



SVKM'S

NMIMS

Deemed to be UNIVERSITY

2022

We Care:

Civic Engagement Internship

Annual Report

Jasani Centre for
Social Entrepreneurship
and Sustainability
Management

School of Business
Management, NMIMS



Jasani Centre

Presents

We Care: Civic Engagement Internship Annual Report 2021-22

Bhawna Solanki (Kothari)

Research Officer,
Jasani Centre for Social Entrepreneurship
and Sustainability Management,
SBM, NMIMS

Dr. Meena Galliara

Director,
Jasani Centre for Social Entrepreneurship
and Sustainability Management,
SBM, NMIMS

Acknowledgment

The We Care team is grateful for the support received from Dr. Ramesh Bhat, Vice-Chancellor, NMIMS, Dr. Prashant Mishra, Dean, SBM, Dr. Bala Krishnamoorthy, Associate Dean, Accreditation, Dr. Chandrima Sikdar, Associate Dean, and Faculty Mentors in executing the semi-virtual internship during January 31 to February 23, 2022.

Despite the irregularities caused due to the 2nd wave and the consequent 3rd wave of the pandemic, NGOs/CSR departments accepted our request to place our FT MBA students and facilitated the semi-virtual internship. The role played by them in socially sensitizing our students is sincerely appreciated.

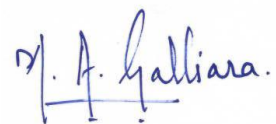
We acknowledge and appreciate the sincere efforts of the FT MBA - Core and MBA - HR in completing this internship with due diligence.

The successful placement of a large batch of 702 students at the pan India level was a monumental task. We appreciate the efforts of Ms. Anjalika Gujar for placement and later assisting in collating the data for student and organization feedback. We are grateful for the unstinted support extended by Mr. Adarsh Sabharwal & Ms. Simranjit Singh, and the SRF team members to manage the back-end activities. We take this opportunity to thank each one of them.

Our acknowledgment is due to Dr. Sujata Mukherjee, and Dr. Satish Kajjer for orienting students about We Care via workshops.

We thank Mr. Tejash Somaiya, Deputy Registrar, SBM, Ms. Ashwini Dighe, Coordinator (MBA-Core), and Ms. Swapnali Kadam, Coordinator (MBA-HR), for scheduling We Care orientation workshops and for facilitating coordination with students about important announcements.

We also appreciate the efforts taken by all the Secretaries, especially Ms. Sushma Louis, for extending support to the Faculty Mentors, We Care documentation, and Similarity Index check for 304 reports.



Dr. Meena Galliara
Director,
Jasani Centre for Social Entrepreneurship
and Sustainability Management,
School of Business Management
NMIMS

Index Contents

Section No	Title	Page No
	Acknowledgment	2
	Index – Contents	3
	List of Annexures	3
	List of Figures	4
	List of Tables	4
	Executive Summary	5
1	About We Care	6
2	Student Profile	6
3	Placement Profile	8
4	Methodology	9
5	Student Feedback	11
6	Satisfaction Survey	22
7	Organization Feedback	39
8	Workshops and Evaluation	47
9	Agenda Ahead	48

List of Annexures

Annexure No.	Annexures	Page No.
Annexure I	Students Geographical Spread (Bar Graph)	49
Annexure-II	We Care Student Data Form	50
Annexure III	List of Faculty Mentors and Regional In-charge	53
Annexure-IV	Student Feedback Form	55
Annexure V	Internship Organization Feedback Form	56
Annexure VI	We Care Rubrics	58
Annexure-VII	List of Projects	59
Annexure VIII	Student's Unique Contribution (Word Cloud)	80
Annexure IX	We Care Timeline	81
Annexure X	We Care Internship – Impact: Student's Perspective	82
Annexure XI	We Care Internship – Impact: Organization's Perspective	84
Annexure XII	We Care 2021: Glimpses	86

List of Figures

Fig No	Fig Title	Page No
Fig 2.1	Students: Geographical Spread	7
Fig 2.2	Students: Linguistic Skills	7
Fig 3.1	Student Placement across Developmental Causes	8
Fig 5.1	Projects Typology Dominance	12
Fig. 5.1.1	Project Typology	13
Fig 5.2	SDG Mapping (Tee Diagram)	14
Fig. 5.2.1	SDG Mapping (Bar Graph)	15
Fig. 5.3	Unique Contributions	16
Fig 6.1	Satisfaction: Internship Organization	22
Fig 6.2	Satisfaction: Allotment of Projects	23
Fig 6.3	Level of Clarity: Reporting	24
Fig 6.4	Major Learnings	25
Fig 6.5	Key Challenges	31
Fig. 6.5.1	Other Challenges: Word Cloud	32
Fig 6.6	Strategies: Overcome Challenges	33
Fig 6.7	Suggestions: Strengthen the We Care Internship	35
Fig 6.8	Faculty Mentor Support	37
Fig 6.9	Ease of Contact: Faculty Mentor	38
Fig 6.10	Frequency of Meetings: Faculty Mentor	39
Fig 7.1	Placement State	40
Fig 7.2	Average Weekly Hours	41
Fig 7.3	Satisfaction: Intern's Conduct	41
Fig 7.4	Satisfaction: Quality of Work	42
Fig 7.5	Regularity: Daily Logs/Monthly/Final Reports	43
Fig 7.6	Satisfaction with Virtual/Semi-virtual Internship	43
Fig. 7.7	Remarks: Intern's Specific Contribution	44
Fig. 7.7.1	Remarks: Intern's Contribution (Word Cloud)	45
Fig. 7.8	Suggestions: Strengthen the We Care Internship	46

List of Tables

Table No.	Table Title	Page No.
Table 1	Internship Execution: Schedule	10
Table 2	Students' Feedback: Objectives and Data Points	11
Table 3	Organization's Feedback: Objectives and Data Points	39

Executive Summary

We Care: Civic Engagement Internship incorporated in the full-time MBA programme offered by the School of Business Management in the past 13 years has facilitated the development of compassion and social sensitivity among future managers.

Due to the Covid-19 pandemic and the consequent surge in coronavirus positive cases due to its Omicron variant. The internship was scheduled in the form of a block placement from Monday, January 31, to Wednesday, February 23, 2022. Students were required to devote 7-8 hours a day over 21 days for NGO/CSR work. The batch comprised of 702 students, from which 698 students placed at the Pan India level in 308 organizations spread across 154 cities, 22 states, and three union territories completed their internship under the mentorship of 58 SBM faculty mentors.

Students aligned their internship projects with the Sustainable Development Goals (SDG). 66% of students worked on projects aligning with Quality Education (SDG 4) by engaging in child welfare and educational projects, and 61% of students were involved in projects supporting 'No Poverty' (SDG 1). Followed by this were 'Good Health & well-being' (SDG 3), Decent Work and Economic Growth (SDG 8), and Reduced Inequality (SDG 10).

The feedback received from the 698 students indicated that 65% of students reported a high level of satisfaction with their internship organization, and 73% were highly satisfied with the projects allocated. 71% felt that there was excellent clarity about the reporting requirements. 99% of students indicated that the We Care Internship was a learning experience of which 38% of students developed emotional and social intelligence skills.

Feedback from 145 organizational mentors highlighted that 48% of organizations reported a high level of satisfaction with the interns' conduct. The quality of interns' work was rated excellent by 46% of organizations, while 41% rated it very good.

To strengthen the We Care internship in the future, NGO mentors recommended increasing the internship duration to ensure a mutually enriching experience. They opined that a long-term offline internship would allow the students to grasp the social issue and achieve results in their respective projects. They also voiced the need for an effective pre-internship engagement to enable the students and the organizations to understand the individual profiles and allocate projects accordingly.

Recommendations from students include scheduling an internship at the end of the trimester to allow continuity of the term. They also suggested a pre-We Care week to communicate with the organization mentors and discuss project deliverables. They also suggested conducting a completely offline internship to learn about the grassroots realities.

1. About We Care

In its 13th year, through the We Care Civic Engagement Internship, SBM strives to sensitize the budding managers about the realities of the socio-economically backward citizens of the country. SBM believes that MBA students need to get firsthand experience to examine grassroots realities and reflect on strategies that the corporate world could adopt to address issues of social and economic inequities.

The primary objectives of the internship are:

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

The internship was undertaken as a block placement of 21 days from Monday, January 31, to Wednesday, February 23, 2022. (Students were expected to devote 7 to 8 hours each day).

Considering the Covid-19 third wave since December 2021, the internship was executed in a semi-virtual mode. In all, 77% of the students were placed in organizations located in their hometowns.

The original batch size comprised 702 students, of which 698 students completed the internship. They were placed in 308 organizations spread across 154 cities of India in 22 States and 3 Union Territories. The students reported 96,103 internship hours in total.

2. Student Profile

The batch of 2021-23 comprising 702 students had 68% (476) males and 32% (226) females. Of these, 83% (582) belonged to MBA-Core, and the remaining pursued MBA-HR. Concerning age, 64% (447) students were 20 to 24 years old, and the remaining were above 25 years.

The educational profile of the students shows that 97% (679) were Graduates, and the remaining were either post-graduates or double-graduates. Amongst the Graduates, 50% (354) had degree in technology, 21% (147) in engineering, 10% (68) in commerce, 6% (42) in management and remaining 10% had degrees in Arts/ Science/ Law/ Architecture/Hospitality/Finance and other areas.

In the context of work experience, 74% (521) students had previous work experience in IT, Marketing, Finance, Human resources, Operations, Service Industry, Consultancy, Manufacturing, Defense, and related areas.

The data on the geographical spread of students indicates that students came from 22 States and four Union Territories of India. The tree diagram in Fig. 2.1 illustrates the geographical spread of

students across the country. It is noted that one-fifth of the entire batch resided in Maharashtra. The bar chart depicting the number of students in each state is available as Annexure I.

Fig. 2.1 Students: Geographical Spread

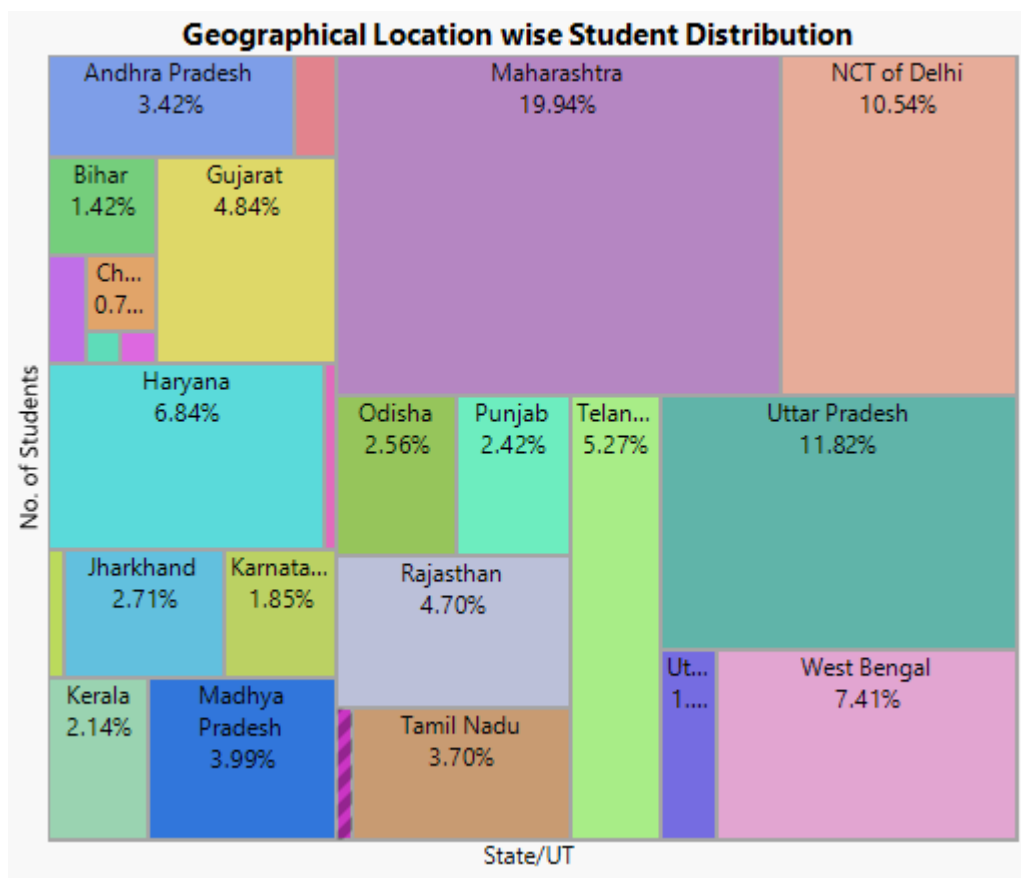
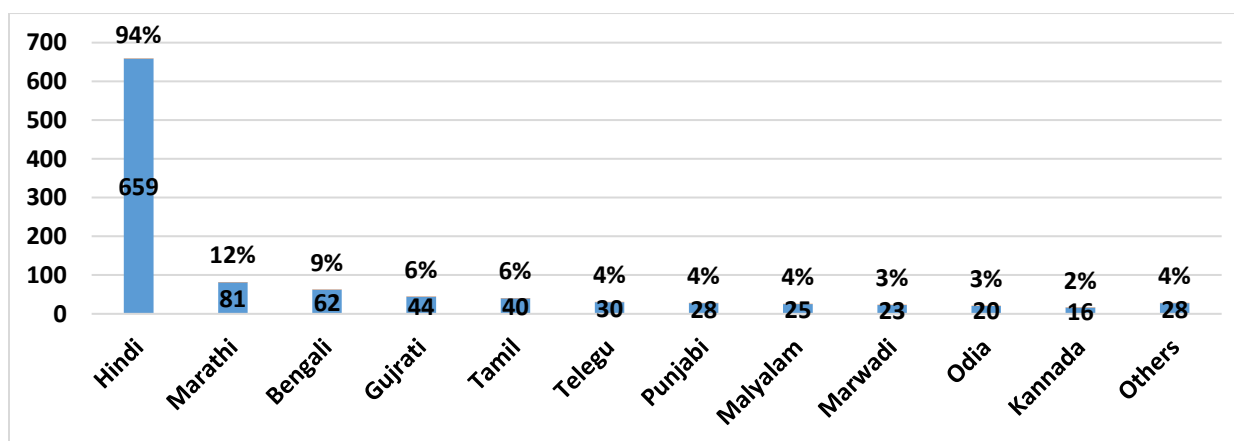


Fig. 2.2 displays the linguistic skills of students in addition to English.

Fig. 2.2: Students: Linguistic Skills



As observed in the above figure, 94% of students could comfortably speak Hindi.

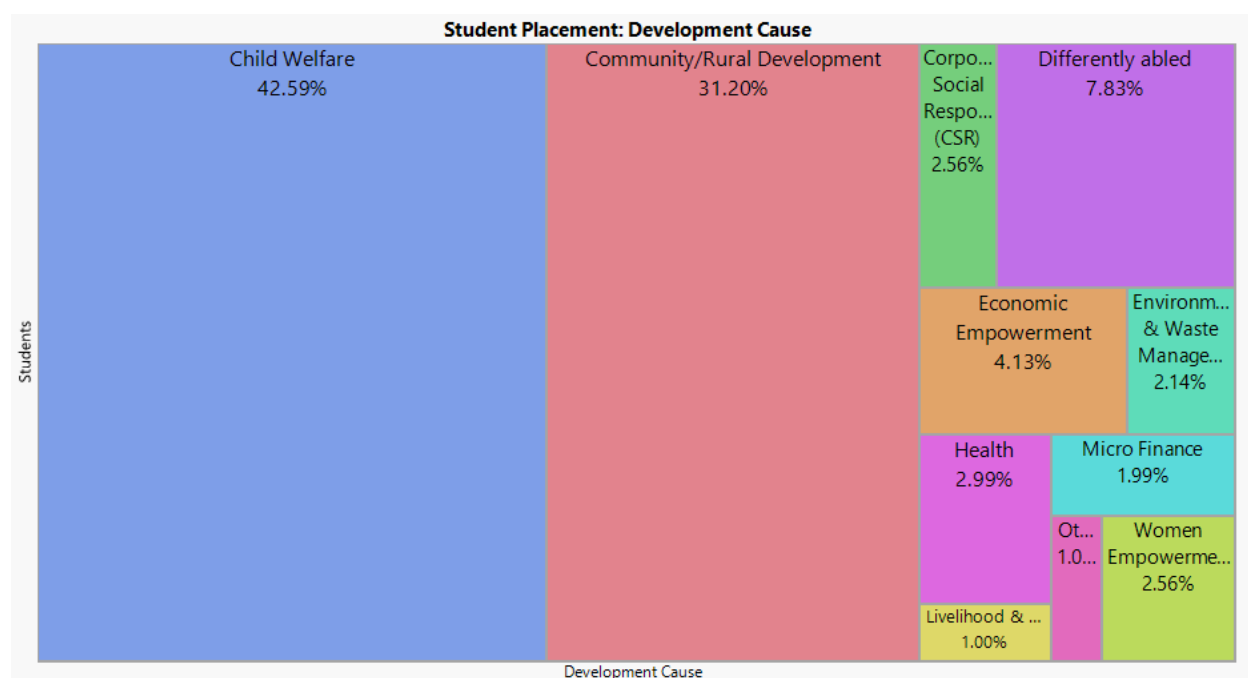
3. Placement Profile

In all, 702 students were placed in 275 organizations, out of which 17 organizations¹ Jasani Centre had prior partnerships with 69% (190) organizations, and the remaining were new partnerships. Out of 275 organizations, 95% (262) were NGOs and social enterprises where 95% of students were placed. The remaining students were placed in CSR divisions of Corporates (6) and Public Sector Units (7).

3.1. Placement Distribution of Students:

The 275 organizations where 702 students were placed undertook interventions in specific or multiple developmental causes. The tree diagram in Fig. 3.1 depicts the placement of students across developmental causes.

Fig. 3.1: Student Placement across Developmental Causes



In ascending order, Child-welfare organizations and Community Development organizations accommodated more students.

¹ had offices at multiple locations. (Aarohan, Adarsh Charitable Trust, Agastya International Foundation, Asha Deep Foundation, Bharti Foundation, Caring Souls Foundation (CASOF), Center for Action Research and People's Development (CARPED), Childhood Enhancement through Training and Action (CHETNA), Jan Sahas Social Development Society, Kisan Sanchar, Hindalco Industries Ltd., Literacy India, Make-A-Wish Foundation of India, Pratham Education Foundation, Salaam Bombay Foundation, Seva Sahayog Foundation, and Social Justice & Welfare Department)

3.2 Completion of Internship

Finally, out of 702 students, 698² students completed their internship. The data retrieved from the weekly reports indicate that, on average, 99% of students were present on all 21 days of the internship. Students availed leave mainly due to medical and personal reasons.

4. Methodology

4.1. Semi-virtual Internship Placement Process:

Considering the feedback of students and organizations in the previous year, in 2022, the We Care Internship was organized in block placement format. Internship dates were from Monday, January 31, to Wednesday, February 23, 2022. Due to the second and third wave of the Covid-19 pandemic, sourcing of internship organization lasted for seven months, i.e., May to December 2021. To understand the organization's feasibility of accepting We Care interns, repeated calls were made by the We Care office. Finally, the We Care team shifted 38 students to other organizations due to last-minute cancellations and the unavailability of online assignments.

Students were placed in NGOs/CSR departments of public and private sector corporates in a semi-virtual mode. Each day, they were required to commit 7 to 8 hours to activities assigned as a part of the internship.

4.2. Monitoring:

A weekly report schedule was designed, and Google forms were utilized to gather student updates. The We Care team connected with organization mentors on calls and random calls to student PoCs to monitor student attendance and performance. We Care Officer, Regional Coordinators, and Faculty Mentors made efforts to resolve grievances/concerns of students and NGO mentors. Students submitted their final reports to the organization mentor, the faculty mentor, and the We Care office.

An online questionnaire was executed via Google Forms to gather final feedback about the We Care semi-virtual internship from students and the organization mentors. The student feedback form covered 24 data points spanning 90 variables (Refer to Annexure-IV). In comparison, the feedback form from the internship organization mentors comprised 11 data points consisting of 22 variables (Refer to Annexure V). Table 1 gives details of the internship execution schedule followed for organizing the virtual/semi-virtual internship.

² Out of 702 students, two students deferred their internship due to medical reasons, one student deferred on personal grounds, and one student defaulted on the We Care Code of Conduct.

Table 1: Internship Execution: Schedule

Internship Execution: Schedule of Tasks	Timeline
Planning	
Designing We Care Guidelines for Students Resource Book	April 14 to 16, 2021
Initial Planning	May 03 to June 08, 2021
Pre internship activities	
Sourcing internship organizations	May 04, 2021, to January 19, 2022
We Care Orientation Workshops	June 23 to 28, 2021
Collating student details (Students' data, social sector preferences, skill-sets, etc.) (Refer to Annexure-II)	June 23 to July 07, 2021
Designing & Disseminating: We Care Internship Code of Conduct/ Reporting Guidelines	June 23 to December 23, 2021
Sourcing students' CVs	July 07 to September 02, 2021
Mapping requirements of internship organizations	July 07, 2021, to January 31, 2022
Appointment of 58 Faculty Mentors for monitoring and evaluation (Refer to Annexure-III)	November 29 to December 10, 2021
Orientation Session for Nine New Faculty Mentors	December 16 to 18, 2021
Students' virtual meetings with the Faculty Mentors	December 13, 2021, to January 15, 2022
Due to last-minute cancellations and unavailability of online assignments, 38 students were shifted to other organizations.	January 25 to February 01, 2022
Internship execution	January 31 to February 23, 2022
Weekly Reports	
Weekly Report 1 (January 31 to February 05, 2022))	February 05 to 06, 2022
Weekly Report 2 (February 07 to February 12, 2022)	February 12 to 13, 2022
Weekly Report 3 (February 14 to February 19, 2022)	February 19 to 20, 2022
Weekly Report 4 (February 21 to February 23, 2022)	February 23 to 25, 2022
Post internship activities:	
Feedback from organizations (Refer to Annexure V)	February 19 to March 31, 2022
Feedback from students (Refer to Annexure-IV)	February 21 to March 03, 2022
Final Report and We Care Documents Submission to the Faculty Mentors	February 24 to April 04, 2022
Drafting We Care Annual Report	February 24 to April 22, 2022
Viva-voce conducted by Faculty Mentors and We Care documents submission [project report, log sheets, completion certificate from internship organization] and We Care Rubrics (Refer Annexure VI)	February 28 to April 02, 2022

4.3. Data Analysis:

The information gathered from students and NGO mentors was analyzed using descriptive statistics. MS Excel and JMP software was used for generating descriptive statistics for both open-ended and closed-ended questions. For the closed-ended questions about students' satisfaction with the internship organization/intern's conduct, allotment of projects/quality of work, and reporting mechanism/regularity in report submission, a five-point Likert scale was used. Average scores under each category were calculated and used for analysis and depicted in the form of charts.

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

Word clouds based on word frequency distribution were created using JMP software to analyze qualitative data for questions about project typology, other challenges, and the intern's contribution for creating word clouds. The word clouds aided in creating a visual representation of the qualitative feedback. Data cleaning was undertaken before creating a word cloud to remove repeated prepositions. Tree diagrams were also used for the visual representation of student's geographical spread, illustration of students placement across developmental causes and project alignment with SDGs.

5. Student Feedback

Students' feedback is vital for reviewing and revising the We Care internship components. Table 2 lists the objectives and data points for feedback. Refer to Annexure IV for Student Feedback Form.

Table 2: Students' Feedback: Objectives and Data Points

Feedback objectives	Feedback data points
<ul style="list-style-type: none"> a) Examine the opinion of students regarding the level of satisfaction with the internship organizations, project execution, clarity of reporting, the support provided by the faculty mentors, and students' learning from the internship. b) Recognize unique contributions made by the students. c) Solicit recommendations from students for strengthening the We Care internship. 	<ul style="list-style-type: none"> a) Mode of internship b) Average work hours per week c) Satisfaction levels concerning internship organizations d) Project Execution e) Clarity for Reporting f) Unique Contributions g) Learning from the Internship h) Suggestions for future i) Support received from faculty mentors

5.1 Mode of Internship:

With the onset of the third wave of the Covid-19 pandemic based on the local Government's regulations, 45% (315) of students completed their internship in semi-virtual mode, 30% (213) completed in online mode and the remaining 24% (171) students who resided in Green zones (Covid19 free zones) completed their internship in offline mode.

5.2 Hours of Work:

The data observes that 698 students cumulatively keyed in 96,103 hours. The data indicates that 84% (584) of students devoted between 31 to 45 hours per week. Those who contributed more than 45 hours amounted to 10% (67). The remaining 7% (48) students reported working 30 hours weekly. The variation in working hours is proportionate to the nature of tasks, timely allocation of tasks to the student teams, and the team's cohesion to complete the tasks.

