 1 | 7 |
| 23 | Prof. Neeta Acharya | 10 | 1 | 4 |
| 24 | Prof. P N Mukherjee | 20 | 1 | 7 |
| 25 | Prof. Papiya De | 20 | 2 | 11 |
| 26 | Prof. Paritosh Chandra Basu | 10 | 1 | 8 |
| 27 | Prof. Preeti Khanna / Prof. Sujata Mukherjee | 15 | 1 | 4 |
| 28 | Prof. Rajesh Manjrekar | 10 | 2 | 5 |
| 29 | Prof. Sagari Dey | 5 | 2 | 2 |
| 30 | Prof. Sangeeta Wats | 20 | 1 | 9 |

| Sr No | Faculty Name | Allotted No. of students | No. of State /UT | No. of Organisations |
|---|---|---|---|---|
| 31 | Prof. Sangita Kamdar | 10 | 1 | 6 |
| 32 | Prof. Satish M K | 20 | 4 | 14 |
| 33 | Prof. Seema Mahajan | 15 | 2 | 7 |
| 34 | Prof. Seema Rawat | 15 | 1 | 5 |
| 35 | Prof. Shailaja Rego | 5 | 1 | 5 |
| 36 | Prof. Smita Mazumdar | 5 | 2 | 5 |
| 37 | Prof. Souvik Dhar | 10 | 1 | 5 |
| 38 | Prof. Sreeram Sivaramakrishnan | 8 | 2 | 2 |
| 39 | Prof. Subroto Chatterjee | 15 | 2 | 4 |
| 40 | Prof. Sujata Mukherjee | 20 | 3 | 10 |
| 41 | Prof. Sunil Madhok | 5 | 1 | 1 |
| 42 | Prof. T Kachwala | 15 | 2 | 5 |
| 43 | Prof. Uma Narain | 8 | 3 | 4 |
| 44 | Prof. Veena Vohra | 15 | 1 | 8 |
| 46 | Ms. Anjalika Gujar | 30 | 1 | 11 |

## List of Regional In-charge

| Sr No | Regional In-charge | States |
|---|---|---|
| 1 | Dr. Meena Galliara | Mumbai, Chandigarh, Gujarat, Haryana, National Capital Territory of Delhi, Punjab and Uttar Pradesh |
| 2 | Dr. M. K. Satish | Goa, Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Telangana |
| 3 | Dr. Sujata Mukherjee | West Bengal, Odisha, Sikkim, Bihar, Arunachal Pradesh, Assam, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland and Tripura |
| 4 | Ms. Anjalika Gujar | Maharashtra (Except Mumbai), Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Rajasthan |

# Annexure 4
# Student's Personal Data Form

SVKM's NMIMS School of Business Management

*We Care: Civic Engagement 2016*
Full Time MBA (Batch 2015-2017)

1. Name:
2. Gender:
3. Age:
4. Course:
5. Division:
6. SAP ID:
7. Roll No:
8. Mobile No:
9. Email ID:
10. Permanent Residential Address ( Mention city/town/district and State)
11. State
12. Contact No. (Home):
13. Graduation Degree
14. Volunteer Skills (that you can contribute to the organization)
    a. IT Skills
    b. Marketing Skills
    c. Teaching Skills
    d. Finance Skills
    e. Any other, specify_____
15. Work Experience :
    a. Number of months: _____
    b. Sector:   Please tick the appropriate
        a) Finance        b) Marketing        c) HR                    d) IT
        e) Operations    f) None (Fresher)    g) Any other, specify_____
16. Languages known (other than English) _____
17. Intended field of Internship: (Any 4 Preferences)[1]
    a. Animal Rights
    b. Child Education / Care & Protection.
    c. Differently Abled
    d. Health
    e. Micro Finance[2]
    f. Economic Empowerment
    g. Community Development
    h. No Preference
18. Is your Father/Mother working in a Public Sector Company?
    a) Yes            b) No
19. If Yes, mention the Name of the Company _____
20. For CSR projects, companies may place you outside your hometown. Are you in agreement with this?
    a) Yes            b) No

---

[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.

**Rubric: We Care: Civic Engagement: Social Sector Internship**

**Name of Internship Organization** : _____

**Name of the Student** : _____

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

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

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

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

## I. Understanding the Social Issue

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

## II. Management of Social Issue by internship organization

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

## III. Project Handled by the Student

Clarity, Competency gained by the Student in the Project Duration
A) Project proposition ( objective/purpose) and project deliverables
B) Project Design adopted
C) Project execution
D) Application of management knowledge/prior experience  for designing/executing the project
E) Project utility ( outputs/ proposed outcomes/impacts)

## IV. Impact of Internship on the student

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

# Annexure 6
## Feed Back Form: Student Perspective

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

*We Care 2016*: Civic Engagement Program

**Student Feed Back Form**

*We Care: Civic Engagement program* 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 program 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***

1. Advocacy and empowerment
2. Community Development
3. CSR
4. Child Education/Child Care & Protection
5. Disability
6. Financial Inclusion
7. Financial Management and Resource Mobilisation
8. Health
9. Livelihood Support and Skill Development
10. Marketing /Branding/Communication/Social Media/Event Management
11. Project Management/Business Development
12. Other

**V.      Special contribution made by you to the Organization***

_____


**Faculty Mentor**

**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

**VII.      During the course of your internship, did you experience difficulty in contacting your faculty mentor?***
Please tick multiple options whichever apply

1.  No, I received a response from my mentor when I contacted him/her
2.  Yes, My faculty mentor never responded to my mails/ telephone/ requests for personal meetings
3.  I did not feel the need to contact my mentor

**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.

**We Care Learning**

**IX.      Do you feel that We Care : Civic Engagement 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 : Civic Engagement program)***

_____
_____
_____

# Annexure 7
# Feed Back Form: Internship Organization Perspective

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

*We Care 2016*: Civic Engagement Program

**Organization Feed Back Form**

*We Care: Civic Engagement program* 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 program we request you to provide us with your feedback about the same.

* Required

Name of the NGO/Company*   _____

City*   _____        State*   _____

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

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

**I.    Satisfaction with Interns Conduct**

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

**II.    Handling Projects**

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

**III.    Reports**

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

**IV.    Specific remarks about interns contribution***
_____
_____

**V.    Suggestions  for Improvement***
_____
_____