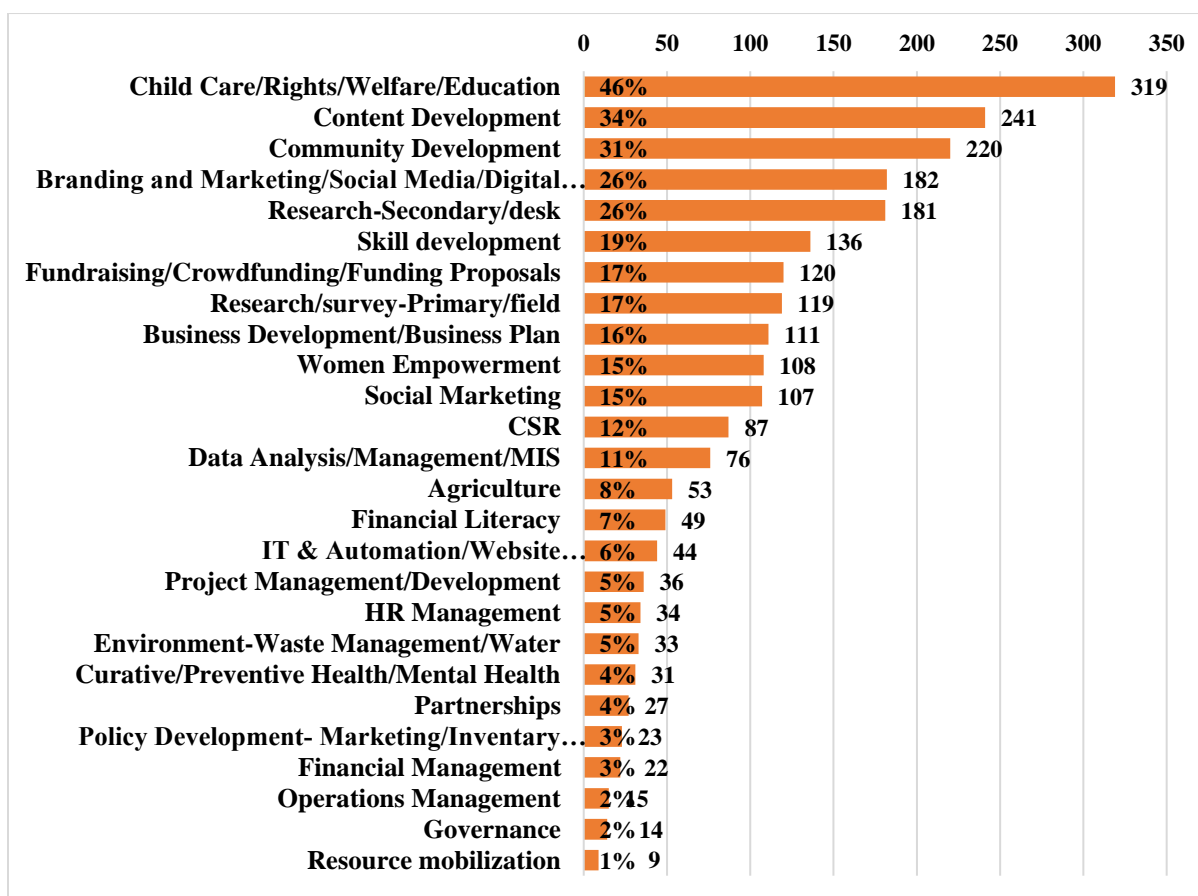
5.3 Typology for Projects:

Students reported working on multiple project domains. Data analyzed using text explorer – word cloud displayed in Fig. 5.1 highlights that most of the students undertook projects in the marketing domain (social marketing, branding using digital/social media, and website development). They were followed by projects designed for children's welfare and education. Desk research for content creation, community development, skilling, and fundraising were other domains that dominated the types of projects undertaken by students.

Fig. 5.1: Project Typology Dominance



Fig. 5.1.1 Project Typology



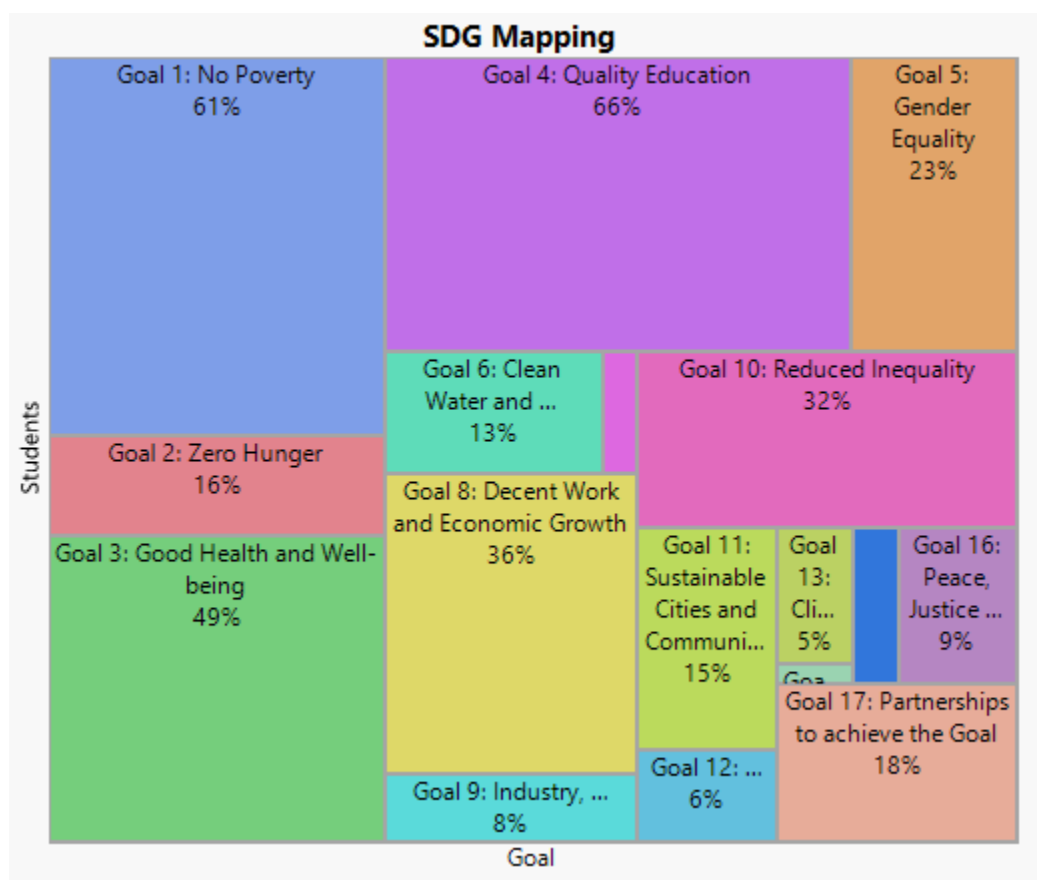
*Multiple responses Total=698

Fig 5.1.1 indicates that as 42.6% of total students were placed in child welfare organizations, maximum projects (46%) were related to child welfare, care, education and their rights. 41% of the total projects in marketing, i.e., branding, digital marketing, and social marketing, and 65% of total students undertook content creation and community development projects.

5.4. Project Alignment: SDGs

We Care internship intends to create sensitization and skills to integrate SDGs in their project work. Accordingly, students were required to map their projects with the applicable Sustainable Development Goals (SDG) (see Fig. 5.2).

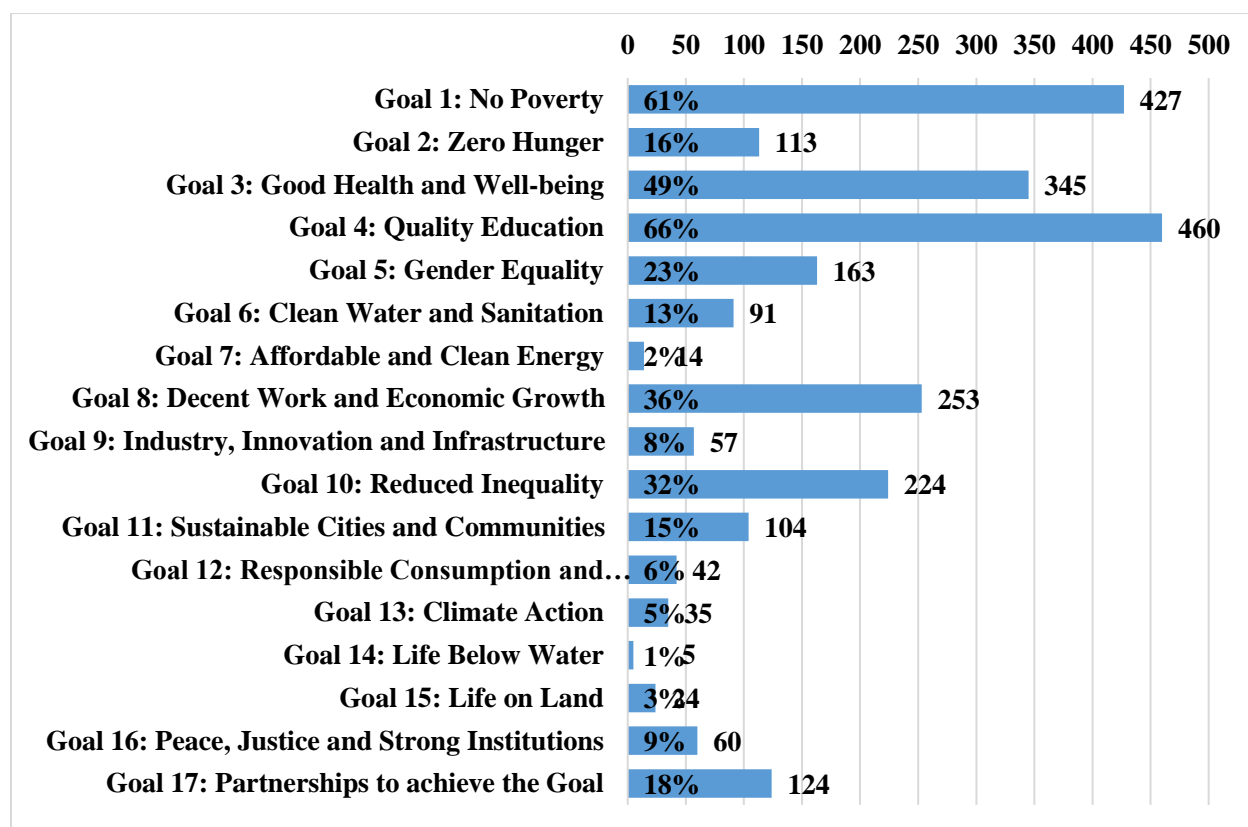
Fig. 5.2: SDG Mapping



* Multiple Responses \neq 698.

Fig. 5.2 and Fig 5.2.1 indicate maximum projects (66%) aligned with Quality education (Goal 4), followed by 61% projects aligning with Goal 1 (No poverty) and 49% with Goal 3 (Good health & well-being). The figures align with the placement of 42.59% of students in child welfare organizations.

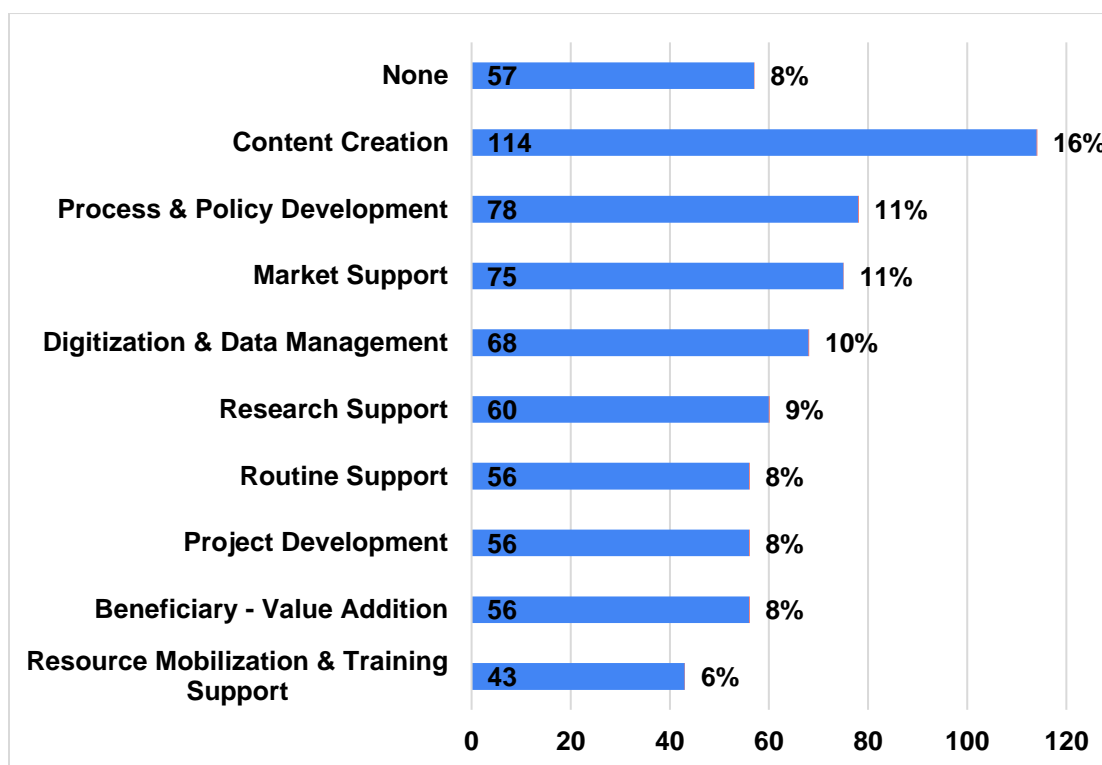
Fig. 5.2.1: SDG Mapping



*Multiple responses Total=698

5.5 Unique Contribution

While working on the assigned projects, every intern makes a unique contribution to their respective organization. Hence they were asked about their unique contributions during their internship. The responses received were categorized into ten categories (See Fig. 5.3).

Fig. 5.3. Unique Contributions

In all, 8% (57) of students did not have an opportunity to make a unique contribution. Around 8% (56) reported that they provided support in managing the routine work of the organization.

5.5.1 Content Creation:

As 75% of students were engaged in a virtual or semi-virtual internship, 16% (114) students reported that they made a unique contribution to content creation. Creating engaging content plays an essential role in engaging donors, stakeholders, and beneficiaries in the virtual world. Moreover, they could accomplish such tasks remotely with minimum field visits. Students reported creating annual reports, proposals, presentations, case studies, etc. Chirag Khatri, placed at I-India, Jaipur, shared that *"He brought a fresh perspective to the annual report of I-India to represent its efforts to its stakeholders better."* Raunaq Jain at Prayasam, Kolkata, drafted project proposals and budgets for 'Period Poverty & Menstrual Hygiene projects.'

Few students created content for blogs, social media, radio, and video. For instance, Valay Shah, at Madhuvan Foundation, Gujarat, made posters and flyers to spread awareness about child rights and child welfare. He also collated information about the Government's financial schemes, such as scholarships for ensuring children's quality education. Whereas Akshat Jain was placed at Society for Action in Disability and Health Awareness (SADHANA) in Julka (Mayurbhanj), Odisha shared that *"We created a video about the community-based rehabilitation approach through stories of two differently able individuals for awareness generation about the organization's work."*

As the millennials are well versed with technological innovations, they used their skills to develop innovative learning aids for the organizational beneficiaries. In this context, Sharath V., placed at Indian Financial Literacy Initiative (IFLI), Vashi shared, *"We created a Financial Literacy Simulation Project called Ozark, which teaches key financial terms to students. We also constructed a mock stock simulation game that uses capital market knowledge for seven different case studies"*.

Some students also created content for the projects implemented by their respective organizations. For instance, Kumar Abhinav, placed at Asha Deep Foundation, Guwahati, stated, *"I helped the NGOs vocational unit devise a dynamic pricing sheet for their artisanal products. I also helped with the editing and fine-tuning of content for their YouTube channel"*.

5.5.2 Process & Policy Development:

Students could use their management learnings to develop processes and policies for their respective organizations. In all, 11% (78) of students shared their unique contributions in the areas like the development of project modules, suggestions for improving strategy and mobile applications, updating databases, digitizing library databases, record keeping, creating project budgets, MIS creation, risk matrix and so on.

Some students developed processes for easing interview processes, organizing programme processes, developing HR processes, etc. For instance, Nandan Pimplaskar of Vadodara shared, *"Deepak Foundation had scaled Project Sangaath and looked for experts to understand the bottlenecks and optimize IT operations. We helped them prepare a proper workflow of the tasks undertaken and drafted required SOPs. We enabled them to notify solutions for their problems"*. Archit Sharma, placed at Samarth Charitable Trust, Ahmedabad, stated, *"We automated the HR Tracker with the help of Macros. We refined data and converted the physical files into excel files. We also created an Induction Pack for ready use by the organization to onboard any fresh recruits"*. A team modeled a staffing solution in MS Excel to identify hospital staff requirements (nurse) to meet patient needs by Sinchan Ghosh at Samaritan Help Mission, Howrah.

Few students undertook strategy development exercises such as Kamesh Peri at the Center for Action Research and People's Development (CARPED); Hyderabad helped formulate the CARPED strategy to cover many government schools for primary research in a limited period. Shivam Thakur placed at Jeevan Asha Charitable Society; Thane shared, *"I helped the organization start new revenue models through appropriate branding in LinkedIn, which was not utilized until now."*

New software and processes were developed by introducing the Screaming Frog SEO Spider, a crawler that improves onsite SEO for auditing their website. Students also undertook financial modeling exercises for projects. Saurabh Mishra, placed at Salaam Bombay Foundation (SBF), Mumbai, shared, *"For the financial literacy batches, I tried to inculcate the students' learning experience with fun pre-session games and introductions for each batch. The exercise helped me understand the students better and guided me towards the apt tools to help the students learn. I*

received good feedback for this approach, and the students performed well in the post-session quiz".

Unique contributions in policy development covered policy drafting and conflict management projects by Toyesh Garg, Social and Development Research and Action Group (SADRAG), Noida, and facilitating employee handbook creation by Anushree Gupta at EmpowHER India, Panvel.

5.5.3. Market Support

Building a solid market presence is essential for connecting with prospective donors and supporters. The virtual world is full of new ideas and opportunities that require strategic presence for easy recall and leveraging resources. Thus, 11% (75) of students contributed to creating growth strategies, social marketing campaigns, setting up e-commerce platforms, and increasing online visibility. For instance, Ammar Lightwala, at Humankind, Gujarat, shared, *"We created a marketing campaign for the upcoming Humankind Elderly Care services app. To create a buzz, we also wrote a blog on elderly care services and studied existing apps in the domain to ideate certain unique features for the app, such as the SOS button.*

Saquib Khan, placed at Shikhar Yuva Manch (SYM), Bilaspur, shared, *"We helped them understand e-commerce trade and selling procedures. We also prepared questionnaires for market surveys and a detailed and effective way to carry out a social media campaign". Students also gained insights about e-commerce portals promoted by the Government while adding products to the Government e-Marketplace (GeM).*

Apart from explaining the importance of active social media handles, some students also helped increase their visibility. For instance, Tushar Khera at Caring Souls Foundation (CASOF), Lucknow, shared, *"I specifically worked on increasing the followers for the Facebook page of CASOF by increasing engagement. I was also an active part of the content development team to spread awareness and contacted various high net worth individuals to raise funding for current patients". Ananya Pahuja at Connecting Dreams Foundation, New Delhi stated, "I helped the NGO with storyboarding the organization's video. I also worked on multiple projects like Dream Awards and Social Impact Hackathon and increased registrations through social media engagement".*

Some students also compiled data of prospective donors and gathered contact details of various corporates' CSR/HR representatives as per their CSR thematic area. Leena Jadhav at Prangan Foundation, Mumbai, created a CSR pitch deck that can be used for future collaborations.

Vivek Patel at Garbage Concern Welfare Society, Mumbai, shared, *"We helped the grassroots entrepreneurs to develop their business plan and pitch in a Webinar for funding.*

5.5.4 Digitization & Data Management:

Digitization has a direct impact on the future of work. Due to the Covid 19 pandemic, the social sector organizations have accelerated their digitizing processes. The We Care interns also

facilitated this transition. The data reveals that 10% (68) of students reported that they made a unique contribution to the domain. Students helped to digitize work logs, administrative processes, and teaching methods. Some students automated time-consuming processes for generating insights. For instance, Tushar Chawla at Make-A-Wish Foundation of India, Mumbai, facilitated the integration of new systems, such as donor and vendor management systems. Arpita Singh, placed at Asha Deep Foundation, Ghaziabad, reported, *"I tried to use tableau to make graphs for impact analysis of the projects."* Vanshaj Kumar Jha at Lifesupporters Institute of Health Sciences (LIHS), Mumbai, shared, *"We simplified the data collection by creating an MIS. It also helped track each course's progress by creating a course conversion ratio."* Sharad Shrivastava placed at Kshamata Transformation Centre, Mumbai, shared, *"We created the MIS system for the organization, wrote the code on python and offered them the programme for use."* G Vamshi, placed at VIDYA Mumbai, mentioned, *"We developed a dashboard that will help the organization to view student-specific details such as class, gender, average attendance, exam scores in a snapshot."* Rishi Kumar De, placed at Spring Health, Bhubaneswar, created a digitized sales tracker for the organization.

Some students helped in capacity building of administrative staff for understanding MS Office, Google applications such as spreadsheets, forms, word docs, Google cloud, and the internet of things.

5.5.5 Research Support

Research is essential for identifying project areas, formulating project proposals, designing timelines, and enhancing services. In this context, 9% (60) of students made a special contribution in the area of research in their respective internship organizations. Students undertook data collection via primary & secondary research. They designed employee satisfaction surveys, undertook impact assessments, and researched on social issues such as malnutrition. For instance, Meghna Talreja at Kotak Education Foundation, Mumbai, designed surveys for employees of KEF and identified online skills to make the employees digitally ready for the future. They also contacted other NGOs for primary research and took the help of faculty for ideation. At Pratham Education Foundation, New Delhi, Ashima Nayyar shared, *"I collected data and enhanced Pratham's reports with data-backed solutions. I helped the team to draft high-quality decks and creative photo stories."*

Manikandan A, placed at Bharti Foundation, Karaikudi, shared, *"I interviewed 27 teachers across nine schools in Tamil Nadu in a radius of 200 Kms and analyzed the effectiveness of Satya Bharti School Teacher Training programmes"*.

Shashank Y V R, placed at the Center for Action Research and People's Development (CARPED), Hyderabad, mentioned, *"I undertook exploratory research on 'Water Sanitization and Hygiene in Government Schools.' I carried out data analysis to generate quantitative and qualitative insights regarding WASH facilities for the study. The findings will assist CARPED in formulating action plans for the future"*. Nipun Goyal, placed at Bharti Foundation, Ludhiana, stated, *"We conducted, end to end completion of 'mid-line review of the effective leadership program at Satya Bharti"*

Schools through ECHO model. We planned and conducted an ECHO survey for 40 Head Teachers. I analyzed the baseline of the previous ECHO sessions, attendance, and the feedback."

Some students undertook a market study to identify income generation opportunities for women. They also carried out research to generate ideas for enhancing organizational services.

5.5.6 Project Development

Effective and efficient project planning, implementation & development are central to the smooth functioning of NGO operations. . In this context, 8% (56) of students undertook activities in the project development domain. Students volunteered to ensure smooth project implementation and provide ideas for addressing troubleshooting issues. Monica Mishra and Ashwini Kumar Jha, placed at ADARSA, Sambalpur, shared, *"We volunteered for the child sexual abuse programme conducted by AADARSA and CWC department (Odisha Government) in Gulabandh village, Manesar Block, Sambalpur. We also helped identified core concerns related to the marketing and production of the pads produced by the SHG and worked out probable solutions to those issues."*

Shivi Gitey, placed at Aadhar Gyan Dhatri Samiti, Bhopal, shared, *"We undertook end-to-end strategizing of the 'Aadhar at Doorstep' project offering Child Development, Psychological Counselling, and Career Counselling with the directors of the organization. We launched a needs assessment with 30 workers and their families and developed pitching content. We also spoke to 10+ stakeholders in different companies"*.

Students were engaged in streamlining existing projects. For instance, Pranjal Verma, placed at Kolkata Sukriti Foundation, stated, *"We created a database for schools in districts across West Bengal and verified the details of headmasters for each school. We also prepared the roadmap for Phase 1 and Phase 2 of the project implementation considering the plan's viability in the intended timeline"*.

Some students also created budget action plans and a 3D model design and designed unique pricing strategies for upcoming projects. Pooja Manoj, placed at Svaastika, Thiruvananthapuram, reported, *"We developed a unique action plan of GCL, identified organizational values, designed one of a kind organizational strategy, and chartered out initiatives that the organization can undertake."*

A few students also undertook event planning. Parag Gupta at Indian Financial Literacy Initiative (IFLI), Mumbai, created a detailed strategy for the financial summit on Tax planning to be attended by school students from 9th to 12th grade.

5.5.7 Beneficiary Value Addition

Few of our self-motivated students added value to the work undertaken by NGOs and augmented the beneficiary services. In all, 8% (56) reported that besides handling their projects, they Conducted classes for personality development and the development of resumes for children.

Ayush Goyal also managed the Child Help Desk at the railway station and helped a lost child connect with Childline at Ambala City for District Child Welfare Council (DCWC).

Akshat Tiwari, placed at Tomorrow's Foundation, Kolkata, mentioned, *"I helped the beneficiaries set goals, clarified their doubts about career planning, and helped them to open bank accounts."* Isha Dhing at Jan Sahas Social Development Society, Mansour, Madhya Pradesh, shared, *"I taught students of 'Bachda' and other communities about basic interview skills. This can enable them to secure a job as tele-calling, data entry, and reception services"*. Some interns helped school students prepare for their state-level and computer exams and imparted unique skills such as Vedic maths.

A few students helped beneficiaries understand legal procedures such as creating a bank account and generating identity proof. Shubhankar, placed at the National Association of Street Vendors of India (NASVI) / Nidan MFI, Patna, demonstrated the registration of e-Shram cards to the street vendors. While working with Adarsh Seva Sansthan, Jamshedpur, an organization for child development, Eshan Chatterjee stated, *"We conducted a focus group discussion (FGD) with adolescent girls to identify their limitations and explained the concept of long term and short term goals. We also informed them about the legal age to marry and discussed the importance of continuing education and leading a financially independent life"*.

5.5.8 Resource Mobilization & Training Support:

NGOs regularly require both monetary and non-monetary resources to support their interventions. The data reveals that 6% (43) of students utilized their skills to mobilize financial resources and build capacities. They conducted training for marketing products made by the physically handicapped, grooming sessions, and capacity building for staff in the areas of workplace etiquettes, using the computer, MS Excel formulas, and business development skills. For instance, Jairaj Sharma, placed at Citizens Foundation, Ranchi, shared, *"We conducted a capacity building session to train all the employees on HR management software - Keka. We also delivered a 30-minute talk for 25 participants on workplace grooming, personal hygiene, and workplace etiquette."*

Hardik Harsora, placed at Garbage Concern Welfare Society, Mumbai, shared, *"We trained participants of 'Startup Green' initiative to deliver project pitch, make presentations and helped them in creating and editing videos."*

Students also contributed by mobilizing financial resources via fundraising through cold calling, emailers, crowdfunding, and promoting online campaigns. In this context, Varunpaal Singh was placed at Mahavir International (Mahavir Foundation Trust), Vadodara designed and led the Trust's fundraising campaign on GiveIndia's website. At Jamnagar, Chaitanya Charitable Trust, Karan Ved, and the team leveraged their network to meet a government official stationed at the skill development department of Jamnagar, Gujarat. The meeting was resourceful to gain insights about the Youth Support Center project.

6. Satisfaction Survey

6.1 Level of satisfaction: Internship organizations:

To assess students' level of satisfaction with the internship organization, they were requested to rate their opinions on a five-point Likert scale on the following parameters - (1) Induction about the organization, (2) Ease of communication with organizational mentor, (3) Availability of required data/information, and (4) Utilization of students' skills by the organization. The average of responses across these four parameters is represented in Fig. 6.1.

Fig. 6.1: Satisfaction: Internship Organization

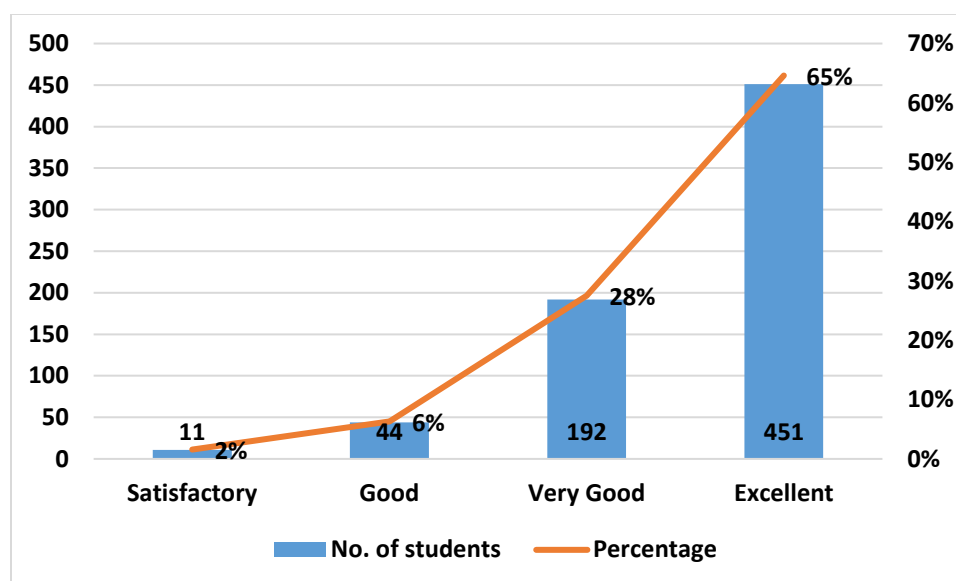


Fig. 6.1 depicts that 65% (451) students gave an excellent rating for their overall satisfaction with the internship organization. In all, 2% (11) of students reported lower satisfaction levels. They had concerns about poor communication with the organization mentor, ineffective skill utilization, delay in assigning data, and expectation of fieldwork during the pandemic.

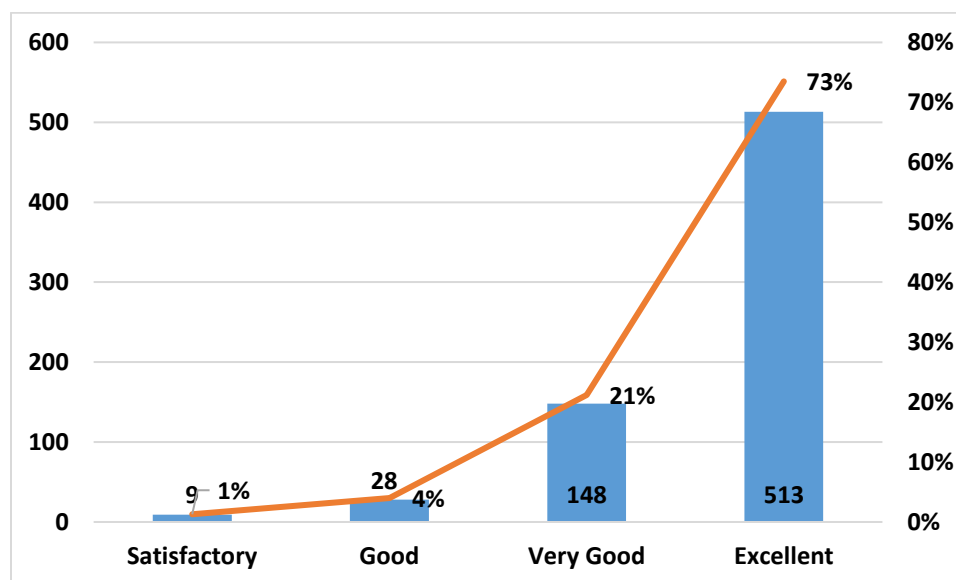
Detailed analysis of the data indicates that 66% (458) of students were happy with the induction provided by the internship organization, and 69 % (481) felt that communication with the organizational mentor and staff was smooth and barrier-free. The data further reveals that 53% (370) students reported being highly satisfied with the ease of accessing required data/information to undertake the assigned projects. More than half of the student base (354) said that the organizations effectively utilized their skillsets.

6.2 Level of satisfaction: Allotment of Projects

Students were requested to rate their opinions about internship project allotments on a five-point Likert scale. The items on the scale were - (1) Importance of the project to the organization, (2) Clarity on expectations of the organization, (3) Autonomy given to complete the project, and (4)

Support received from the organizational mentor to complete the project. Fig. 6.2 presents the cumulative ratings given by students.

Fig 6.2: Satisfaction: Allotment of Projects



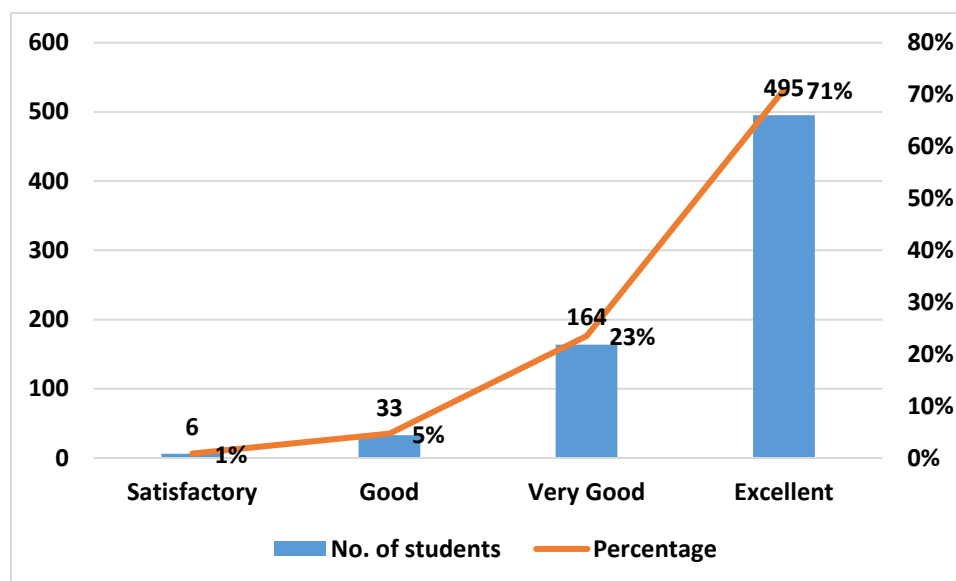
As shown in Fig 6.2, 73% (513) of students opined that they had excellent experiential learning. Data analyzed on each parameter reveals that the projects allotted to 67% (471) of students were of prime importance to the organizations. More than half, i.e., 58% (405) of students, reported having clarity on deliverables, 73% (507) reported having a high level of autonomy, and 70 % got support during project execution. This motivated them to be innovative, design a project timeline and achieve timely results. According to 70% (488) of students, organizational mentors played a vital role in enabling the students to complete their respective projects.

Due to delays in project allocation, overall, 1% (9) of students expressed lower satisfaction levels for the projects allotted to them. Students reported their grievances regarding lack of Clarity regarding the mode of internship, non-alignment of the project with their skillsets, and mandatory nature of tasks for procuring a certificate of completion.

6.3. Level of Clarity: Reporting

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

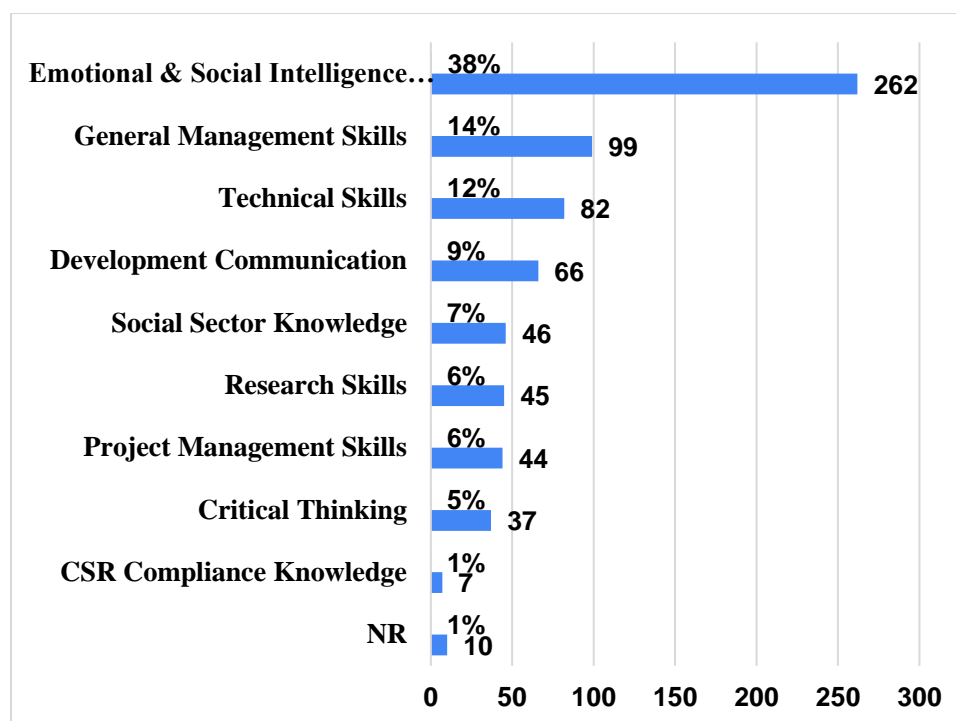
Fig 6.3: Level of Clarity: Reporting



As illustrated in Fig. 6.3, overall, 71% (495) students reported having excellent clarity, and only 1% (6) students had lower levels of clarity about the reporting requirements. Constant follow-ups by the SRF team aided in receiving all the four weekly reports of 698 students within the expected timeline.

6.4 Major Learnings

The We Care internship aims to expose students to social realities and management strategies adopted by social sector organizations to address the same. The data on experiential learning indicates that 99% of students confirmed that We care had been a learning experience. Students were able to apply their knowledge and skills in augmenting NGO operations. See Fig. 6.4 for

Fig. 6.4: Major Learnings: Application of Knowledge and Skills

In all, 1% (10) of students did not respond to the areas of their major learning.

6.4.1 Emotional & Social Intelligence Skills

As the We Care internship is geared towards working with marginalized communities, it creates sensitivity among the interns who are either not exposed to their hurdles or are ignorant about the same. In this context, little more than 1/3rd of the students reported developing emotional and social intelligence skills by the end of the internship. The passion and rigor of the NGO staff to stay committed to their goals of social development despite limited resources influenced students' mindsets. For instance, Manish Gaikwad, placed at Sparsh Balgram, Pune, shared, *"It was a humbling experience learning about how the NGO started and their progress. I learned about the commitment and passion required to do social work and was inspired to contribute towards the society in my own small ways"*. Sakshat Bedi, intern at Association For Social Health In India (ASHI), New Delhi, shared, *"The kind of work the NGO has been doing is comprehensive and relative compared to the gap they are trying to address. ASHI's teachers at the centers are very kind and empathetic towards the children. They understand their world and support them completely. We got an opportunity to interact and conduct exciting activities jointly for school-going and non-school-going children aged 5 to 12 years. It made them unite and learn team building, collaboration, and the importance of holistic education"*. Rahul Valakonda, placed at Panchavati Rural Development Society (Panchavati), Hyderabad mentioned, *"Our organization's mentor was a major inspiration to us. His efforts to continuously upskill and devotion towards his goal of teaching rural youngsters job skills inspired us enormously. It was a terrific learning experience as the project was built in a bottom-up approach"*.

Observing the issues at the grassroots, Isha Dhing, placed at Jan Sahas Social Development Society, Mandsaur, shared, *“My We Care experience helped me witness caste-based social divide from a very granular level. Initially, as I interacted with families of sexual harassment survivors, I learned how any incident of sexual harassment cripples the social standing of the family due to victim shaming and deprives them of any employment for months. On other occasions, female victims are forced to drop out of school. It becomes essential to help them continue their education until they get a respectable job and offer counseling to help them overcome the trauma. During my teaching stint at the Neemuch location, I got an opportunity to teach students of the Bachda community. I realized the students were talented enough to lead a respectable life. However, most of them had minimal awareness about available educational opportunities or had no access to educational resources or mentorship needed to pave their way forward”.*

Sharing the importance of small contributions, Nikhil Verma, intern at the Centre for Civil Society, New Delhi, stated, *“The major learning was understanding how 1% contribution can go a long way in helping others. Our NGO was a think tank working to make a social change through public policy. They assist underprivileged sections of society. I learned how committing time and small contributions could make a big difference in the lives of others. I also learned that educating people about their rights can prevent them from harassment as in the case of street vendors”.*

6.4.2 Management Skills

It is inspiring to witness the operational model of NGOs due to their strong commitment to society and minimum funding sources. 14% (99) reported developing management skills in this context. Students witnessed NGO processes and operational models targeted toward different beneficiaries such as physically challenged, infants, children, and mothers.

While discussing the learnings about NGO HR structure and employees' roles, Rounak Chatterjee, intern at Right Track, Kolkata, shared, *“I learned about organizational structure and the role of Community Mobiliser. I realized the importance of interpersonal skills and a helping nature when I observed how they build ground-level networks. Apart from that, I also got exposure to executing various projects”.*

Describing NGOs' structure and marketing processes, Dahir Sharma, placed at Make-A-Wish Foundation of India, Mumbai, shared, *“It was major learning to observe that the non-profit sector is also very well-structured and defined. There are various types of benefits and services provided to non-profit organizations by large corporates to promote good work. Also, understanding how marketing processes differ for non-profit organizations as the logic and goal vary considerably”.*

While assessing the internal and external risks faced by NGOs, Nabhya Gupta, and Kirti Saxena, placed at Pragatee Foundation, Mumbai, shared that they observed how the organization responded to the pandemic and ensured continuity of services for their beneficiaries. Additionally, they also learned the means of fundraising, fund management, and expenditure for events throughout the financial year. They were also exposed to the monitoring mechanisms adopted by the donors to continue supporting the organization. Sharing her experience about managing funds, Ritika Misra at Banglanatak dot com, Kolkata, shared, *“One of the major learnings was the strong ideals of the*

organization. It was interesting to observe that the organization's entire functional model does not involve the concept of donation anywhere yet is such a successful NGO".

Students also gathered insights about the importance of teamwork, consistency, and commitment to drive change in the community.

6.4.3 Technical Skills

Managing an organization is a combination of soft skills and technical skills. As NGOs operate professionally, they comprise operations similar to private companies. 12% (81) of students got an opportunity to sharpen their technical skills and enhance their organizational processes. For instance, Sachet Rao, placed at Excel Industries Limited, Jogeshwari, shared, *"I learned how to calculate SROI, identify stakeholders, and multitask with various tasks within SROI ."* While organizing events and modules for the beneficiaries, students picked up financial skills such as Parag Gupta placed at Indian Financial Literacy Initiative (IFLI); Vashi shared, *"While planning an event for the IFLI summit for school children, I learned a lot about tax planning. While creating an entrepreneurial simulation document for an IFLI financial summit, I learned about Reliance's major controversies. I had the opportunity to improve my concepts on the stock market, banking, and economics by creating a quiz on those topics".*

Technical skills were gained in the HR domain; for instance, Meghna Talreja, intern at Kotak Education Foundation, Mumbai, gained theoretical and practical knowledge about the working of the Human Resource department in an organization. Applying the textbook learning to an actual project helped us understand the HR domain better. Parameters and measures contributing to employee satisfaction are crucial for successfully running an organization. Similarly, Aditi Sinha at Citizens Foundation, Ranchi, shared, *"I got hands-on experience of the HR department by covering various functions like recruitment, training and development, HRMS, and legal compliances."*

Students also learned proposal making, budgeting, business plan development, financial modeling, designing workshops, navigating through unorganized market data, and networking. Saharsh Jian, the intern at Pahal Jan Sahyog Vikas Sansthan, Indore, reported learning activity scheduling, Developing plans and KPIs to measure performance. He also learned poster and video-making skills using the Canva application for designing. He also picked up skills related to marketing while conducting donation drives on social media. Another student, Tejaswi Kalra, placed at Muskaan, New Delhi, shared, *"I learned how to create a case study from scratch. I also learned how to work with intellectually disabled individuals and create employment opportunities for them. Gained hands-on learning in work standardization in the F&B industry to generate employment opportunities for the disabled. I learned how to map massive data from annual reports and newsletters".*

6.4.4 Development Communication

Development communication is a specialized domain as it requires a more socially conscious approach than the communication approach used for commercial branding. At least 9% (66) of students reported their significant learnings in the development communication domain. Students learned to create content aligned with the social cause to generate awareness and raise funds. While developing success stories of beneficiaries and teaching them, students learned the essence of empathetic communication. They also learned the temperament required for communicating with the beneficiaries or the end customers at the end of the supply chain. In this context, Alwin Rojan, intern at Welfare Services Ernakulam, shared, *"We were sensitized towards ways of interacting with transgender people. In the internship, we got the opportunity to interact with many people from the trans community. Being marginalized for a very long time had made them doubtful of anyone trying to reach out to them. Our interactions with the people made us aware of how to relate to and understand their issues sensitively. We also observed how the NGO supports the community by generating respectable livelihood opportunities through a corporate partnership. It was an insightful experience"*.

As few students were engaged in fundraising, they learned the skill of driving donations and partnerships for the cause via effective communication. While facilitating crowdfunding for Amrapali Utkarsh, Sangh, Nagpur, and Neha Hinge shared, *"I learned empathy, communication skills, taking ownership, approaching people and developed my writing skills."*

6.4.5 Project Management Skills

Project management plays a crucial role in abiding by the project timeline and achieving desired goals. Data highlights that 6% (45) students reported having learned skills in the project management domain.

Sonal Mittal, an intern at Kolkata Sukriti Foundation, Kolkata, shared, *"We worked on real-time money management by creating budgets. During the internship, we understood the ground reality of woman trafficking in Bengal's rural districts and devised a road map for the programme's smoother execution. I got to sharpen my negotiation skills while looking out for several vendors in our project and enhance my team-building and time management skills. We had built the project from scratch, so it was a great learning experience to have the ownership of the work"*.

Students also gained insights into needs assessment, designing outreach programmes, developing projects interventions in a phased manner, monitoring, impact assessment, and documentation. Aashi placed in Savera Foundation, Telaiya shared, *"I learned project management skills comprising of conducting baseline survey, planning activities for the targeted community, and acquiring funders for the project. I was also able to understand the requirements and activities for ongoing projects. I was able to relate to the theories I learned in the MBA curriculum with the work of the Savera foundation. Additionally, I understood the steps the Government and NGOs take to reduce the various disparities like water, environment conservation, child welfare, underage marriage, and human trafficking. Lack of access to basic facilities like toilets, education, and skilling impacts poverty levels and increases inequities. "*

6.4.6 Social Sector Knowledge

As most of the student interns had a first-time exposure to the social sector, 6% (45) of students reported gaining new knowledge about the social sector. Students reported gaining knowledge about the applicability of SDGs and the role of the NGOs in achieving the same. Experience at the Make-A-Wish Foundation of India gave them exposure to the fundraising industry. They gained insights into the working of the salesforce. Students learned about the importance of knowledge management; for instance, Ashutosh Gupta, intern at Kisan Sanchar, Rohtak shared, *"Got some key insights on why the knowledge databases are important for farmers. The main objective behind creating such a useful knowledge database for farmers was to address critical limits by giving them information and access to suitable inputs, extension guidance, weather warnings, and appropriate practices to be adopted for various crops in different seasons and at different locations throughout India"*.

While working with trafficking cases, students learned about the applicable laws and the importance of the support required from the police department. Srinivasa Sudharson R at Centre For Action And Rural Education – CARE, Erode shared, *"By working in the childline project, I was surprised to learn that child marriage is still widespread, especially in the rural areas. I learned about the various government schemes, such as a One-stop center providing education and upskilling programmes for the rescued children. By visiting the health camp and working on the reports, I learned about the living conditions of migrant workers, especially from Bihar and Odisha. I also learned about the wide prevalence of HIV in rural areas and ways of tackling it through the LWS project"*. SNEHAL intern at the National Association of Street Vendors of India (NASVI) / Nidan MFI, Patna, got to know the workings of a public policy for street vendors and their challenges. Students reported learnings in the area of child rehabilitation, rescue, and the significance of child rights institutions

6.4.7 Research Skills

Research forms an essential component of any project as it aids the decision-making process concerning new product/service design, expansion, and entering new territory. In all, 6% (45) of students shared that they upgraded their research skills during the internship. For instance, Mahishee Parekh, intern at Mann - Center for Individuals with Special Needs, Vile Parle, shared, *"I developed desk research skills to get information about potential funders, various Government and non-government schemes/funds available for people with disabilities. I also learned about various programs developed by the NGO (Mann) for the education and training for PWID"*. Shriya Duggal, intern at Udayan Care Trust, New Delhi, shared, *"My project involved extensive secondary research and providing a daily report of all my finding. I deep-dived into the workings of several NGOs and how they operate in the United States. It helped me gain much knowledge, and I could also hone my research and presentation skills"*.

Students also undertook field research that helped them gain better insights into the life of the respondents and were able to make notes based on visual observation. They believed it added value to their findings. While describing her research experience, Amika Kumawat, placed with Sewa Mandir, Udaipur, shared, *"Primary research in the field made me understand the living situation*

of marginalized communities. I learned to integrate my secondary research based on different institutions working for similar causes with my primary research. This experience helped me advance my research capabilities”.

6.4.8 Critical Thinking

Experiential learning has added value and enriches students' perspectives. In all, 38% of students reported being socially sensitized, out of the 5% (36) students reported having a sense of fulfillment and self-development. Ajay Katti, placed at Prangan Foundation, Mumbai, shared, *“It helped me become empathetic. Empathy is of utmost importance in the corporate world that helps us get a bird’s eye view of how marginalized communities can still be happy with so little. This growth over 21 days has been a fantastic learning curve as the experience was thought-provoking. I also got a scope for experimentation and implementation”*. Ankita Lakhotia, placed at Social Justice & Welfare Department, Gangtok, shared her fulfilling experience, *“The ICDS centers have a warm and humble ambiance and reminded me of the satisfaction acquired by pre-occupying oneself in selfless activities. The amount of joy I felt after helping an individual is unparalleled. Watching children laugh and giggle, being unaware of the world's problems, instilled a sense of gratitude and inspired me never to take what I had for granted. I have also learned about the importance of little details in life. The overall experience, in a nutshell, has taught me that to fulfill oneself, one must fulfill others first”*.

Students also learned to carry out root-cause analysis and apply management skills and critical thinking.

6.4.9 CSR Compliance

Thirteen students were placed in CSR departments. These students reported their significant learnings in the CSR domain. They learned about CSR's decision-making processes, phase-wise project execution, and CSR significance and gained insights about organizations' triple bottom line approach.

6.5 Areas of Improvement

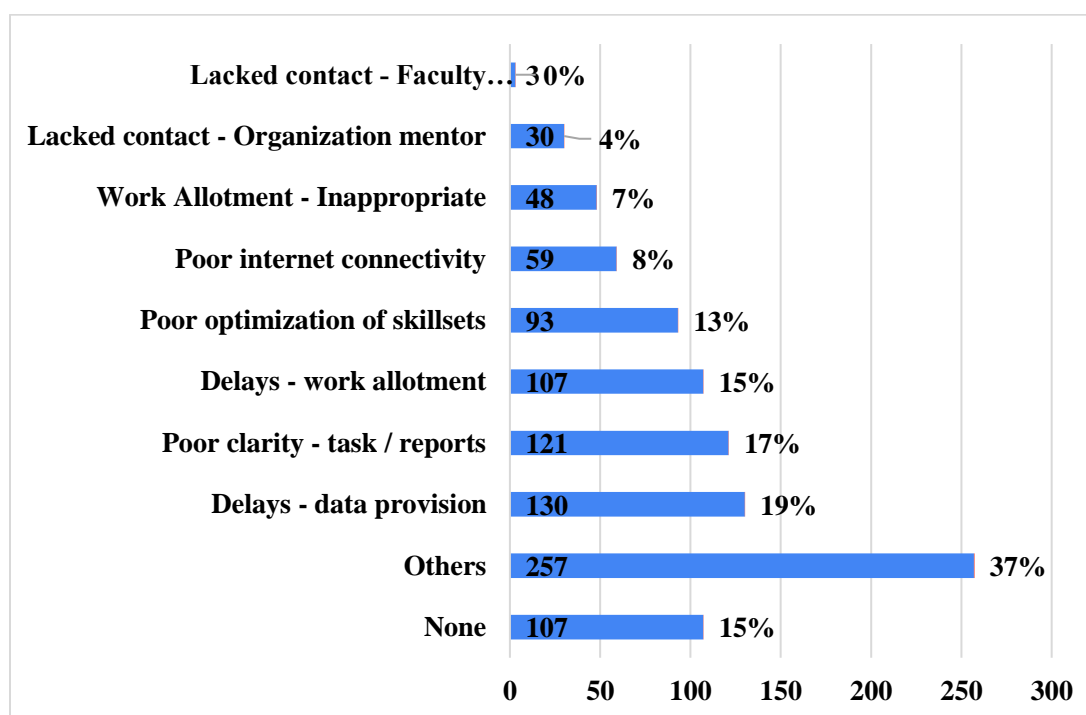
Nine students gave feedback about the aspects lacking in the We Care Internship. While mentioning scheduling the We Care internship, Toyesh Garg, intern at Social and Development Research and Action Group (SADRAG), Noida remarked, *“We Care was not scheduled properly. It should have been positioned after summer internships. Course continuity was missed because of it”*. These students felt that alignment between skillsets, tasks allotted, and students' aspirations were missing. For instance, Harshitta Anand, placed at The Akanksha Foundation, Pune, shared, *“The tasks given for the internship project did not utilize our skills effectively. The learnings from a 3-week internship were not up to the mark as it could have been more engaging”*.

Lack of field engagement due to uncertainties of the Covid-19 third wave was also highlighted as a missing piece in the We Care internship. Shivam Doda, the intern at Bharti Foundation, Ludhiana, stated, “*The internship was entirely virtual even though there were no COVID restrictions in my area. The entire project revolved around data analysis and improving the organization's administrative processes. There was no one-on-one interaction, and it did not feel like a social internship*”. The inability of NGOs to optimally utilize MBA students was also highlighted as a negative experience by Megha Mayuree, intern at Centre for Youth and Social Development (CYSD), Bhubaneswar, and Amogh Darshan Singh Bakshi, intern at Indian National Portage Association (INPA), Chandigarh.

6.6: Challenges

Students faced multiple challenges during the semi-virtual internship due to the chaos created by the third wave of Covid19. Due to local regulations, most of the NGOs were unsure of the internship mode. Due to community spread, NGOs faced staff crunch, and students faced anxiety. The sudden shift from field engagement to virtual/semi-virtual engagement gave rise to a couple of challenges. resulted. (See Fig. 6.5).

Fig. 6.5 Key Challenges



* Multiple Responses ≠ 698.

The figure above depicts that less than one-fourth of students reported delays in receiving data from the internship organization for completing the assignments, which hampered their timeline in achieving the desired deliverables. The organization mentors being pre-occupied dealing with

beneficiary demands in the field led to poor communication between the students and the mentors. It caused confusion about the allocated tasks (17%) and overall delays in work allotment (15%).

The data reveals that 15% (107) of students did not face any challenges. The qualitative responses of 33% of students who reported a couple of other challenges are categorized as 'Others' and analyzed using word cloud (See Fig. 6.5.1).

Fig. 6.5.1: Other Challenges: Word Cloud



It can be inferred from the responses given by the students that they lacked the technical knowledge required to accomplish the tasks like the creation of MIS, using Google Ad Words, WordPress, etc. Also, a few students experienced a lack of sector-specific expertise like NGO functioning, mental health, laws, and legal policies. For instance, Nainesh Sorathiya, intern at Sense International India, Ahmedabad, shared, *"Not being from tech or coding background and I had never worked on Search Engine Optimization (SEO) before, so it was challenging to understand the features and functioning of HTML website, what are the issues and how to solve them."*

While mentioning the operational barriers during field visits, Yogesh Nishant, intern at Bharat Learn, Noida, shared, *"We got the LinkedIn sales navigator quite late in the course of our internship. If we had received it on day one, we would have been able to convert leads within the short timeline of the internship"*. Ishan Arora, placed at Adarsh Samaj Sahayog Samiti, Faridabad, stated, *"The main challenge faced during the fieldwork was to convince people that we were not salesman selling them a program for our profit, but we had an opportunity for them to learn."*

Few students reported commuting to the villages and project location beyond 20 km as a challenge. For instance, Aakash Bhattacharjee, intern at MECON Limited, Ranchi, said, *"The village I frequently visited was around 70kms from my house (with 10-15 km on unpaved roads). So,*

traveling was slightly hectic and time-consuming". Limited availability of local transport to access remote villages and traveling alone were other reasons mentioned by students.

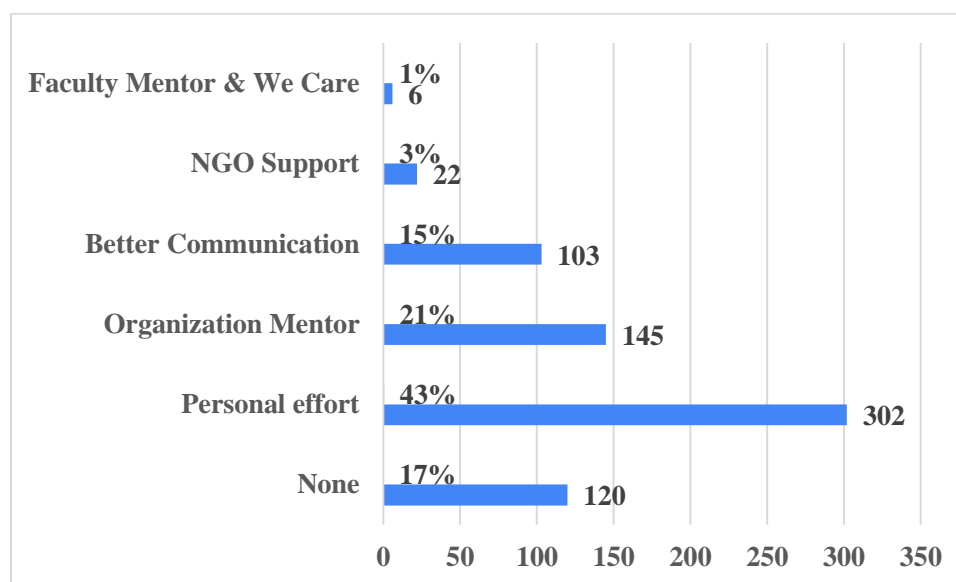
Students engaged in field research faced language barriers and resistance from the respondents to share sensitive data, which influenced data collection. In addition, a few reported facing challenges while interacting with visually and hearing handicapped.

As the NGO staff was preoccupied with their work, there were delays in the work allotment Priyanka Rai placed at ANSH Happiness Society; Bhopal shared, *"It was difficult to reach out to NGO staff. Despite sending multiple messages and calls, the staff did not schedule meetings. This led to delays in the completion of our work"*. While sharing the challenges of communicating with beneficiaries Ritu Taparia, intern at Salaam Bombay Foundation, Pune, shared, *"Sometimes there was a communication gap between the students and the team leaders who were the point of contact. Hence, sessions were canceled at the last minute as students did not join during the allotted time"*.

6.7 Strategies: Overcoming Challenges

Students adopted multiple strategies to overcome the challenges listed above (See Fig. 6.6).

Fig. 6.6 Strategies: Overcome Challenges



Data indicate that 17% (120) of students did not face any challenges. In all, 40% (281) of students made efforts at a personal level to overcome their challenges. Students used technology to overcome language barriers and sought support from NGO staff and locals to complete their project requirements. Personal mobile hotspots were used without a Wi-Fi system at offices. Those who had fieldwork used public transport to commute. For instance, Kamesh Peri, intern at the Center for Action Research and People's Development (CARPED), Hyderabad, shared, *"To identify the location of schools in remote localities, I interacted with locals. If the Headmaster/mistress of school was reluctant to our survey, we interacted with the students and other locals residing in the vicinity and collected information from them"*. Vipul Banwari, an intern

at Aim for the Awareness of Society (AAS), Indore, mentioned that he learned the basics of Google Ads through various articles and Youtube videos to accomplish the task provided by the organization.

Students also worked around the situation by planning work in a hybrid model and optimizing their resources. They adopted flexible work schedules to complete their project work. For instance, Ansh Mehta, placed at Literacy India, New Delhi, shared, *“The only challenge I felt during the internship was that the work was sometimes not allotted promptly due to excessive workload on the teacher. To overcome this, I tried to create a weekly schedule with the organization's teachers to get some clarity on the tasks to be completed. If we were running behind schedule, I dropped gentle reminders to the teachers.*

Similarly, earlier teachers gave us case studies documented in Hindi for translation to English, but due to paucity of time, teachers could not conduct beneficiary interviews to gather data for case study documentation resulting in delays in work allotment. Later on, after understanding the process, we started conducting beneficiary interviews and creating case studies from scratch that saved much time and helped the teachers at the organization”. Students also engaged in peer-to-peer discussion for speeding up the processes.

Data further indicate that 21% (145) of students reached out to their respective organization mentors to clarify the assigned tasks and escalate delays in providing data and work allotment. Students proactively created reporting schedules, WhatsApp groups, and reporting spreadsheets on Google Drive and shared them with the organization mentors to ensure work continuity and receipt of regular feedback. For instance, Aayushi Chandwani, placed at Shakti Foundation, Surat, stated, *“In the first few days, there was a bit of confusion about my deliverables in the internship. The confusion was resolved by meeting with the organizational mentor and gaining Clarity on the projects to be performed. Post the meeting; we started reporting to the mentor daily about our progress, which helped both parties in terms of clarity”.* The organization mentors also helped them overcome personal challenges such as confusion, lack of confidence, and awareness. While sharing his experience, Sayan Talapatra, intern at Divine Welfare Trust, Asansol, shared, *"At first we also had the stigma, but with the help of our organization mentor, we overcame it. He helped us a lot.*

Moreover, when we started talking with the community, we felt that stigma was prevalent because of some misguided facts, which we eventually tried to communicate. And for the appointments, we had regular calls for meeting people. Once we were able to have an appointment, we described the whole purpose and then kept them on loop for all the activities we were doing, so they became very much interested in helping us in the noble cause”.

As communication gap was observed as a root cause of most challenges, 15% (103) of students reported that they resolved the challenges by creating better communication channels. For instance, Bhawana Agarwal, placed at Child In Need Institute (CINI), Siliguri said, *"We contacted the respective project heads in the organization and followed up with them directly for the data by giving them specifications ."* More students followed a similar approach, which helped them understand the importance of communication to complete their projects. While sharing his

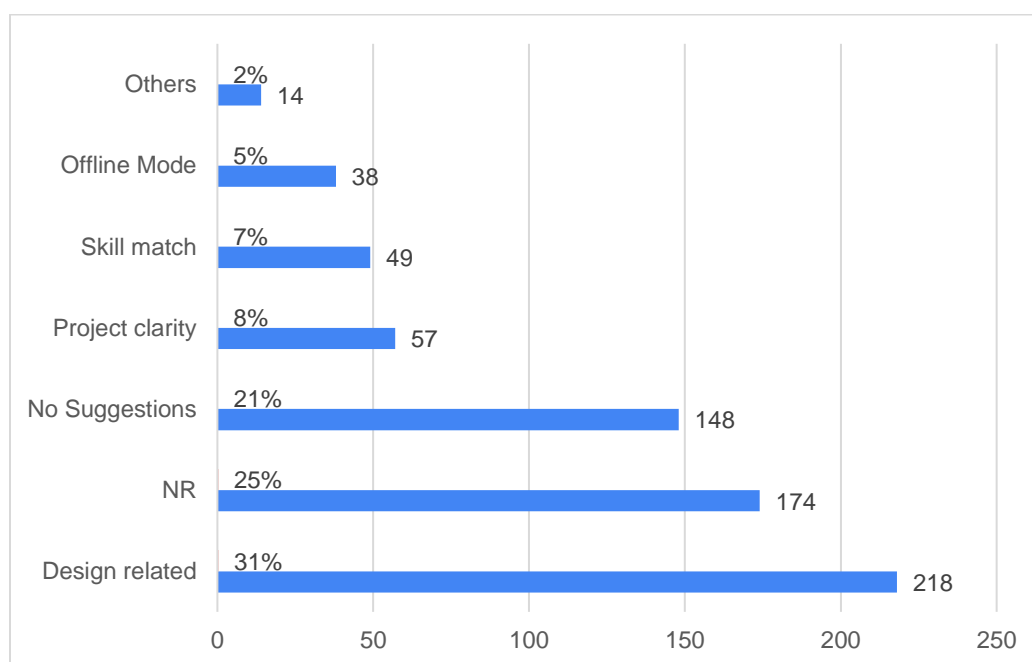
experience overcoming challenges in effectively conducting beneficiary sessions, Piyush Panwar, intern at Bharat Memorial Charitable Trust, "Neev," Gurugram shared, *"We tried to make the sessions as engaging as possible in the online mode. We repeatedly asked students to ask us questions and perform live demonstrations of the techniques taught in the sessions (wherever possible)"*. Through NGO support, students addressed a few barriers. For instance, Alkesh Kumrawat, who faced challenges while communicating with the tribals during his internship with Jan Sahas Social Development Society, Khargone, shared, *"I understood how to make conversations with the tribals from one team members. After a couple of days, I discussed and took a brief beforehand for beneficiary interviews. I became part of them by taking a seat if offered, asked a general question about their day and the weather, body language, petting their pets, and expressing gratitude at the end of the meeting"*. The students appreciated such input from the NGO staff.

Students also utilized their technical expertise to overcome specific challenges. Five students contacted their respective Faculty Mentors. Students kept the We Care team informed about the challenges faced and solicited their interventions to resolve them.

6.8 Suggestions for Improvement

To review and revise the We Care internship, students sought suggestions (See Fig. 6.7).

Fig. 6.7 Suggestions: Strengthen We Care Internship



While 25% (174) students did not respond, 21% (148) students reported that they were satisfied with the current internship format and had no suggestions to modify or improvise it. The remaining 54% offered a few suggestions that are elucidated below.

6.8.1 Suggestions: We Care Design

A total of 31% (218) of students gave suggestions about altering or improving the design of the We Care internship. Of these, 26 students gave scheduling-related tips. They suggested that the We Care internship should not be scheduled between the trimester as it breaks the continuity. They indicated that it could be planned at the end of Trimester III as it will not disrupt the flow of the academic learnings. Fifty-eight students also expressed that the internship duration should be extended for a month to obtain deliverables and gain better learning opportunities.

Other suggestions included initiating the internship one week before the actual start date (pre-We Care week) to establish communication with the organization mentors and discuss project deliverables. Some students also recommended connecting them with their seniors who interned in the same organization in the previous year, as this would help in understanding the organization's cause and the team better. Rajiv Nair, placed at Spandan Holistic Institute (M.B. Barvalia Foundation), Ghatkopar, suggested, *"The one thing we could probably take care of is that often the NGOs are unclear about the level/degree of our involvement. All their understanding is based on the email that has been sent them, so often they are unclear about the fact that we are supposed to be contributing with our business skillsets and not as volunteer workers"*. Another student Yuvika Sehgal, shared, *"I believe Salaam Bombay Foundation team is doing amazing work. They have shifted the entire set-up online to help the students even during Covid is commendable. However, anonymous feedback from the batch could have helped us improve the content and delivery. In addition, one extra day with more elaborative content and activities can be made to help them gain better clarity on content taught"*.

Saurabh Warudkar, intern at Samruddhi A Workskills Training Academy Foundation Society (Samruddhi - A WTA Foundation), Nagpur mentioned, *"My internship was online, so I could not get a full flavor of the program. This could not be helped due to the current scenario. But I believe more time should be given to these things. For my project, more time would have helped. I think the program can be divided into two parts and can continue in the 2nd year after the 6th trimester exams. This would help before the students join their jobs"*.

A few students also suggested that students should be placed in pairs in an organization for smooth implementation of activities

6.8.2 Project Clarity:

The clarity in the expected deliverables was suggested as an area of improvement by 8% (57) of students. Ideas such as offering a 21 days plan in advance, creating weekly targets, and more precise instructions regarding the tasks allocated were given. For instance, Sourabh Sadalage, placed at SBF, Pune, shared, *"Foundation can have a complete plan of 21 days ready with them before interns join internship, allowing interns to onboard quickly and start their work. Apart from that, if interns are communicated about their day-to-day work well in advance, then they can be well prepared, which will enhance the value creation"*. Varad Joshi, intern at Garbage Concern Welfare Society, Kandivali, shared, *"Clarity on the project that will be given to students is a must. Having just an organization name can be very misleading. The project and tasks assigned to*

students should also be pre-approved if possible to ensure the quality of the deliverables. Lastly, I feel that students should be allowed to bring a new NGO suggestion for at least a month after the list of available NGOs and their project offered is made available so that students can try to engage with NGOs doing work more relevant to their interest".

6.8.3 Skill Match:

A total of 7% (49) of students requested to ensure that their skills were matched with the assigned task by the organization. They also said that the functions should be designed per the MBA curriculum for optimized learning. They wished to have more business-related projects. They requested to give them the domain preference while placing students.

6.8.4 Offline Mode of Internship

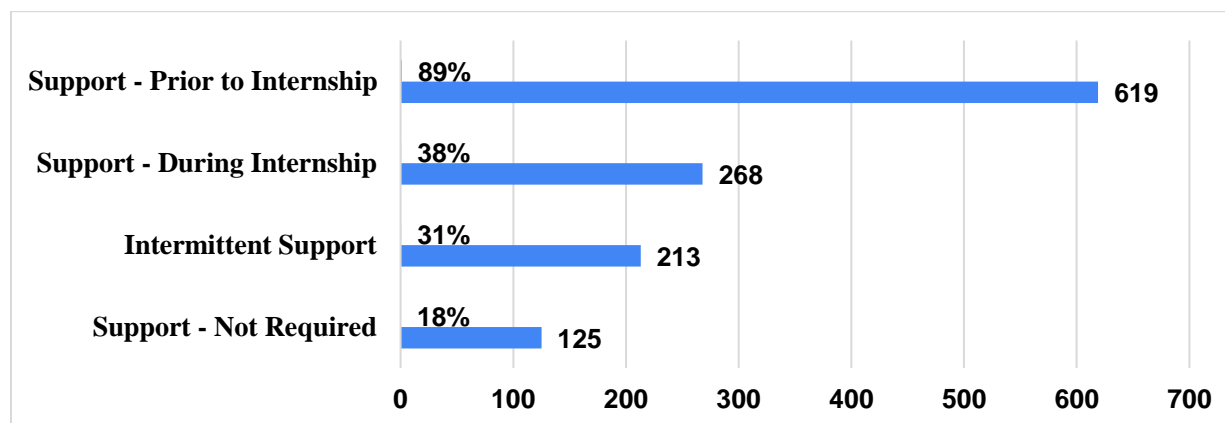
A total of 5% (38) of students believed that a social internship in an offline mode would help in better communication and optimal learning. To ensure better learning outcomes, Nancy Balecha, intern at Amrapali Utkarsh Sangh, Nagpur, shared, *"Instead of a semi-virtual or online internship, the complete process can be changed to a 100% offline internship since it's a very different experience gained on physically interacting with the stakeholders of the NGO"*.

The other suggestions covered suggestions to have a hybrid mode, completely online, and general recommendations for NGOs. For instance, Arihant Mookim, placed at Prayasam, Kolkata, stated, *"It would be beneficial if the We Care team could give us exposure and engagement with leaders working in SDGs similar to the NGOs we were assigned. This will help to grasp best practices utilized in well-established NGOs before we begin our internship"*.

6.9 Faculty Mentor Support

The faculty at the institute forms the support system for the smooth execution of the internship. In all, 58 faculty mentors supervised 698 students resulting in the average faculty: student ratio of 1:12. The nature of support extended by the faculty mentors is depicted in Fig. 6.8.

Fig. 6.8 Faculty Mentor Support



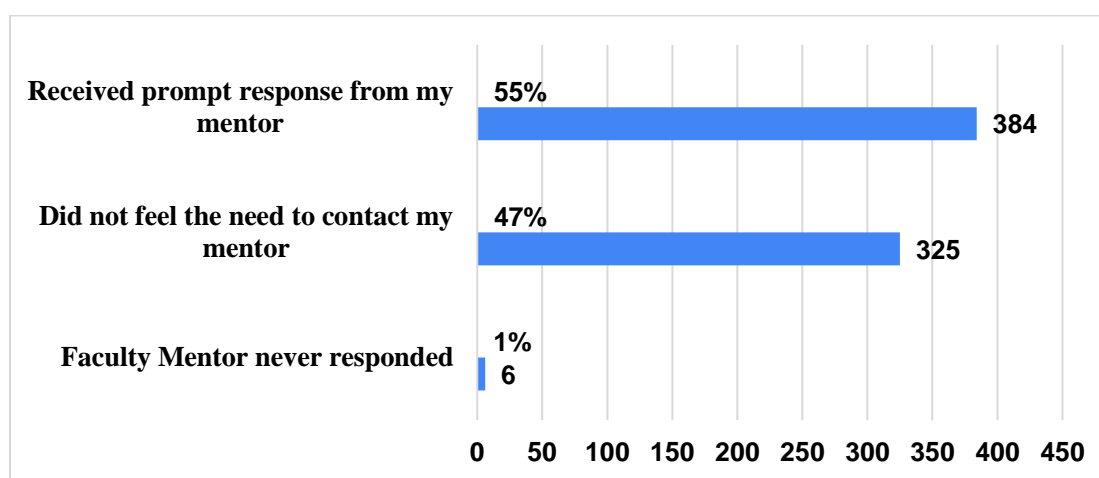
* Multiple Responses ≠ 698.

The above figure indicates that 89% (619) students reported receiving support from their faculty mentors prior to the internship. Apart from the pre-internship backing, 38% (268) students received support during the internship, whereas 31% (213) students reported that their faculty mentors intervened and helped them as and when required.

6.10 Faculty Mentor: Ease of Communication

Each student was allocated a faculty mentor for addressing their queries and seeking input in completing the projects. Faculty mentors, if need be, also communicate with organization mentors and escalate unresolved matters to the We Care team. Students were requested to opine on the ease of contacting the faculty mentors (See Fig. 6.9).

Fig 6.9: Ease of Contact: Faculty Mentor (FM)

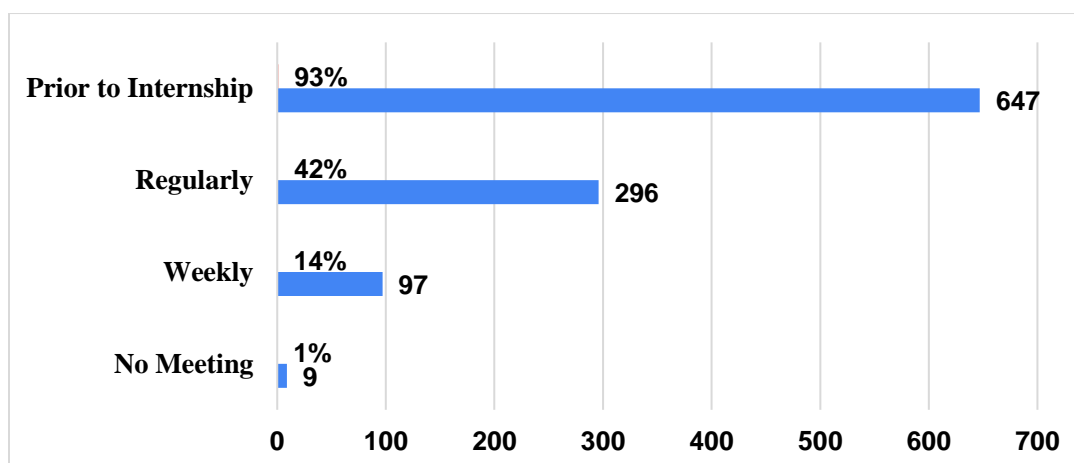


* Multiple Responses ≠ 698.

Findings indicate active interaction between students and their faculty mentors. In all data, as per Fig 6.9, 55% (384) students received a prompt response from faculty mentors, and only 1% (6) students reported having difficulty receiving responses from the faculty mentor.

6.11 Faculty Mentor: Frequency of Meetings

The frequency of Faculty Mentor meetings is illustrated in Fig. 6.10.

Fig 6.10: Frequency of Meetings: Faculty Mentor

* Multiple Responses \neq 698.

Out of 698 students, 93% (647) had pre-internship interaction with their respective faculty mentors. They updated the faculty mentors about their meetings with their internship organizations, assigned tasks, and reporting mode. During the internship duration, interaction with faculty mentors accounted for 42% (269). Only 1% (9) students reported not having any meeting with the respective faculty mentors due to the non-alignment of mutually convenient times.

7. Organization Feedback

It is essential to understand the viewpoints of the organizational mentors about their experiences with the students as it helps strengthen the We Care Internship and ensures an enhanced learning experience for the students. Table 3 incorporates objectives and data points designed for gathering organizational feedback. Refer to Annexure V for Organizational Feedback Form.

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

Feedback objectives	Feedback data points
a) Study the views of the internship organizations regarding the level of satisfaction with students' conduct, quality of work, and regularity in reporting. b) Recognize notable contributions made by the students. c) Solicit recommendations from internship organizations for strengthening the We Care programme.	a) Mode of the internship. b) Average work hours per week. c) Satisfaction with <ol style="list-style-type: none"> Intern's conduct. Quality of Work. Regularity in reporting. f) Special remarks regarding students' contributions. g) Suggestions for improvements in the We Care internship programme.

7.1 Placement: States

Out of 275 mentors, 145 (53%) organizational mentors spread across 20 states submitted their responses via Google Form (See Fig. 7.1).

Fig. 7.1: Placement: States

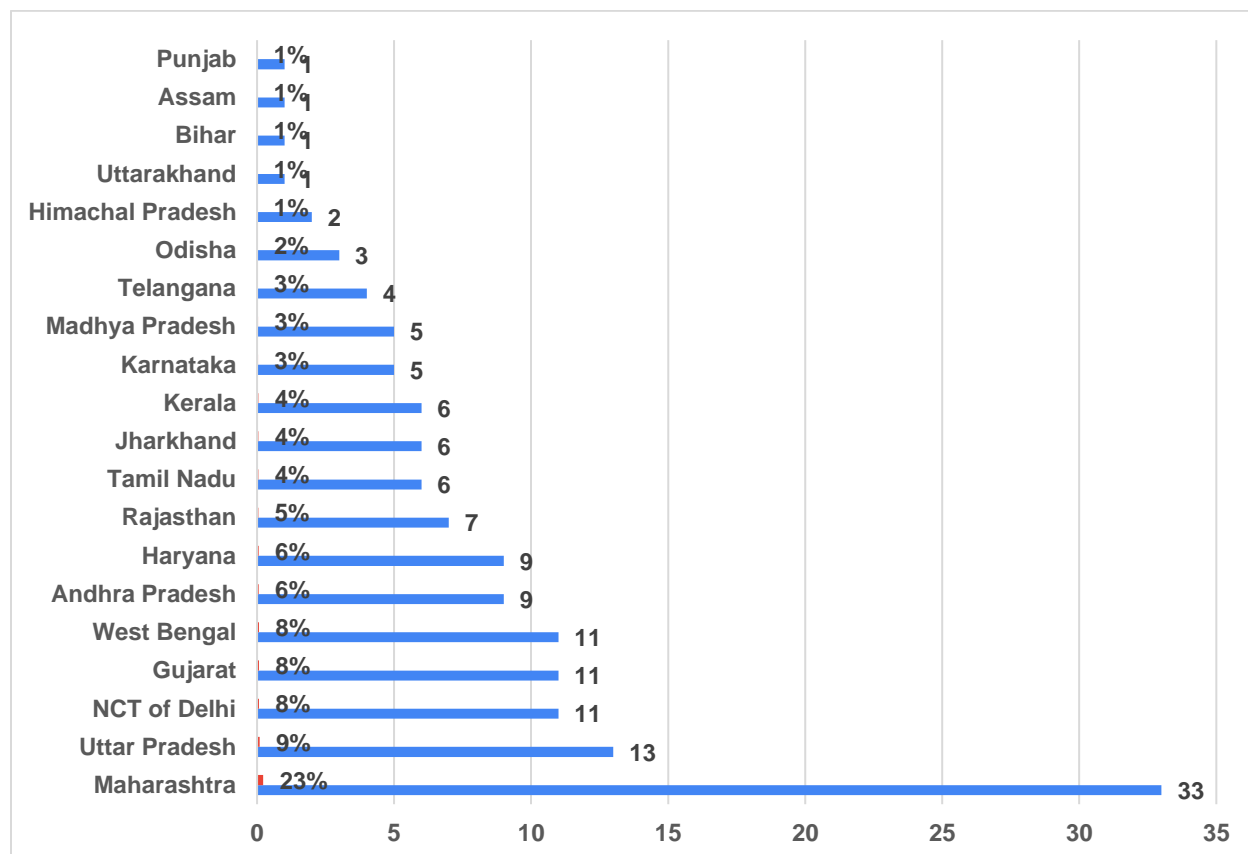


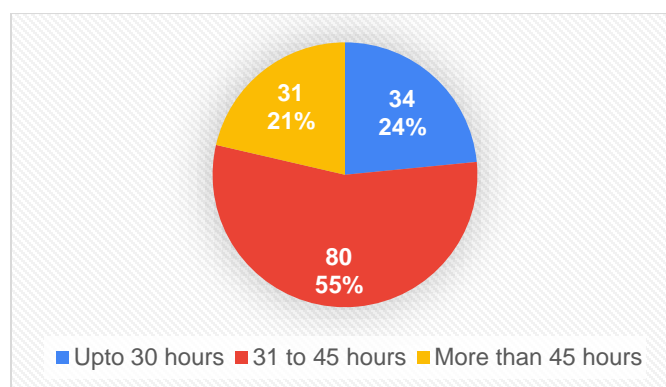
Fig. 7.1 illustrates that 23% (33) respondents were from Maharashtra, followed by 9% (13) from Uttar Pradesh. Responses from New Delhi, Gujarat, and West Bengal accounted for 8% (11), respectively.

7.2 Mode of Internship & Weekly Hours:

Regarding the internship mode, 36% (52) of respondents reported that the internship was conducted in offline mode. Internships in the semi-virtual mode were carried out by 36% (52) of respondents. The remaining 28% (41) respondents reported of executing the internship in online mode.

Students' weekly hours of work devoted to the internship are represented in Fig. 7.1.

Fig. 7.2: Average Weekly Hours

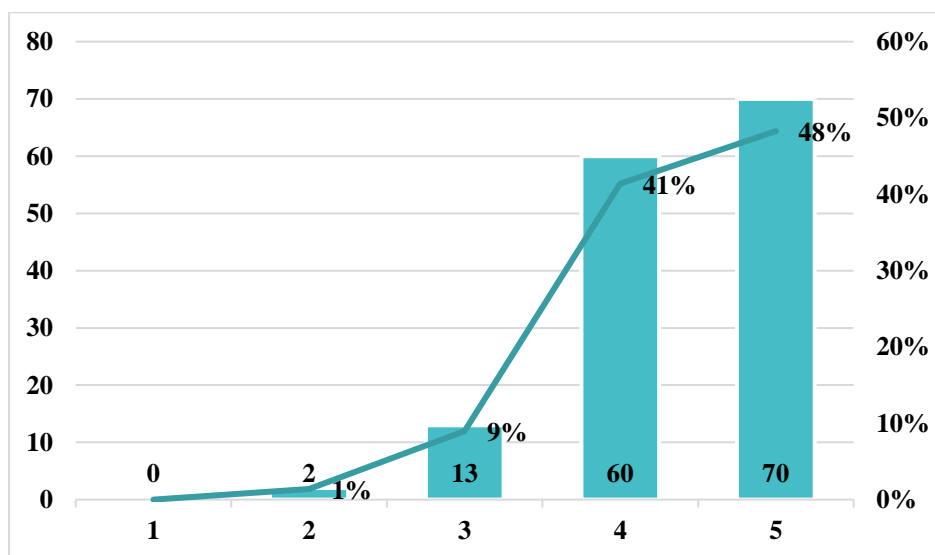


According to organization mentors, 76% (110) of students dedicated more than 30 hours weekly.

7.3 Level of Satisfaction: Intern's Conduct

Organization mentors gave satisfaction ratings on a five-point Likert scale on the following parameters - (1) Regularity in reporting for work, (2) Quality of interpersonal relations, (3) Level of motivation to work with the organization, (4) Interest to learn about the organization and (5) Flexibility displayed in adjusting to the organizational norms. The average of responses across these four parameters is represented in Fig. 7.2.

Fig 7.3: Satisfaction: Intern's Conduct

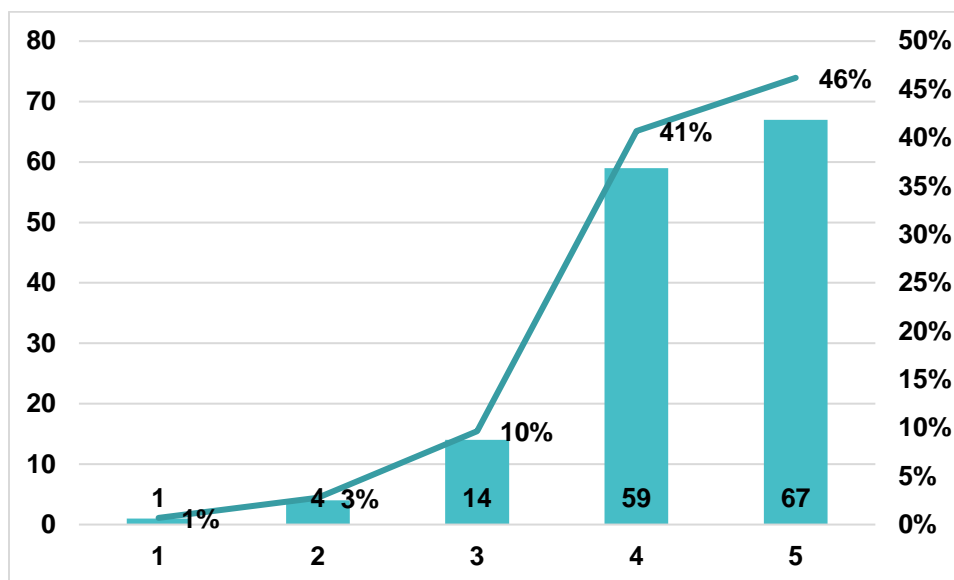


In a mix of offline, online, and semi-virtual internships, it is encouraging that the respondents were largely satisfied with the intern's conduct (See Fig. 7.2). Detailed data analysis indicates that 90% of respondents were delighted with the intern's regularity in reporting, 88% were impressed by their quality of interpersonal skills, 87% observed that interns were highly motivated to work with their organization, and 83% reported that intern's adjusted to the organizational norms.

7.4 Level of Satisfaction: Quality of work

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

Fig 7.4: Satisfaction: Quality of Work

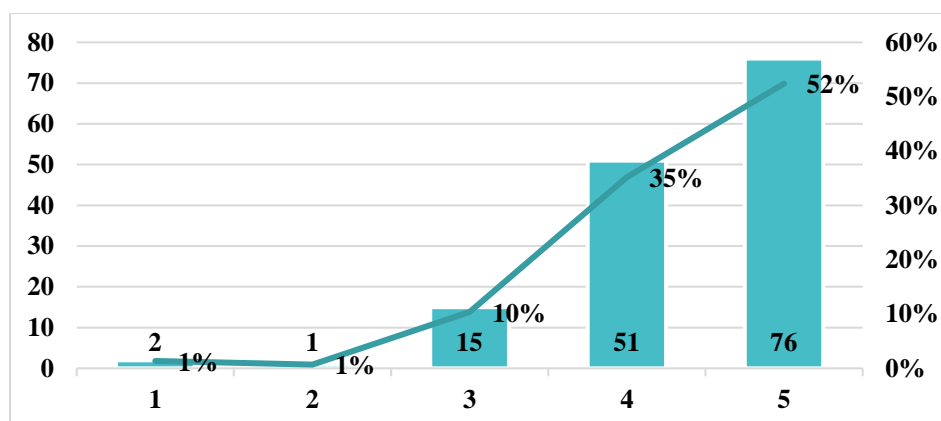


Data observes that 46% (67) of respondents gave an 'excellent' rating, and 41% (59) of respondents felt that the quality of assignments delivered by the interns was very good. The feedback indicates that the organizational mentors found that the students were innovative, had clarity in formulating an action plan, and adhered to deadlines.

7.5 Level of Satisfaction: Regularity in Reporting

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

Fig 7.5: Regularity: Daily Logs/Monthly/Final Reports

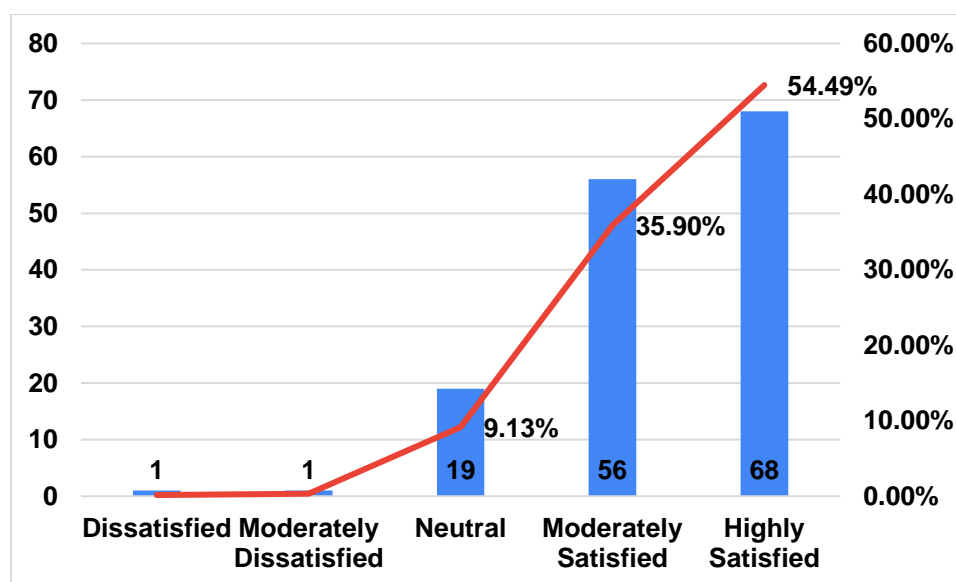


The mentors reported a higher level of satisfaction concerning the intern's conduct (punctuality in the submission of timesheets) and submission of quality reports and presentations.

7.6 Level of Satisfaction: Virtual Internship

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

Fig 7.6: Satisfaction: Virtual/Semi-virtual Internship



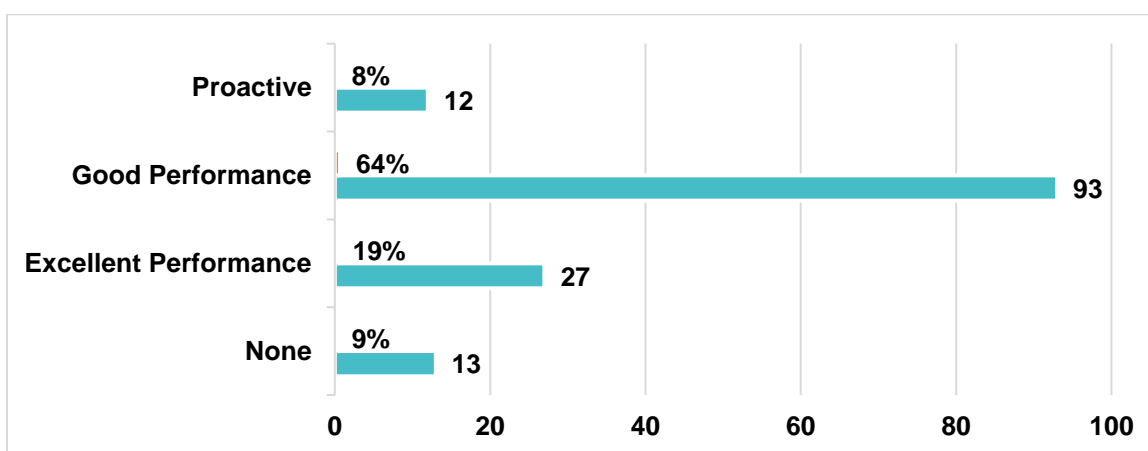
The third wave of Covid-19 led to last-minute confusion about the internship mode. The organizational teams were also unavailable due to on-field emergencies. The uncertainties resulted

in student anxieties. Despite all odds, 90% of respondents were satisfied with the We Care internship. Only two respondents expressed dissatisfaction as they felt that the students undertook the internship as they were mandated to complete it.

7.7 Remarks about Intern's Contribution

The We Care team gathered the Organization Mentor's perspectives about the intern's contribution during the internship. The qualitative responses were categorized into four categories. See Fig. 7.5.

Fig. 7.7: Remarks: Intern's Specific Contribution



In all, 9% (13) of Organization Mentors did not share any specific remarks about the intern's contribution.

Data indicates that 19% (27) of respondents were highly satisfied with the intern's contribution and rated them as excellent. They mentioned about their punctuality, innovation, flexibility, communication skills, and timely submission of deliverables. For instance, the mentor of Navjyoti India Foundation, Gurugram, shared, *"Saksham Jain is a sincere student. He has good communication skills and always kept the reporting officer updated on the tasks assigned. His methodical and analytical skills helped analyze data in project Unnati, a vocational training programme for rural women. He further supported the organization build database for the marketing of handcrafted products made by rural women."* The mentor of the Lakshya Foundation, Badlapur, mentioned, *"Mr. Tejas Yadav worked so effortlessly and with so much dedication that it was difficult to believe he is an intern. He behaved as if he had been with us since the founding days. He is well-mannered, dedicated, and compassionate, just like a person should be while dealing with our focus groups."*

Hive India, Kolkata, shared feedback about students' sincerity and quality of work. The mentor shared, *"All of them demonstrated extreme sincerity towards their assigned tasks. They have taken the initiative to reach out to team members to collect the necessary information to complete their assignments. We had offline meetings with them, where they presented the work done. It was awe-inspiring what they had achieved in such a short time. It has been a very positive experience working with these young minds. We wish the best for their careers ahead."*

In all, 65% (93) of respondents ranked student performance as Good. They felt that the students had a learning attitude and accomplished their tasks diligently with enthusiasm. For instance, a mentor of Mahavir International, Vadodara, shared, *“Varunpaal & Pavan interacted with and motivated close to 500 slum children on the importance of education as a part of the unique ‘Street to School’ initiative. They participated keenly in a social media campaign to promote various activities of MFT. They were one of the key persons to design and create content for the campaign to drive the annual fundraiser. It was a delight to have him with us.”* Mentor of Idea Foundation, Pune, shared, *“Akshay's performance was satisfactory. He tried his best to understand the organization's requirements and accordingly changed his tasks.”*

Manu Agnihotri did his best to understand the ‘Amhi Parivartak’ project and made a video.”

Specifically, 8% (12) respondents mentioned that their organization was pleased with the intern's proactive nature. For instance, Sense International India, Ahmedabad shared, *“The interns were forthcoming and asked questions about the work, which showed they were willing to learn.”* Swadhar IDWC, Pune, mentioned, *“The interns were very proactive in their approach. They were eager to learn more, understand the process, and contribute in every way possible. Despite having less knowledge about the social sector, they made efforts to understand every aspect and provided the output in a brief period. Their inputs have been appreciated across the organization.”*

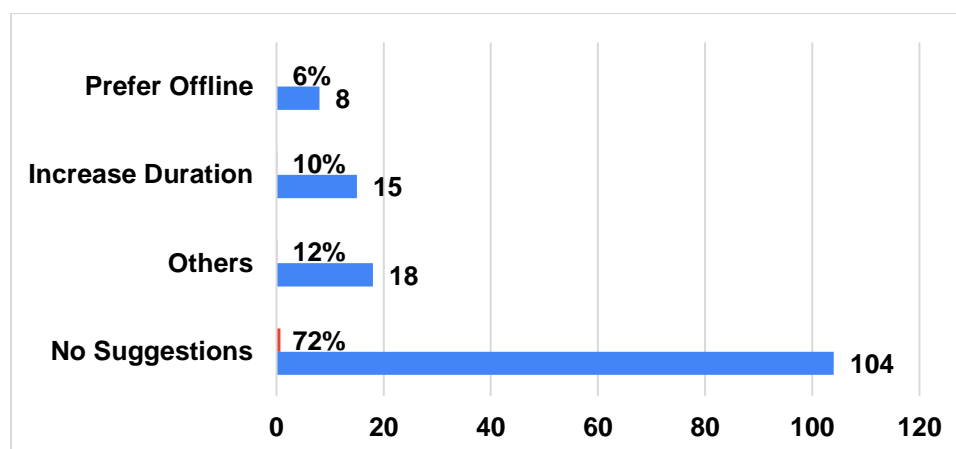
A word cloud of the remarks made by Organization Mentors about the intern's contribution is depicted in Fig. 7.5.1

Fig. 7.7.1: Remarks about Intern's Contribution: Word Cloud



7.8 Suggestions for Programme Improvement

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

Fig. 7.8: Suggestions: Strengthen We Care Internship

A total of 72% (104) of the respondents did not offer any suggestions to improve as they were satisfied with the approach adopted by NMIMS for executing the We Care internship (See Fig. 7.6).

7.8.1 Increase Internship Duration

We Care Internship offers a win-win opportunity for the management students and social sector organizations. While students gain experiential learning, organizations gain from students' technical and managerial skill sets. In this context, 10% (15) respondents suggested increasing the internship duration. For instance, Abhayam Welfare Society, Visakhapatnam, shared, *"We Care has developed a useful programme for NGOs and interns involved. As it is a mutually beneficial programme, increasing the number of days of internship can help assign better projects and tasks, adding excellent learning value to students. Team Abhayam is impressed with how the internship programme is designed and wishes to be part of upcoming internships."* Organization mentors suggested that the internship duration be at least one month or more. For instance, the mentor of Kshamata Transformation Centre, Thane, mentioned, *"For qualitative output, we need the interns to be with us for at least two months. Understanding the organization and its requirements itself requires a week. In addition, NGOs do not have the requisite workforce; hence the students are entirely dependent on the staff's erratic availability."*

7.8.2 Modify Mode of Internship

Organizational mentors felt that reverting to the offline internship can help interns familiarize themselves with the organization, examine beneficiary challenges, and increase productivity. The mentor of Atma Foundation, Thrissur, shared, *"Offline internships are always better, for the students to gain first-hand experience of the NGO's work, and utilize their expertise in the field."*

7.8.3 Others

Suggestions about increasing the number of interns, having a centralized portal for We Care internship placement, follow-ups, and the need for bringing innovation to solve grassroots issues were given by 12% (18) of organizational mentors. For instance, VIDYA Mumbai, Powai shared, *"A dedicated portal for partner NGOs to manage all NMIMS interns at one platform should be*

created.” The mentor of Gandhi Adhyan Peeth, Varanasi, mentioned that the academic inputs with regard to non-profits should be strengthened in the classroom. Three respondents voiced the need for effective prior orientation. Prayasam, Kolkata shared, *“The internship programme coordinators should orient the students about the organization where they are placed for the internship.”* They also voiced their opinion about administrative issues related to constant follow-up by the We Care team to monitor students' reporting to the organization. It caused disturbances in their routine activities.

8. Workshops and Evaluation

8.1 We Care Orientation Workshops

To orient, the students towards the We Care internship, Jasani Center's faculty members conducted division-wise 12 workshops between June 23 to 28, 2021. The students who could not attend the workshop scheduled for their respective division were requested to participate in the next workshop planned for another division.

8.2 Post-Internship Evaluation

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

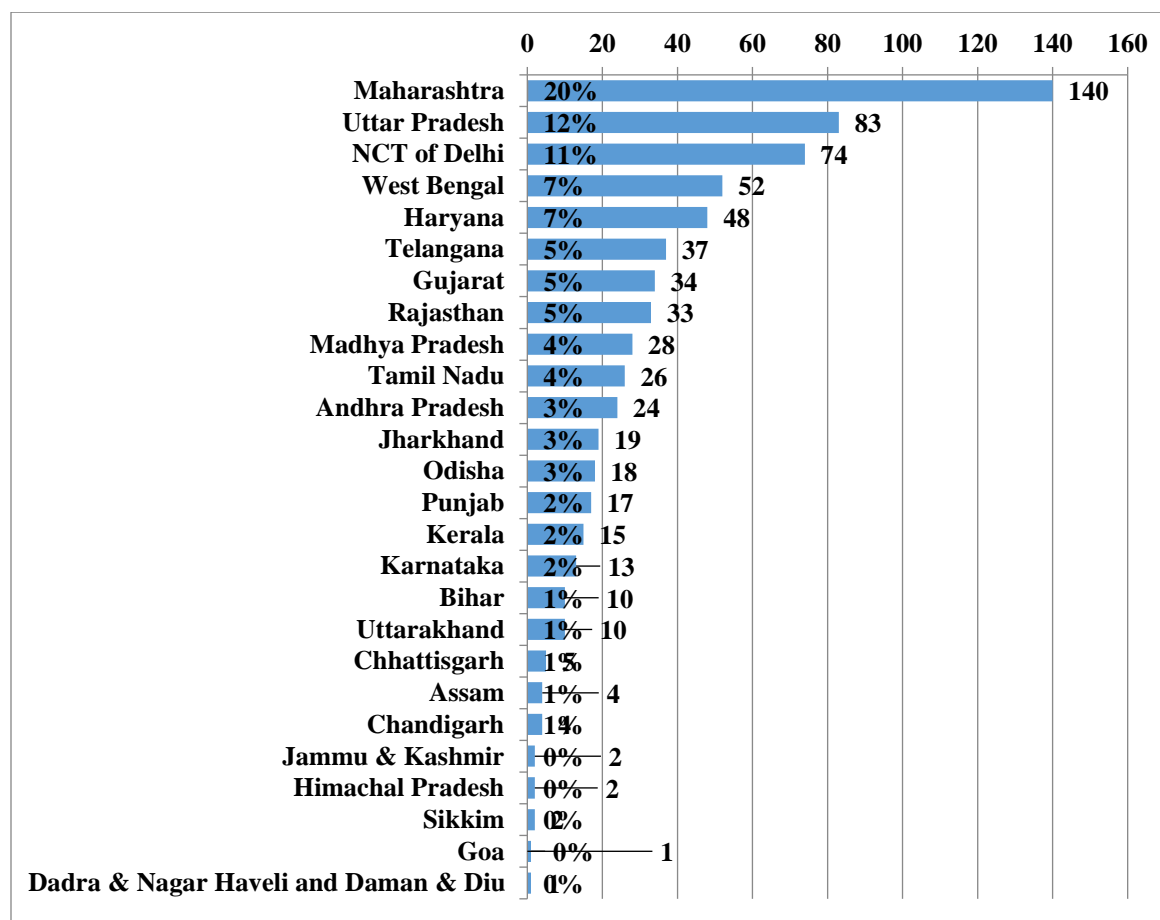
1. Submission of weekly reports via Google Forms.
2. Submission of soft copy of the final project report to the internship organization, Faculty Mentor, and We Care team in Mumbai.
3. Securing 'a Certificate of Completion from the internship organization.
4. Securing 'Certificate of Completion' from faculty mentors based on:
 - Communication with the faculty mentor before as well as during the internship
 - Regular updates about the project progress to Faculty Mentor according to the mutually decided channel and frequency.
 - Submission of the Completion Certificate issued by the Internship Organization
 - Submission of a soft copy of the final report.
 - Viva-voce is based on the final project report, and We Care Rubric.

9. Agenda Ahead

Based on the feedback received from the students and the organization mentors, in the forthcoming year, the We Care internship needs to be implemented in an offline mode. Nevertheless, finalizing the internship mode will depend on the Covid-19 pandemic scenario in the country. Jasani Centre will strive to create a strategic fit between the skill sets of interns and the requirements of NGOs. It will also focus on strengthening the pre-internship induction with the students. Scheduling of internship at the end of the third trimester and increasing internship duration will be considered depending on the academic schedule of the institute. The center will work towards strengthening the academic inputs about the functioning of CSR and NGOs. It will reinforce the Faculty Mentor support to understand better the applicability of management lessons in the social sector.

Annexure I

Fig. 8.1 Students: Geographical Spread (Bar Graph)



Annexure II
SVKM's NMIMS
School of Business Management

We Care: Civic Engagement 2022
MBA-Core & MBA-HR (Batch 2021-2023)

Student Data Form

Note: Read this before filling up the form.

1. We Care internship is scheduled between January 31 and February 23, 2022, for a total of 21 working days.
 2. In this duration, students will be required to work with the NGOs / few CSR departments allocated by Jasani Center for Social Entrepreneurship & Sustainability Management. Per day each student has to contribute 7-8 hours.
 3. Kindly submit your residential address mentioned in the Aadhar card. Internship placement will be made in your hometown mentioned in the Aadhar card. In case you are not residing currently in your hometown please provide the current residential address. The placement will be made in the same city/town where you are currently residing. The placement will be made in the city/town mentioned in your address. No change in location will be permitted.
 4. In case we are unable to locate a credible NGO in your hometown, we shall consult you to decide on another suitable location.
 5. Efforts will be made to locate credible NGOs in your preferred interest areas, but in case we are unable to locate the same, you shall have to intern in an NGO which is allocated to you.
 6. Some organizations may ask for internship fees ranging from Rs. 500/- to 5000/- which will have to be borne by the student. The student will be informed about this well in advance to make an informed decision.
 7. Looking into the then situation in your hometown and guidelines issued by the local administration in January 2022, you will be required to work either in offline (field-based) mode or online (virtual/semi-virtual) mode.
 8. Kindly submit the form by EOD on Friday, July 2, 2021. The link will be closed on July 2, 2021, after the end of the day.
-

NMIMS Email ID: (To be collected automatically in Google Form)

1. Name:
2. Gender:
 - a. Male
 - b. Female
3. Age Bracket: (Select an appropriate option)
 - a. 20 years to 24 years completed
 - b. 25 years and above
4. Course: (Select an appropriate option)
 - a. FTMBA (Core)

- b. MBA - HR
5. Division: (Select an appropriate option)
 - a. FT MBA (Core)
 - b. MBA - HR
6. Roll No (A001 / HR-A001):
7. SAP ID:
8. Student's Mobile No (In case of change/add mobile number at a later date, pl. inform your name, division, roll number & new/additional mobile number at wecare@nmims.edu):
9. (a) Parents' Current Residential Address (House No./Wing/Building/Society/Street):
 - (b) City / Town:
 - (c) District:
 - (d) State:
 - (e) Pin code:
10. Parents' contact number :
11. Last Degree:
12. Volunteer Skill Set: (Select the appropriate options)
 - i. Communication skills (includes drafting case stories / case studies / reports / mailers / content creation)
 - ii. IT Skills (includes designing software / designing website / developing mobile app)
 - iii. Marketing Skills (includes social media marketing / online branding)
 - iv. Teaching Skills (includes designing curriculum / designing teaching material / delivery of lecture sessions)
 - v. Finance Skills (includes budgeting / financial analysis)
 - vi. Research skills (includes secondary research/data analysis/report writing)
 - vii. Creative Arts (includes designing promotion material/video making)
 - viii. Performing Arts (includes dance / drama / music / drawing / crafts)
 - ix. Other, specify
13. (a) Work Experience: (Select the appropriate option)
 - a. No experience
 - b. Up to 2 years
 - c. Above 2 years

(b) If you have work experience, specify:
Name of the Organization

(c) Sector: (Select the appropriate options)

 - i. Finance
 - ii. Marketing
 - iii. HR
 - iv. IT
 - v. Operations
 - vi. None (Fresher)
 - vii. Other, specify
14. Language proficiency, other than English
 - i. Bengali
 - ii. Gujarati

- iii. Hindi
 - iv. Kannada
 - v. Malayalam
 - vi. Marathi
 - vii. Marwadi
 - viii. Odia
 - ix. Punjabi
 - x. Sindhi
 - xi. Tamil
 - xii. Telugu
 - xiii. Other specify:
15. Intended field of Internship: (Give any 4 Preferences)
- i. Child Welfare
 - ii. Community Development
 - iii. Differently-abled
 - iv. Environment
 - v. Health
 - vi. Livelihood
 - vii. Micro Finance
 - viii. Rural Development
 - ix. Skill development
 - x. Women Empowerment
 - xi. No Preference

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

Signature

Name

Date

Annexure III
List of Faculty Mentors

Sr. No.	Faculty Name	No. of students allotted
1	Prof. Abhinav Kumar Sharma	11
2	Prof. Akshay Khanzode	12
3	Prof. Alaknanda Menon	12
4	Prof. Amrita Bansal	13
5	Prof. Ananya Prabhavalkar	12
6	Prof. Anupam Rastogi	12
7	Prof. Arti Deo	12
8	Prof. Arun Sharma	15
9	Prof. Ashu Sharma	11
10	Prof. Bala Krishnamoorthy	6
11	Prof. Bijayinee Patnaik	13
12	Prof. Binesh Nair	12
13	Prof. Chandan Dasgupta	12
14	Prof. Chandrima Sikdar	12
15	Prof. Dayanand Shetty	12
16	Prof. Geeta D'souza	14
17	Prof. Harikumar Iyer	13
18	Prof. Hema Bajaj	14
19	Prof. Hema Gwalani	12
20	Prof. Hitesh Kalro	13
21	Prof. Jacqueline Mundkur	13
22	Prof. Kalpana Tokas	12
23	Prof. Madhavi Gokhale	12
24	Prof. Manisha Sharma	12
25	Prof. Mayank Joshipura	11
26	Prof. Medha Bakhshi	12
27	Prof. Meena Galliara	12
28	Prof. Mukund Prasad	12
29	Prof. Nafisa Kattarwala	12
30	Prof. Neha Sadhotra	13
31	Prof. Papiya De	12
32	Prof. Paritosh Chandra Basu	12
33	Prof. Pradeep Pai	12
34	Prof. Prashant Mishra	2
35	Prof. Preeti Khanna	12

36	Prof. Preeti Nayal	13
37	Prof. Rashmi Khatri	13
38	Prof. Ritesh Haldankar	12
39	Prof. Rose Antony	12
40	Prof. Sachin Mathur	12
41	Prof. Samveg Patel	12
42	Prof. Sangeeta Wats	12
43	Prof. Santana Pathak	12
44	Prof. Sateesh Shet	14
45	Prof. Satish Kajjer	12
46	Prof. Sayantan Khanra	12
47	Prof. Seema Rawat	12
48	Prof. Smita Mazumdar	12
49	Prof. Smriti Pande	13
50	Prof. Somnath Roy	12
51	Prof. Souvik Dhar	12
52	Prof. Sudhanshu Pani	12
53	Prof. Sujata Mukherjee	12
54	Prof. T Kachwala	12
55	Prof. Veena Vohra	14
56	Prof. Vikas Gadre	11
57	Ms. Anjalika Gujar	12
58	Ms. Bhawna Kothari	14
	Total	698

List of Regional Mentors

Sr. No	Regional Mentor	States
1	Prof. Meena Galliara, meena.galliara@sbm.nmims.edu	Chandigarh, Dadra & Nagar Haveli and Daman & Diu, Gujarat, Haryana, Maharashtra-Mumbai, Punjab
2	Prof. Satish Kajjer, satish.kajjer@sbm.nmims.edu	Andhra Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra-OS, Tamil Nadu, Telangana
3	Prof. Sujata Mukherjee, sujata.mukherjee@sbm.nmims.edu	Jharkhand, NCT of Delhi, Odisha, Uttarakhand, West Bengal
4	Ms. Anjalika Gujar, wecare@nmims.edu	Assam, Bihar, Chhattisgarh, Goa, Himachal Pradesh, Jammu & Kashmir, Maharashtra-NaviMumbai, Rajasthan, Sikkim, Uttar Pradesh

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

***We Care: Civic Engagement Internship - 2022*
Student Feed Back Form**

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

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

* Required

NMIMS Email Id*³

Roll No (A001/HR-A001)*

Name *

Gender*

1. Male
2. Female
3. Other

Programme*

1. MBA
2. MBA HR

Division*

Name of the Internship Organization*

Placement City*

Placement State*

Faculty Mentor*

1 Internship

1.1 Mode of the internship*

1. Completely Offline
2. Completely Virtual/Online
3. Semi-virtual

¹ Email id will be automatically captured in the online form

Annexure V
SVKM's NMIMS
School of Business Management
We Care: Civic Engagement Internship - 2022
Organization Feed Back Form

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

Your feedback is valuable for us to review and revise our internship programme. We request you to provide us with your feedback about the students' performance during the We Care internship.

* Required

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

1. Internship

1.1 Mode of the internship*

1. Completely Offline
2. Completely Virtual/Online
3. Semi-virtual

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

1. ≤ 30 hours
2. 31 to 45 hours
3. >45 hours

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

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

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

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

1. Provided innovative ideas
2. Displayed clarity in designing a plan of action
3. Adhered to project deadlines
4. Quality of tasks performed/deliverables submitted

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

1. Regularity and punctuality in daily reporting
2. Regularity in submission of weekly reports
3. Punctuality in submission of the final report
4. Presentation and overall quality of the final report

Annexure VI

Rubric: We Care: Civic Engagement: Social Sector Internship

Name of Internship Organization: _____

Name of the Student : _____

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

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

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

Annexure VII

List of Projects

Sr. No.	Project Title	Internship Organization	City	State
1	Aadhaar at DoorStep: Pilot Study of Doorstep Health Services	Aadhar Gyan Dhatri Samiti	Bhopal	Madhya Pradesh
2	Digital Marketing & Sustainable Village - Proposal Development	Aarohan	Greater Noida	Uttar Pradesh
3	Project Shiksha: Curriculum and Website Development	Aasra Foundation	Chennai	Tamil Nadu
4	Self-Sustainable Business Analysis Project for Physically Challenged	Abhayam Welfare Society	Visakhapatnam	Andhra Pradesh
5	Staff Performance Dashboard Development	Abhivyakti Media for Development	Nashik	Maharashtra
6	Process Automation of Services	Academy of Learning and Development	Mumbai (Andheri)	Maharashtra
7	Management of SHGs in Rural and Urban Areas Associated With NABARD, OLM and Municipal Corporation	ADARSA	Sambalpur	Odisha
8	Welfare and Education of the Physically Challenged	Adarsh Charitable Trust	Kochi	Kerala
9	Project Formulation: Skill Development	Adarsh Samaj Sahayog Samiti	Faridabad	Haryana
10	Education Need Assessment at Burma Mines (East Singhbhum)	Adarsh Seva Sansthan	Jamshedpur	Jharkhand
11	Mainstreaming Youth Through Skill Development	Adhikar Microfinance Private Limited	Bhubaneswar	Odisha
12	Impact Assessment: Education Initiatives via Case Studies	Agastya International Foundation	Bengaluru	Karnataka
13	Impact Assessment: Education Initiatives via Case Studies	Agastya International Foundation	Chennai	Tamil Nadu
14	Process Guide: Design Thinking Exhibition	Agastya International Foundation	New Delhi	NCT of Delhi
15	Developing BluePrint: Teachers Diary	Agastya International Foundation	New Delhi	NCT of Delhi
16	Model Designing: Early Learning Years	Agastya International Foundation	New Delhi	NCT of Delhi
17	Facilitating Digital Education: Creating learning videos	Agnes Kunze Society - Hope Project India	Dehradun	Uttarakhand

18	Social Media Content Development	Agrini Samajh Kalyan Samiti	Seoni	Madhya Pradesh
19	Hope on Wheels Campaign Execution	Aim for the Awareness of Society (AAS)	Indore	Madhya Pradesh
20	Social Media Marketing	All India Pingalwara Charitable Society	Amritsar	Punjab
21	Study on Understanding Student Aspirations & Gap Analysis	Ambuja Cement Foundation	Kodinar	Gujarat
22	Operations Improvisation: Child Protection Home	Amrapali Prashikshan Sansthan	Deoli	Rajasthan
23	Crowdfunding and Teaching Support at Amrapali Utkarsh Snagh	Amrapali Utkarsh Sangh	Nagpur	Maharashtra
24	Research on Education & Skill Development and Content Creation for Angel India Foundation	Angel India Foundation	Kolkata	West Bengal
25	Digitization & Content Development - Wash Awareness Project	Animedh Charitable Trust (ACT)	Andheri	Maharashtra
26	Study on Identifying the Potential of Rural Tourism and Impact Assessment	ANK	New Delhi	NCT of Delhi
27	Analysis of Health Insurance Segment of Annapurna Pariwar	Annapurna Pariwar	Pune	Maharashtra
28	Study on Microfinance Institution's Response to the COVID-19 pandemic in India (2020-21)	Annapurna Pariwar	Pune	Maharashtra
29	Anant Mandi: Farmers Profiling	ANSH Happiness Society	Bhopal	Madhya Pradesh
30	Baseline Study & Impact Assessment: CSR of ArcelorMittal Nippon Steel (AMNS) India, Hazira	ArcelorMittal Nippon Steel (AMNS) India	Hazira	Gujarat
31	Awareness Generation: Pradhan Mantri Arogya Mitra and Training Programme on 'Infection Control & Sanitization Policies' in Sipat (Chhattisgarh) and Lalitpur & Sheopur (Madhya Pradesh)	AROH Foundation	Noida	Uttar Pradesh
32	Increasing Aroha's Visibility, Designing - Communication Strategy & Awareness Generation about the Pradhan Mantri Arogya Mitra	Aroha	Nagpur	Maharashtra

33	Designing Annual Report and Newsletter 2021-22 for Asha Deep Foundation	Asha Deep Foundation	Ghaziabad	Uttar Pradesh
34	Social Media Campaign & Digital Marketing Strategy	ASHA-CHINH Welfare Society	Ludhiana	Punjab
35	Digitization & Social Media Management	Ashadeep	Guwahati	Assam
36	Designing Marketing Strategy for Shankh Aroma Trust (FPO) to Launch “Aromatic Rice” in Nearby Market of Simdega	ASHRAY - South Vihar Welfare Society for Tribal	Ranchi	Jharkhand
37	Proposal for Providing Financial Assistance to PwDs for Pursuing Higher Education (Intermediate & Graduation)	Ashray Akruti	Hyderabad	Telangana
38	Redesigning Content for Social Media	Association for Community Development Services	Chennai	Tamil Nadu
39	Content Creation & Social Media Revamp	Association for Non-Traditional Employment of Women (ANEW)	Chennai	Tamil Nadu
40	Branding for Fundraising and Documentation	Association For Social and Health Advancement (ASHA)	Kolkata	West Bengal
41	Digital Promotion and Branding at Association For Social Health in India (ASHI)	Association For Social Health In India (ASHI)	New Delhi, Panchkula	NCT of Delhi, Haryana
42	Social Media Marketing	Association for the Rural Development (ARD)	Nellore	Andhra Pradesh
43	Designing Strategies: Fundraising, Social Media Engagement and Intern Onboarding	Atma Foundation Thrissur	Thrissur	Kerala
44	Survey on Street Children (CiSS) in the Slums of Panduki, Dhanbad	Bal Kalyan Sangh	Dhanbad	Jharkhand
45	Integrated Farming System (IFS) for Livelihood Enhancement and Income Generation of Farmers	Balajee Sewa Sansthan	Dehradun	Uttarakhand
46	Research on Intangible Cultural Heritage Based on Tourism & Social Media Marketing	Banglanatak dot com	Kolkata	West Bengal
47	Awareness Activities for Uplifting Livelihoods of Women in Urban Landscape	Bapuji Rural Enlightenment and	Visakhapatnam	Andhra Pradesh

		Development Society (BREDS)		
48	Content Development and Project Facilitation	Baroda Citizens Council	Vadodara	Gujarat
49	Database for Partnerships with International Foundations and Grants	Bharat Learn	Noida	Uttar Pradesh
50	Database Management and Pitching for CSR fundraising	Bharat Learn	Noida	Uttar Pradesh
51	Developing Website and Educational Contents for Bharat Learn	Bharat Learn	Noida	Uttar Pradesh
52	Holistic Development Sessions for Resource-Poor Students	Bharat Memorial Charitable Trust, "Neev"	Gurugram	Haryana
53	Childline 1098: Awareness Campaign & Execution	Bharat Sewa Sansthan	Saharanpur	Uttar Pradesh
54	Study on Problems Encountered by People during Lockdowns in Andhra Pradesh	Bharati Integrated Rural Development Society (BIRDS)	Nellore	Andhra Pradesh
55	Case Study Documentation for the Beneficiaries and Teachers of Bharti Foundation Projects	Bharti Foundation	Gurugram	Haryana
56	Training Effectiveness Assessment	Bharti Foundation	Gurugram, Karaikudi	Haryana, Tamil Nadu
57	Mid-Line Review of the Effective Leadership Programme at Satya Bharti Schools Through ECHO	Bharti Foundation	Ludhiana	Punjab
58	Assessment and Enhancement of BREAD Library System	BREAD Society	Hyderabad	Telangana
59	Social Media Awareness and Fundraising Campaign to Promote Good Health & Well-Being	Caring Souls Foundation (CASOF)	Lucknow	Uttar Pradesh
60	Social Media Marketing and Fundraising for Caring Souls Foundation	Caring Souls Foundation (CASOF)	Vellore	Tamil Nadu
61	Digital Marketing and Content Development for Fundraising	Catalysts for Social Action (CSA)	Ghatkopar	Maharashtra
62	Profiling of Child Care Institutions in Maharashtra	Catalysts for Social Action (CSA)	Ghatkopar	Maharashtra
63	Analysis of WASH activities in Government Schools of Hyderabad and Secunderabad	Center for Action Research and People's Development (CARPED)	Hyderabad	Telangana
64	Exploratory Research on Water Sanitization and Hygiene in Government Schools	Center for Action Research and People's	Hyderabad	Telangana

		Development (CARPED)		
65	Exploratory Research on Farmer Rights, Agriculture and Labour Laws in Nalgonda and Khammam Districts in Telangana	Center for Action Research and People's Development (CARPED)	Nalgonda	Telangana
66	Study of Watershed Management and Related Livelihood Opportunities	Center for Social & Resource Development (CSR D)	Pudukad	Kerala
67	Study on Link Workers Scheme & Other Projects	Centre For Action And Rural Education - CARE	Erode	Tamil Nadu
68	Developing Brand Activation Strategies for Alternative Target groups of F91 initiative	Centre for Civil Society	New Delhi	NCT of Delhi
69	Feasibility Report: Setting-up of a Manufacturing Unit for E-Rickshaws in Assam	Centre for Rural Development (CRD)	Guwahati	Assam
70	Profiling: Skill Vertical - ACABC Programme and Note on SGBV Project	Centre for Youth and Social Development (CYSD)	Bhubaneswar	Odisha
71	Branding for Chaitanya Charitable Trust's Youth Support Center and Organ Donation Awareness Campaign	Chaitanya Charitable Trust	Jamnagar	Gujarat
72	Business Model: Alternative Livelihoods	Child In Need Institute (CINI)	Siliguri	West Bengal
73	Fundraising for Child Rights and You (CRY)	Child Rights and You (CRY)	Kolkata	West Bengal
74	Database Management for Gurukul Under Uday Programme of HCL Foundation	Childhood Enhancement through Training and Action (CHETNA)	Lucknow	Uttar Pradesh
75	Community Profiling for Childhood Enhancement through Training and Action (CHETNA)	Childhood Enhancement through Training and Action (CHETNA)	New Delhi	NCT of Delhi
76	Facilitating Childline Rescue Operations and Outreach Programmes in and around Solan	Childline [Himachal Pradesh Voluntary Health Association (HPVHA)]	Solan	Himachal Pradesh
77	Awareness Generation: Childline	Childline India Foundation	Jammu	Jammu & Kashmir
78	Vocation Identification: Sustainable Income for Small-Scale Vendors, Women, and Students	Cholai - Action for Child Labour	Chennai	Tamil Nadu

79	Analysis of Operations and HR in the Social Development Sector	Citizens Foundation	Ranchi	Jharkhand
80	Impact of Human Resource and Operation on Social Sector Development	Citizens Foundation	Ranchi	Jharkhand
81	Content Development and Ideation for New Product Development	Community Action Society	Kolkata	West Bengal
82	Marketing and Branding for Change-Makers Lab: Social Hackathon	Connecting Dreams Foundation	New Delhi	NCT of Delhi
83	Marketing of NGO's Products and Facilitating Artisan Supply Chain Compliance	Conserve India	New Delhi	NCT of Delhi
84	Outcome Assessment of the 'Mein Pragati' Rajasthan Programme	Crisil Foundation	Dausa	Rajasthan
85	Intermediate Research on the Integrated Watershed Management Project in Villages near Kota	DCM Shriram Limited	Kota	Rajasthan
86	Research on the Khushhali Sehat Programme for Health and Nutrition in Women and Children in Urban and Rural Areas	DCM Shriram Limited	Kota	Rajasthan
87	Research to Develop Business Plan for the FPO and CSR Comparison report for DCM Shriram's Policy Initiatives in the Agriculture Sector (Jeetega Kisaan)	DCM Shriram Limited	Kota	Rajasthan
88	Android App Development for Project Sangaath	Deepak Foundation	Vadodara	Gujarat
89	Facilitating Childline Awareness Campaigns and Rescue Operations	Delhi Brotherhood Society	New Delhi	NCT of Delhi
90	Facilitating Women Empowerment Activities	Delhi Brotherhood Society	New Delhi	NCT of Delhi
91	Content Creation and Automation of Reporting Activities	Development Education Service (DEEDS)	Mangalore	Karnataka
92	Designing a Decentralized Business for SHG Federations	Dhan Foundation	Madurai	Tamil Nadu
93	Creating Sundergarh as a Child-Friendly District	Disha	Bisra	Odisha
94	Designing Competency-Based HR Framework for Disha Foundation	Disha	Jaipur	Rajasthan

95	Demographic Survey of Resource-poor Children and Families	District Child Welfare Council (DCWC)	Ambala City	Haryana
96	Awareness Generation: Childline	District Council for Child Welfare	Jind	Haryana
97	Holistic Development of Leprosy Colony in Sahebganj Under the Raniganj PS, Paschim Bardhaman, West Bengal	Divine Welfare Trust	Asansol	West Bengal
98	Social Media Marketing and Data Analysis	Divya Disha	Hyderabad	Telangana
99	Documentation for Projects and Annual Report	Don Bosco Ashalayam Liluah Trust	Howrah	West Bengal
100	Documentation of Transition Stories of Street Children	Don Bosco Navajeevan Bala Bhavan	Hyderabad	Telangana
101	Project HOME: Feasibility Study to Provide Support to Ex-Residents of Don Bosco Institutions	Don Bosco Snehabhavan	Kochi	Kerala
102	Women's Empowerment Through Community & Capacity Building	Durgapur Sundaram Creative Welfare Society	Durgapur	West Bengal
103	Designing Business Development Plans for the FPOs Affiliated with NABARD	Eco-Club	Mahbubnagar	Telangana
104	Crowdfunding, Documentation and Study on the Special Railway Childline projects of Ehsaas	Ehsaas	Lucknow	Uttar Pradesh
105	Redesigning Social Media & Corporate Partnership Campaign	Ek Pahel	Agra	Uttar Pradesh
106	Teaching, Case study Documentation and Fundraising for Empowering Minds	Empowering Minds (EM)	Ghaziabad	Uttar Pradesh
107	Designing HR Policy for EmpowerHER India	EmpowHER India	Panvel	Maharashtra
108	Situational Analysis and Facilitating user Feedback for Water ATMs	EmpowHER India	Panvel	Maharashtra
109	Balajyothi Project: Staff Capacity Building & Career Guidance Handbook Creation	ESAF India	Karunagappally	Kerala

110	Comparative Analysis of Qualitative Survey Data – ‘Corona Kal aur Hum’	ETASHA Society	New Delhi	NCT of Delhi
111	Data Analysis of Baseline Survey on Life Skills	ETASHA Society	New Delhi	NCT of Delhi
112	Students’ Assessment Data Analysis and Creation of Dashboard	ETASHA Society	New Delhi	NCT of Delhi
113	SROI Calculation for Watershed Management at Lote and Roha	Excel Industries Limited	Mumbai (Jogeshwari)	Maharashtra
114	Childline 1098: Awareness Campaign & Execution	Gandhi Adhyan Peeth	Varanasi	Uttar Pradesh
115	Content Creation and Organizing Webinars for Green Entrepreneurship	Garbage Concern Welfare Society	Mumbai (Kandivali, Mahim)	Maharashtra
116	Impact Assessment of the WADI programme	Gayatri Seva Sansthan	Udaipur	Rajasthan
117	Curriculum Development Support for Project Vikaas- Life Skill Development Programme	Global Hunt Foundation	New Delhi	NCT of Delhi
118	Data Visualization: Water Recharge, WSGP Data of Gram Panchayats, Vegetable and Farming Practices of Farmers	Gram Vikas	Berhampur	Odisha
119	Executing Covid-19 Vaccination Programme and Promoting Natural Farming in Tribal Areas	Grama Swarajya Samithi	Payakaraopeta	Andhra Pradesh
120	Awareness Generation: Health & Sanitation Projects in Villages Around Tiruchirappalli	Gramalaya	Tiruchirapalli (Trichy)	Tamil Nadu
121	Market Research for Candles, Awareness Generation for Social Issues & Documentary Making	Gramin Evam Nagar Vikas Parishad (GENVP)	Patna	Bihar
122	Survey: Status of Education, Health and Sanitization in the Soma Dhana Village	Gramin Vikas Mandal	Chhindwara	Madhya Pradesh
123	Stakeholder Communication: Zero Accidents and Sustainable Mobility Projects	Green Ecospace Foundation	Thane	Maharashtra
124	Study on Initiatives in Rural Sanitation and Civic Engagement	Help & Helps Samiti	Raipur	Chhattisgarh
125	Study on Educational Outcomes of the Jagti	Helpline Humanity	Nagrota	Jammu & Kashmir

	Community and Role of Helpline Humanity			
126	Impact Assessment of Water Irrigation System	Hindalco Industries Ltd.	Renukoot	Uttar Pradesh
127	Study on Project Akshay Ghaat: Land & Water Management Practices of Hindalco MAHAN Unit	Hindalco Industries Ltd.	Singrauli	Madhya Pradesh
128	Designing HR Policy for HIVE India	Hive India	Kolkata	West Bengal
129	Drafting of Financial Policy, Brochure and Pitch Deck for Hive India	Hive India	Kolkata	West Bengal
130	Awareness Generation: Financial Literacy Amongst Students and Arranging Financial Aid for Leprosy Patients	Hope Foundation	New Delhi	NCT of Delhi
131	Impact Assessment of CSR Activities & Study of Issues Faced by SHGs	HPCL-Mittal Energy Limited (HMEL)	Bathinda (Bhatinda)	Punjab
132	Understanding and Facilitating Various Operations of Childline	Human Unity Movement	Lucknow	Uttar Pradesh
133	Social Media Awareness Campaign for Humankind and Elderly Care	Humankind	Ahmedabad	Gujarat
134	Collating and Updating HR and Finance Manual	Hyderabad Council of Women Welfare	Hyderabad	Telangana
135	Comparative Analysis: Home Based Enterprises and Commercial Set-up Businesses	Idea Foundation	Pune	Maharashtra
136	Promotional Video Creation: Amhi Parivartak Programme	Idea Foundation	Pune	Maharashtra
137	Teaching and Students Assessment Support for IIFL Foundation	IIFL Foundation	Ajmer	Rajasthan
138	Content Development: Case Study, Project Reports, Annual Report of the NGO	I-India	Jaipur	Rajasthan
139	Fundraising for Project Dignity and Research	Indian Development Foundation (IDF)	Bengaluru	Karnataka
140	Research Report: Scaling-back of CSR Programmes due to Covid-19; and Analysis of Sustainable Development of Villages	Indian Development Foundation (IDF)	Hyderabad	Telangana
141	Understanding State Government Schemes and	Indian Financial Literacy Initiative (IFLI)	Vashi	Maharashtra

	Facilitating Financial Literacy project			
142	Developing Unique Fundraising Campaign Ideas for Income Generation Through Sale of IICP Products	Indian Institute of Cerebral Palsy (IICP)	Kolkata	West Bengal
143	Inclusive Education for Specially Abled Children and Event Management	Indian National Portage Association (INPA)	Chandigarh	Chandigarh
144	Secondary Research on Leaders for Quality Education and Growth	Indian school of Democracy	New Delhi	NCT of Delhi
145	Study of Bal Sanrakshshan Abhiyaan (BSA)	Jan Sahas Social Development Society	Bhopal	Madhya Pradesh
146	Facilitating NGO Activities in the Area of Nutrition & Pre-Education	Jan Sahas Social Development Society	Damoh	Madhya Pradesh
147	Study on Initiatives of Jan Sahas Social Development Society	Jan Sahas Social Development Society	Indore, Mandsaur	Madhya Pradesh
148	Reduction of Crime Against Children and Upliftment of Adolescent Girls Under Kishori Balika Programme	Jan Sahas Social Development Society	Khargone	Madhya Pradesh
149	Branding & Marketing of NGO Activities	Janhit Foundation	Meerut	Uttar Pradesh
150	Children Profiling & Capacity Building of Childline Staff	Jatan Sansthan	Rajsamand	Rajasthan
151	Examination & Gap Analysis of Jeevan Asha's Operations	Jeevan Asha Charitable Society	Thane	Maharashtra
152	Organizing Training Under PM Formalization of Micro Food Processing Enterprises (PM FME) Scheme	Kancharala Foundation	Kandukuru	Andhra Pradesh
153	Project Analysis and Designing Strategy for Efficient Management and Administration of Keshavsmruti Pratishthan	Keshavsmruti Pratishthan	Jalgaon	Maharashtra
154	Increasing Digital Reach of Khwahish	Khwahish	Udaipur	Uttarakhand
155	Digitization of Farmer's Database	Kisan Sanchar	Chandigarh, Karnal, Kurukshetra, Panchkula, Panipat, Rohtak, Zirakpur	Haryana
156	Designing Awareness Campaign: Prevention of Remote Area Girl Child Abuse	Kolkata Sukriti Foundation	Kolkata	West Bengal
157	Entrepreneurship Programme Development	Kotak Education Foundation	Mumbai (Deonar)	Maharashtra

158	Developing HR Strategy, Retirement & Succession planning & Employee satisfaction survey	Kotak Education Foundation	Mumbai (Deonar)	Maharashtra
159	Value Chain Analysis of Turmeric & Black Pepper	Kovel Foundation	Visakhapatnam	Andhra Pradesh
160	Strategizing on Enhancement of Operations of Enterprise Domain in Kshamata	Kshamata Transformation Centre	Thane	Maharashtra
161	Awareness Generation: Education and Job Opportunities for Tribal Communities in Badlapur	Lakshya Foundation	Badlapur	Maharashtra
162	Designing MIS for the Organization's Operations and Financial Data	Lifesupporters Institute of Health Sciences (LIHS)	Mumbai (Bandra)	Maharashtra
163	Enabling Sustainable Distribution Channels for Handmade Product	Light of Life Trust	Mumbai (Bandra)	Maharashtra
164	Financial and Digital Literacy Programme	Literacy India	Gurugram	Haryana
165	Student Feedback, Case Study Documentation, and Conducting Functional Literacy Classes	Literacy India	Kolkata	West Bengal
166	Imparting Education and Data Management at Literacy India	Literacy India	New Delhi	NCT of Delhi
167	Impact Assessment of Literacy India's Skill Development Programmes and Conducting Sessions on Digital Literacy, Education, and Life Skills for Children	Literacy India	Noida	Uttar Pradesh
168	Designing Posters: Child Vaccination Campaign, Research on Fundraising Platforms	Love Care Foundation	Ghaziabad	Uttar Pradesh
169	Fundraising and Increasing Social Media Reach of M. D. D. Bal Bhavan	M. D. D. Bal Bhavan	Karnal	Haryana
170	Donation Drive and Awareness Campaigns Activities by Madhuvan Foundation	Madhuvan Foundation	Anand	Gujarat
171	Designing Social Media Marketing Strategy and Fundraiser Campaign for Mahavir Foundation Trust	Mahavir International (Mahavir Foundation Trust)	Vadodara	Gujarat
172	Survey on Vaccination Project in Urban Slums of Hyderabad and Uploading Findings to the	Mahita	Hyderabad	Telangana

	VacIT App Created by Azim Premji Foundation.			
173	Make A Wish: Digital & Social Media Marketing	Make-A-Wish Foundation of India	Ahmedabad, Bengaluru, Chennai, Hyderabad, Mumbai, New Delhi	Gujarat, Karnataka, Tamil Nadu, Telangana, Maharashtra, NCT of Delhi
174	Boosting Organic Traffic via Web Optimization of Make-a-Wish Website	Make-A-Wish Foundation of India	Bengaluru	Karnataka
175	Donor and Procurement Management System Integration in Salesforce	Make-A-Wish Foundation of India	Hyderabad, Mumbai	Telangana
176	Developing Marketing Strategy for Mangalam Charitable Foundation	Mangalam Charitable Foundation	Kharghar	Maharashtra
177	Fundraising & Marketing for Mann Collaboration Model	Mann - Center for Individuals with Special Needs	Mumbai (Vile Parle)	Maharashtra
178	Anti Tobacco Campaign: Online Film-Making Competition	MAYA - Movement for Alternatives and Youth Awareness	Bengaluru	Karnataka
179	Micro-Entrepreneurship in Health: Partnering with Educational Institutions	MAYA - Movement for Alternatives and Youth Awareness	Bengaluru	Karnataka
180	Impact Assessment & Sustainability Projects for MECON Ltd.	MECON Limited	Ranchi	Jharkhand
181	Mobilization of District Resource Groups for the 'Girl Icon' and 'Uttar Pradesh Coalition to Empower Girls (UPCEG)' Programmes	Milaan: Be the Change	Lucknow	Uttar Pradesh
182	Case Study: Impact of Mumbai Mobile Crèches (MMC) on Personal and Professional Life of Alumni	Mumbai Mobile Crèches	Mumbai (Colaba)	Maharashtra
183	ICMR Research Case Study: Developmental Age Patterns for Children in four Regions (Rustomji, Patlipada, Pendhar, Taloja)	Mumbai Mobile Crèches	Mumbai (Colaba)	Maharashtra
184	Case Study of Muskaan PAEPID's Service Models	Muskaan	New Delhi	NCT of Delhi
185	Improving Operational Efficiency of Muskan Foundation and Increase Awareness Towards People	Muskan Foundation for People with Multiple Disabilities	Mumbai (Bandra)	Maharashtra

	with Multiple Disabilities & Vision Impairments (MDVI)			
186	Developing Strategy for Effective Project Implementation	NALCO Foundation	Damanjodi	Odisha
187	Study and Execution of the Health and Sanitation Interventions under CSR	National Aluminium Co. Ltd. (NALCO)	Nalco Nagar, Angul	Odisha
188	Digitization and Awareness Generation about PM Svanidhi Scheme	National Association of Street Vendors of India (NASVI) / Nidan MFI	Patna	Bihar
189	Childline Outreach Programme for Protection of Adolescent Girls and Education	Nav Srishti	Faridabad	Haryana
190	Teaching Assistance and Awareness Campaign Execution at Chiguru Children's Village	Navjeevan Bala Bhavan Society	Vijayawada	Andhra Pradesh
191	Ideation of a Self-Sustaining Placement Cell	Navjeevan Trust	Rajkot	Gujarat
192	Awareness Campaign and Facilitating Activities of Childline and M-Mitra Maternity Helpline	Navjeevan World Peace & Research Foundation	Nashik	Maharashtra
193	Branding and Digital Marketing Campaign for Navjyoti India Foundation	Navjyoti India Foundation	New Delhi	NCT of Delhi
194	Branding & MIS at Skill & Entrepreneurship Development Institute (SEDI)	Navsarjan Trust	Surat	Gujarat
195	Improving Effectiveness of NESTAM's Programme	NESTAM	Narasaraopeta	Andhra Pradesh
196	Case Study of Dry Ration Distribution to Multiple Focus Groups During the 2 nd Wave of Covid-19	Nipun	New Delhi	NCT of Delhi
197	Developing Expansion Strategies for Nishkam Foundation	Nishkam Foundation	Sangariya	Rajasthan
198	Educational Training and Employment Opportunities Identification	Niveda Foundation	Noida	Uttar Pradesh
199	Awareness Generation: KisanGanga Agri Clinic and Scaling of SHG's Under KisanGanga Initiative	Northern Coalfields Limited	Singrauli	Madhya Pradesh
200	Content Creation for Social Media and Fundraising NEEV	Nurture Equality Education Vision (NEEV)	Indore	Madhya Pradesh

201	Content Development: Case Study, Volunteer Handbook, and Inventory Policy	Oscar Foundation	Colaba	Maharashtra
202	Social Media Marketing	Pahal	Jalandhar	Punjab
203	Social Media Management and Donation Drive in Sambal	Pahal Jan Sahyog Vikas Sansthan	Indore	Madhya Pradesh
204	Facilitating Mobile e-Literacy Education to Rural Communities and Setting up a Centralized Skills Training Center in Each Taluka	Panchavati Rural Development Society (Panchavati)	Hyderabad	Telangana
205	Process Development: Strengthening Accounting Procedure of PARD India	PARD India	Yernagudem	Andhra Pradesh
206	Developing Marketing Strategy for Agriculture, Livestock, and FPOs	Pradan	Chaibasa	Jharkhand
207	Content Development: Annual Report, Project Report and Social Media Marketing	Pragatee Foundation	Mumbai (Jui Nagar)	Maharashtra
208	Social Media Engagement; Awareness Campaign about Jal Jeevan Mission and Childline	Pragati Path	Jhansi	Uttar Pradesh
209	Facilitating Educational and Skill Development Activities Under Prakashdeep Trust	Prakash Deep Trust (Prakashdeep)	Faridabad	Haryana
210	Fundraising and Social Media Marketing for Prangan Foundation's Project Chanchalman	Prangan Foundation	Dombivali	Maharashtra
211	Survey of Handicapped Children in Vulnerable (slum) areas	Pratham Education Foundation	Nariman Point	Maharashtra
212	Concept Note for 'Study on the Impact of Covid-19 Pandemic on School Dropouts Among Tribal Children in Odisha' and Drafting Quarterly Progress Reports	Pratham Education Foundation	New Delhi	NCT of Delhi
213	Drafting State-Specific Concept Notes for Pratham's Science Centers to Raise Funds from Potential Donors	Pratham Education Foundation	New Delhi	NCT of Delhi
214	Policy Mapping of the Early Years Education Continuum with the NEP, NIPUN and NECCE Frameworks and Data Analysis	Pratham Education Foundation	New Delhi	NCT of Delhi

215	Redesigning Website and Drafting Case Study for Pratham Education Foundation	Pratham Education Foundation	New Delhi	NCT of Delhi
216	Research on ECCE Institutions in all States in India under NEP 2020	Pratham Education Foundation	New Delhi	NCT of Delhi
217	Rural Immersion: A 23 Days Journey in Kutch	Prayas- Sustainable Development	Ahmedabad	Gujarat
218	Training of NREGA and Health Interventions in Chittorgarh	Prayas- Sustainable Development	Chittorgarh	Rajasthan
219	Alumni Engagement Proposal	Prayasam	Kolkata	West Bengal
220	Project Management for Women Sanitation and Hygiene (WOSH) programme	Prerna Social Development and Welfare Society	New Delhi	NCT of Delhi
221	Fundraising Strategies and CSR Database for Fundraising	Protsahan India Foundation	New Delhi	NCT of Delhi
222	Facilitating IET4E-Sustainable Employability Programme, Covid-19 Awareness Campaign and Elementary Education Programme	Right Track	Kolkata	West Bengal
223	Teaching and Skill Development Activities for Underprivileged Students at Faridabad	Roshni Educational Society	Faridabad	Haryana
224	Study on Urban Waste Management and Waste Recycling	RUR GreenLife Private Limited	Mumbai (Mahim)	Maharashtra
225	Feasibility and Cost Analysis for Implementation of Smart Classes	Rural Development Society	Bankura	West Bengal
226	Developing Database for CSR Funding and Roadmap for Social Media Marketing	Saadhya Trust	Hosapete	Karnataka
227	Social Media Marketing Strategy	Sahara	Hyderabad	Telangana
228	Study on Self Help Group - A Keystone of Microfinance in Rural Areas and Contribute to Poverty Reduction	Sahara Manch	Shivpuri	Madhya Pradesh
229	Supporting Skill Development Activities Organized by Sahiti Charitable Trust	Sahiti Charitable Trust	Rajahmundry	Andhra Pradesh
230	Scaling up the Functional Capability of Sahyadri	Sahyadri Foundation	Nagpur	Maharashtra
231	Personality and Skill Development for Youth, Women and Children	Sahyog - care for you	New Delhi	NCT of Delhi

232	Case Study Documentation for Orphanage, Old Age Home and Mid-Day Meals Plan	Sai Educational Rural and Urban Development Society (SERUDS)	Kurnool	Andhra Pradesh
233	Enhancing Visibility of Sakaar Outreach for Funds Generation	Sakaar Outreach	New Delhi	NCT of Delhi
234	PACE Education for Girls: Documenting Success Stories	SAKAR	Bareilly	Uttar Pradesh
235	Skill Development: Financial Literacy	Salaam Bombay Foundation	Mumbai (Andheri, Colaba, Goregaon, Nariman Point)	Maharashtra
236	Skill Development: Financial Literacy	Salaam Bombay Foundation	Bengaluru, Jaipur, Kolkata, Pune	Karnataka, Rajasthan, West Bengal, Maharashtra
237	Awareness Generation: Childline Helpline Project & 'Beti Bachao Beti Padhao' Rally	Samaj Kalyan Evam Vikas Adhyayan Kendra (SEVAK)	Pilibhit	Uttar Pradesh
238	Functioning of Healthcare Department at Samaritan Help Mission	Samaritan Help Mission	Howrah	West Bengal
239	Financial Literacy for Women's Empowerment	Samerth Charitable Trust	Ahmedabad	Gujarat
240	Study of the Psychological, Social, and Economic Impact of Covid-19 on Youth	Samruddhi A Workskills Training Academy Foundation Society (Samruddhi - A WTA Foundation)	Nagpur	Maharashtra
241	Social Media Management and Fundraising for Sankalp	Sankalp	Jamshedpur	Jharkhand
242	Understanding Child Immunization and its Governing Strategies in Uttar Pradesh	Sarathi Development Foundation	Lucknow	Uttar Pradesh
243	Support for Integrated Watershed Management and 'Right to Survival' Projects	Savera Foundation	Telaiya	Jharkhand
244	Optimizing the Website of Sense International India	Sense International India	Ahmedabad	Gujarat
245	Crowdfunding Platform Analysis and Website Development	Sense International India	Bengaluru	Karnataka
246	Evaluation of Volunteer Programme at Seva Mandir	Seva Mandir	Udaipur	Rajasthan
247	Module Creation: Health and Nutrition Planning	Seva Mandir	Udaipur	Rajasthan
248	Creation of Newsletter Template for Seva Sahayog Foundation	Seva Sahayog Foundation	Nerul	Maharashtra

249	Improving Digital Footprint for Seva Sahayog Foundation	Seva Sahayog Foundation	Panvel	Maharashtra
250	Content Creation, Video, and Repository Making for the Projects in Rural Areas of the Palghar District	Seva Sahayog Foundation	Thane	Maharashtra
251	Study on Malnourishment Issues in South Gujarat	Shakti Foundation	Surat	Gujarat
252	Feasibility Study and Analysis of Bamboo Industry	Shikhar Yuva Manch (SYM)	Bilaspur	Chhattisgarh
253	Assessing Competencies of SHGs in Terms of Microfinancing Opportunities for WASH	Shramik Bharti	Kanpur	Uttar Pradesh
254	Designing Marketing Plan for Handicraft Products of SHGs	Shrimad Rajchandra Love and Care (SRLC)	Ahmedabad	Gujarat
255	Research on Samagra Shiksha Abhiyan: Vocational Education Systems	Shrimad Rajchandra Love and Care (SRLC)	Ahmedabad	Gujarat
256	Organizational Analysis - Shrimati Malati Dahanukar Trust	Shrimati Malati Dahanukar Trust	Shrirampur	Maharashtra
257	Revamping HR Policies for Shrujan - Living and Learning Design Center (LLDC)	Shrujan - Living and Learning Design Center (LLDC)	Bhuj	Gujarat
258	Digital Marketing and Website Development	Shubham India	Muzaffarpur	Bihar
259	Research on 'Shaladarpan' Database Management Application used by Government Schools in Rajasthan	Shubhashraya Foundation	Kota	Rajasthan
260	Teaching Support in Online and Offline Classes under STeP Programme and MIS Updation	Smile Foundation	Kolkata	West Bengal
261	Database Management: Artisan's and Civic Bodies	Smt. Saraswati Devi Memorial Educational & Welfare Society (SDMEWS)	Hoshiarpur	Punjab
262	Bakery Business: Cost-Benefit Analysis	Sneh Sampada Vidhyalaya	Bhilai	Chhattisgarh
263	Creating Framework for Child Education	Social Action and Research Centre (SARC)/Women's Empowerment Center	Varanasi	Uttar Pradesh

264	Studying and Facilitating SAMPARC Initiatives	Social Action For Manpower Creation (SAMPARC)	Alibag	Maharashtra
265	Designing and Executing Strategy for Employee Assessment, and Conflict Management	Social and Development Research and Action Group (SADRAG)	Noida	Uttar Pradesh
266	Data Analysis: Childline Activities by SEEDS	Social Educational and Economic Development Society (SEEDS)	Guntur	Andhra Pradesh
267	Study on Urban Slum Project and Facilitating Operations of the Department	Social Justice & Welfare Department	Gangtok, Singtam	Sikkim
268	Study on Community Based Rehabilitation (CBR) of PwD of Tribals	Society for Action in Disability and Health Awareness (SADHANA)	Julka(Mayurbhanj)	Odisha
269	Survey on the Prevalence of the Weaning Processes	Society For Participatory Research Through Education And Development (SPRED)	Jhunjhunu	Rajasthan
270	Case Study on SPECTRA supported SHGs and execution of the field projects	Society for Public Education, Cultural Training and Rural Action (SPECTRA)	Alwar	Rajasthan
271	Portal for Marketing & Selling of Crafts Made by Deaf and Blind Students	Society for Welfare of The Handicapped	Patiala	Punjab
272	Digital Marketing and Content Development for Fundraising	Spandan Holistic Institute (M.B. Barvalia Foundation)	Ghatkopar	Maharashtra
273	Increasing Social Media Awareness of Sparsh Balgram	Sparsh Balgram	Pune	Maharashtra
274	Digitization and Sales Data Analysis of Clean Water by Spring Health in Villages of Abhimanpur, Gania and Gurujang	Spring Health	Bhubaneswar	Odisha
275	Facilitation of Organizational Activities and Inauguration of New Girl's Home	Sri Arunodayam Charitable Trust	Chennai	Tamil Nadu
276	Social Media Strategy for Sshrishti Jagriti Foundation	Sshrishti Trust	New Delhi	NCT of Delhi
277	Benchmarking and Developing a Comprehensive CSR Branding Strategy for SAIL-BSL	Steel Authority of India Limited (SAIL)	Bokaro	Jharkhand

278	Website Creation and fund raising for Stop Child Abuse Now (SCAN-Goa)	Stop Child Abuse Now (SCAN-Goa)	Panjim	Goa
279	Case Study Documentation of 'I Learn I Earn' Campaign & Facilitating Collaborations at Sujaya Foundation	Sujaya Foundation	Mumbai (Bandra)	Maharashtra
280	Research on Svaastika Volunteer Induction Programme and Action plan for Global Corporate Leaders (GCL) Initiative	Svaastika	Thiruvananthapuram (Trivandrum)	Kerala
281	Examining the Impact of Loss of Learning Phenomenon Among Students	Swadhar IDWC	Pune	Maharashtra
282	Corpus Projection, Financial Forecasting and Inventory Management for Swami Brahmanand Pratishthan	Swami Brahmanand Pratishthan	CBD Belapur	Maharashtra
283	Awareness Generation: Outreach and Drop-In Centre (ODIC), Tapovan Rehabilitation Center	Tapovan Trust	Sri Ganganagar	Rajasthan
284	Database Creation for CSR Funding and Auditing CSR Compliances	Tara Sansthan	Udaipur	Rajasthan
285	Study on Rural Drinking Water Distribution	Tata Steel Rural Development Society	Ghatotand	Jharkhand
286	Facilitating Project Manager's Health-Welfare and Recruitment Activities	Teach For India	Mumbai (Vikhroli)	Maharashtra
287	WOOPIE (Way out of Poverty is Education): Life skills Through Sports	Tender Heart NGO	Faridabad	Haryana
288	Research and Curriculum Building	The Akanksha Foundation	Mumbai (Chinchpokli), Pune	Maharashtra
289	Project Support for Afforestation, Herbal Research, and Homestay interventions	The Alaknanda Ghati Shilpi Federation (Aagaas Federation)	Chamoli	Uttarakhand
290	Spreading Awareness about Women's Menstrual Health	The Girl Foundation	Hyderabad	Telangana
291	Survey for Increasing School Enrollment of the Underprivileged Kids; Fundraising Campaign; and Social Media Marketing	The Mothers Foundation	Agra	Uttar Pradesh
292	Skill Development: Entrepreneurship	Tomorrow's Foundation [Partner NGO of Salaam Bombay Foundation]	Kolkata	West Bengal

293	Market Research: New initiatives at Triveni Group's CSR (Vocational Training for Enhancing Students' Employability)	Triveni Group	Khatauli	Uttar Pradesh
294	Database Creation: CSR and Universities for expanding the NGO's global digital presence	Udayan Care Trust	New Delhi	NCT of Delhi
295	Risk Management & Mitigation System for Udayan Care	Udayan Care Trust	New Delhi	NCT of Delhi
296	Event Management: Udgam Women Achievers Award	Udgam Charitable Trust	Gandhinagar	Gujarat
297	Process Development and Digital Marketing Support	Uma Educational & Technical Society	Kakinada	Andhra Pradesh
298	Designing Inventory Management System, Financial Analysis, and Supporting Educational Activities at Umang	Umang	Jaipur	Rajasthan
299	Social Media Marketing and Drafting Sponsorship Proposals	Umang Charitable Trust	Mumbai (Borivali)	Maharashtra
300	Designing UPAY Fellowship Programme	Underprivileged Advancement by Youth (UPAY)	Gurugram	Haryana
301	Studying Environment Projects of United Ways of Bangalore	United Ways of Bangalore	Bengaluru	Karnataka
302	Case Study Documentation and Facilitation of Open Shelter Project of UTHAN	Urban Tribal and Hill Advancement Society (UTHAN)	Dharmashala	Himachal Pradesh
303	Designing & Documentation of Quarterly Newsletter and the Annual Report	VIDYA	Gurugram	Haryana
304	Designing HR Policies and HR Database Management	VIDYA	Gurugram	Haryana
305	Curriculum Designing at VIDYA Mumbai	VIDYA Mumbai	Mumbai (Powai)	Maharashtra
306	Drafting Annual Report and Programme SOP	VIDYA Mumbai	Mumbai (Powai)	Maharashtra
307	PAN Vidya Tech Fest and Document Creation for Flagship Programme: Digital Empowerment Programme	VIDYA Mumbai	Mumbai (Powai)	Maharashtra
308	Research on Potential Partners and Process for Partnering	VIDYA Mumbai	Mumbai (Powai)	Maharashtra
309	Vidya Beyond School: Data Visualization	VIDYA Mumbai	Mumbai (Powai)	Maharashtra
310	Social Media Campaign for Vidyaramb	Vidyaramb	Chennai	Tamil Nadu

311	HRMS Development and Joint Livelihood Project Evaluation	Vikas Sahyog Pratishthan	Mumbai (Goregaon)	Maharashtra
312	Developing Strategies for Digital Marketing and Fundraising	Vikash	Bhubaneswar	Odisha
313	Social Media Promotion of Dhvani Project and Balwadi-Early Intervention programme	Vipla Foundation (Earlier-Save the Children India)	Mumbai (Bandra)	Maharashtra
314	Promotion of Women Empowerment and Children's Education	VISHVODAYAA Trust	Chennai	Tamil Nadu
315	Skill Development and Inclusive Education for the Differently Abled Children	VISHWAS- Vision for Health Welfare and Special Needs	Gurugram	Haryana
316	Study on Vishwa's Training Programme and Government Schemes for Community Based Rehabilitation programme	VISHWAS- Vision for Health Welfare and Special Needs	Gurugram	Haryana
317	Enhancing Social Media Presence of Waste Warriors	Waste Warriors	Dehradun	Uttarakhand
318	Digital Marketing and Strategic Planning for an Insurance Service Offered by Welfare Services Ernakulam	Welfare Services Ernakulam	Kochi	Kerala
319	Redesigning Sponsorship Process for Adoption Cell & Content Creation for Awareness Generation	Women and Child Development Department (WCD)	Hisar	Haryana
320	Branding and Content Development for Fundraising through CSR	Women in Need Given Support (WINGS) Foundation	Mumbai (Vasai)	Maharashtra
321	Strengthening Library Management at the YUVA Center	Youth for Unity and Voluntary Action (YUVA)	Mumbai (Kharghar)	Maharashtra
322	Study on Indian Blue Collar Job Market	Yuva Parivartan Institute of Skill Development [Kherwadi Social Welfare Association (KSWA)]	Mumbai (Bandra)	Maharashtra

Annexure VIII

Fig. 8.2 Student's Unique Contribution: Word Cloud



To create the the above word cloud data was directly cleaned in JMP based on the frequency of repeated words. Specific top phrases were added to the word column. Fig. 2 created on the basis of student feedback highlights that student's unique contributions were mainly in the area of data creation for social media and website development. They contributed towards child development by identifying government schemes, designing modules, and undertaking research. They also gave recommendations to their internship organizations about their business plans and reports and helped with fundraising.

Annexure IX

We Care Timeline

Internship Execution: Schedule of Tasks	Timeline	April	May	June	July	August	September	October	November	December	January	February	March	April
Planning														
Designing We Care Guidelines for SRB	April 14 to 16, 2021													
Initial Planning	May 03 to June 08, 2021													
Pre internship activities														
Sourcing internship organizations	May 04, 2021 to January 19, 2022													
We Care Orientation Workshops	June 23 to 28, 2021													
Collating student details	June 23 to July 07, 2021													
We Care Code of Conduct/ Reporting Guidelines: Designing & Disseminating	June 23 to December 23, 2021													
Sourcing students' CVs	July 07 to September 02, 2021													
Placement process	July 07, 2021 to January 31, 2022													
Appointment of Faculty Mentors	November 29 to December 10, 2021													
Internship execution	January 31 to February 23, 2022													
Post internship activities:														
Feedback from organizations	February 19 to March 27, 2022													
Feedback from students	February 21 to March 3, 2022													
Post internship assessment	February 28 to April 02, 2022													

Annexure X

We Care 2021-22

Impact: Students' Perspective

"We thank you for this wonderful opportunity of letting us work for I-India. We learned about how I-India functions and its organizational structure from this internship. Through the case studies that we read and translated, we learned about children's problems across the country and how I-India's team helped select beneficiaries. We also learned about the 1098 helpline number and the efforts behind rescuing the children. Despite all the challenges, I-India continues to operate Childline, which is inspiring."

- Mr. Chirag Khatri, on behalf of the team placed with the Indian Institute of Data Interpretation & Analysis (I-India), Jaipur (Rajasthan)

"We worked on two projects during our internship with Shubhashraya Foundation located at Kota, Rajasthan. We want to thank our college faculty mentor and organization mentors for their support and guidance throughout the internship. We are filled with gratitude and empathy after working on the projects which helped us develop different perspectives and work to create a sustainable impact."

- Ms. Pooja Khandelwal & Mr. Divyansh Gupta placed with Shubhashraya Foundation, Kota (Rajasthan)

"This internship inspired us to work in domains outside our comfort zone and was a great learning experience. We thank you (Ms. Therese George, Organizational Mentor) for your support throughout the internship."

- Mr. Jay Maradiya, on behalf of the team placed with Muskan Foundation for People with Multiple Disabilities, Bandra, Mumbai (Maharashtra)

"Team Khwaahish, thank you for giving me this opportunity to work at your organization. My experience with the NGO was very fulfilling, and it gave me a new perspective and has made me a more grateful, sensitive, and kind person. Almost every day was a new experience. I wish Team Khwaahish all the best for all the future endeavors."

- Ms. Devisha Mehrotra placed with Khwahish, Kashipur (Uttarakhand)

"I hope the resources I shared during the We Care Internship with ESAF India will be a valuable asset for the Balajyothi Project- both its students and staff. I would also like to take this opportunity to thank you (Mr. Ullas Scaria, Organizational Mentor) and the entire Balajyiothi team for being so welcoming and encouraging. My interaction with you and the team was exciting and eye-opening, and I learned a lot through the experience. I hope to meet you soon in Thrissur."

- Mr. Ashis Santhosh, placed with ESAF India, Karunagappalli (Kerala)

"We would like to thank you (Mr. Abhishek Kishore, Organizational Mentor) for allowing us to work with ANK and help contribute to your organization's good work over the years. We have gained invaluable insights and learnings on multiple aspects ranging from impact assessment of

CSR projects to demand estimation, research, and strategy formulation for the field of rural tourism. Your guidance and constant feedback helped us learn and improve.”

- Mr. Anand Krishnan, on behalf of the team placed with ANK India, New Delhi

“We sincerely thank you (Mr. Waseem Iqbal, Organizational Mentor) for providing us with the opportunity to work with you and your team. We got great exposure to the situation and needs of underprivileged children and women. Similarly, we got relevant exposures, like working for the "Hope on Wheels" campaign. The experience that we gathered during these 24 days will be definitely helpful in the future.”

- Mr. Srinivas R Baliga, on behalf of the team placed with Aim for the Awareness of Society (AAS), Indore (Madhya Pradesh)

“I found the internship extremely engaging and rewarding in its entire process. Everyone was supportive and helpful, from the faculty mentor to the organizational mentor. Class representatives of We Care were also there to help us out if and when needed. All in all had an enriching experience.”

- Argha Das, placed with Angel India Foundation, Kolkata (West Bengal)

“It is a well-designed program which helps students to get a better understanding of the developmental sector. It worked perfectly fine for me.”

- Archit Sharma, placed at Samerth Charitable Trust, Ahmedabad (Gujarat)

“The programme was pulled off very well. The division POCs were very thorough, and they did a good job. No improvement is needed. Everything was very smooth.”

- Keshav Makker, placed at Udayan Care Trust, New Delhi (NCT of Delhi)

“It was a smooth experience overall regarding induction, introduction, setting expectations, allotment, and work monitoring. At the same time, we were also informed about the reason and overall outcome of our work. This created a sense of purpose while doing it.”

- Himanshu Pathak, placed at Mumbai Mobile Crèches, Colaba (Maharashtra)

“It was indeed a great learning experience and an eye-opener for us to see the different conditions of children. We got to understand how an organization takes steps to make a change in society. Interacting with the people in the NGO gave us awareness and a unique learning experience. The various social media marketing tools will also be helpful during our MBA journey.”

- Vignesh Mahalingam and T.D. Sadanand, placed at Vidyaramb, Chennai (Tamil Nadu)

“I thank We Care for giving me this opportunity to work at the grassroots level for a cause. It was my first-of-a-kind experience, and the administration's procedure was appreciable. There was proper communication at every stage of the internship”.

- Pranjal Gupta, placed at Childhood Enhancement through Training and Action (CHETNA), Lucknow (Uttar Pradesh)

Annexure XI

We Care 2021-22

Impact: Organizations' Perspective

"It was a pleasure having Mr. Vasu, Ms. Aastha, and Mr. Vaibhav with us. For our students, the interaction with the team was very beneficial. They not only learned a lot of new things but also were able to put what they learned to practice. Overall, it was an enriching experience for all of us. Many thanks to the interns and the great Organization you represented."

- Dr. Savita Datt, Founder & Managing Trustee, Prakashdeep, Faridabad (Haryana)

"All the five interns of We Care (School of Business Management, NMIMS) of the internship 2022 performed the assigned tasks with a lot of finesse and professionalism. They exceeded INPA's and undersigned's expectations, despite the exceptional circumstances of the current pandemic. We were delighted with their level of performance. For the past several years, the contribution made by SBM interns has been amazing. It deserves applause and appreciation. I highly recommend the students of SBM, NMIMS to any future employers or volunteer organizations without reservations."

- Dr. Tehal Kohli, President, Indian National Portage Association (INPA), Chandigarh

"We are satisfied with the performance of Ms. Kanchan Singh. Also, with her way of working and understanding of work. Her creativity and presentation are awesome. We wish her lots of love, happiness, and success in her future. We also want to give a vote of thanks to We Care and look forward to placing more interns and volunteers."

- Ms. Pankhuri Mishra, President, Nurture Equality Education Vision (NEEV), Indore (Madhya Pradesh)

"We appreciate the work Mr. Ashis Santhosh has done for us! The career guidance document and the staff training materials will benefit our ESAF-Balajyothe Project. The communication strategies which were shared in his material will be incorporated into our future interactions with the children of the Balajyothe Project. We will distribute the Career Guidance document in all our Balajyothe clubs so that children can better understand their career opportunities and select the best career options. I acknowledge his hard work, professionalism, and punctuality during your internship with us. We wish him all success in his career."

- Mr. Ullas P. Scaria, Senior Manager - ECYD-Urban initiatives, ESAF India, Karunagappally (Kerala)

"I am elated to share that Ms. Priyanshi Tomar has successfully completed the first week of internship with ChildLine, Solan. During this period, she studied the partnership models and was sent on a spot visit to provide medical supplies to children. She also helped in the formulation of weekly reports for the Organization. The team feels that her performance has been excellent, and she has shown commitment and hard work. The intern has been assessed on the following success parameters: Rated Good on - Attendance and Punctuality, Rated Excellent on - Ethical Behavior and Professionalism, Motivation and Initiative, Communication Skills, Quality of work, and Adaptability."

- Interim feedback by Ms. Anita Sharma, District Coordinator, CHILDLINE, Solan (Himachal Pradesh)

“Kaushal Gholap is a sincere candidate. He has shown openness and readiness to take up any tasks. He has given us a few leads for placements of the students, one of our project's primary objectives. He has also created a template for reporting purposes to help the project create annual reports. He has also created a coffee table booklet for the 'I Learn- I Earn' project. He also conducted a session on financial literacy for underprivileged youth that gave them an insight into savings and planning. He also helped the Organization in creating social media posts”.

- Aditi Kamat, Head of ELP department, Sujaya Foundation, Mumbai (Maharashtra)

“The interns placed with Muskaan - PAEPID displayed utter professionalism in their conduct and while performing the assigned tasks. They were willing to take up the assigned project and adapted very well to the Muskaan environment. We had no issues with their conduct or work. We wish them very best for their future endeavours.”

- Ms. Namrata Sujanani, Project Manager, Muskaan, New Delhi

“We value the work that NMIMS is doing in the We Care Internship Program. We think that it is going in the right direction.”

- Mr. Alok Dwivedi, Sr. Program Lead (North), Agastya International Foundation, Gurugram

“We Care is an excellent initiative of the institution to keep our young minds rooted in the societal development apart from their professional growth.”

- Ms. Jackline Sangeetha G, Impact Assessment Team, Agastya International Chennai

“Each of the five students who did the internship at our institute did the whole process very sincerely. From the beginning of their internship programme to their project implementation, they have worked beautifully in our Organization.”






- Ms. Mili Dutta, Child In Need Institute (CINI), Siliguri (West Bengal)




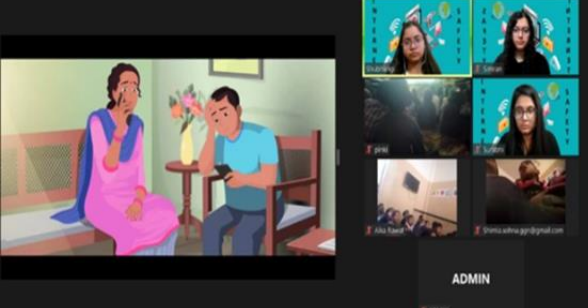


“The assignment given was on youth engagement for protecting youth from tobacco and other harmful substances. The outputs from the assignment will be instrumental in the activities we carry out. Cherisma R and Rishab Menon V have a good understanding of the project and have been open to feedback and suggestions.”

- Ms. Rekha, MAYA - Movement for Alternatives and Youth Awareness, Bengaluru (Karnataka)

Annexure XII

We Care 2022: Glimpses

	
<p>Arsh Gupta organized Basant Panchami celebration at UTHAN, Dharamshala (Himachal Pradesh)</p>	<p>Arsh Gupta facilitated Child Rehabilitation Workshop conducted by UTHAN, Dharamshala (Himachal Pradesh)</p>
	
<p>Surabhi, at Global Hunt Foundation, New Delhi teaches how to perform various yoga asanas to the students of Parivartan Schools located in Sohna and Badshahpur</p>	<p>Simran Sarin, at Global Hunt Foundation, New Delhi, delivering a session on “Empathy: Storytelling and completion” in Parivatan Schools (Sohna and Badshahpur)</p>
	
<p>Shubhangi, placed with Global Hunt Foundation, New Delhi, delivering a session</p>	<p>Surabhi, placed with Global Hunt Foundation, New Delhi, explaining “Dining</p>

<p>on “Road Safety Tips” in Parivartan Schools (Sohna and Badshahpur)</p>	<p>manners” to the students of Parivartan Schools (Sohna and Badshahpur)</p>
	
<p>Shubhangi, placed with Global Hunt Foundation, New Delhi, giving students of Parivartan Schools (Sohna and Badshahpur) and Aarohan NGO tips on “COVID-19 Precautions”</p>	<p>Surabhi, placed with Global Hunt Foundation, New Delhi, showcasing steps to make Beautiful Art & Craft Decorations to the students of Parivartan Schools (Sohna and Badshahpur)</p>
	
<p>Simran Sarin, placed with Global Hunt Foundation, New Delhi, delivering a session on “First Aid Tips” to the students of Parivartan Schools (Sohna and Badshahpur)</p>	<p>Shubhangi, placed with Global Hunt Foundation, New Delhi, giving some tips to follow for maintaining “Internet Safety” to the students of Parivartan Schools (Sohna and Badshahpur)</p>
	
<p>Shrikant Kasar, intern with Navjeevan World Peace & Research Foundation, Nashik (Maharashtra), distributed Childline Posters to the ASHA workers and at the Civil Hospital in Nashik during the Childline awareness campaign</p>	



Interns placed with Savera Foundation interacted with the marginalized community at Gopalpur Village in Navada, Bihar, for identifying livelihood support



Interns placed with Citizens Foundation, Ranchi (Jharkhand) actively participated in the “For You” donation drive organized by the NGO to uplift the people in underdeveloped areas

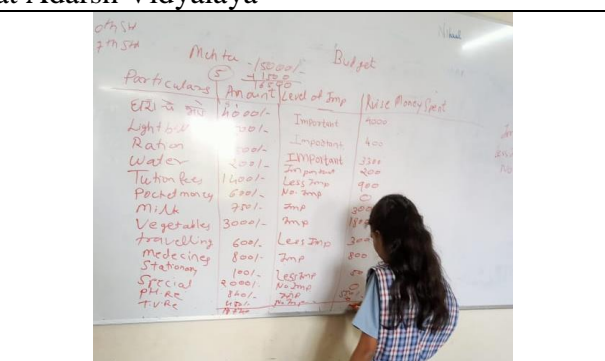


Nihaal Gujaria , placed with SBF, at Navpada School Mumbai, Maharashtra conducting a session on Budgeting

Nihaal Gujaria, placed with SBF, Mumbai (Maharashtra) conducting a session on Investments at Navpada School

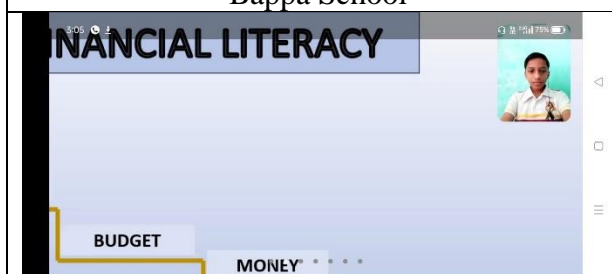


Harshill Lulla, placed with SBF, Mumbai (Maharashtra) conducting session on Smart Goal Setting and Banking at Adarsh Vidyalaya

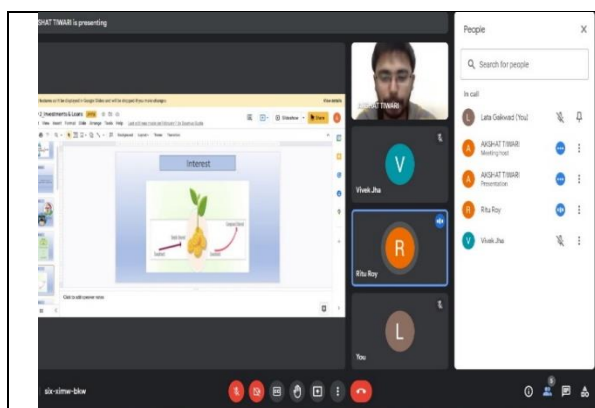


Divyesh Sagar along with Ms. Lata, staff member of SBF, Mumbai (Maharashtra) conducted session on Banking at Thakkar Bappa School

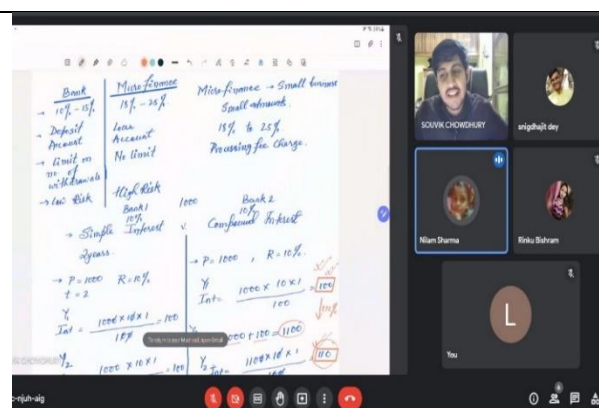
Student participation in the session on Budgeting at Thakkar Bappa School conducted by Divyesh Sagar along with the staff of SBF, Mumbai, Maharashtra



Rashi Agarwal, placed with SBF, Mumbai, Maharashtra conducting online sessions on Budgeting- Student is presenting and Smart Goal Setting



Financial Literacy Session on Interest Rates for children of Kolkata by Akshat Tiwari placed with Tomorrows Foundation a partner NGO of SBF, Kolkata in online mode



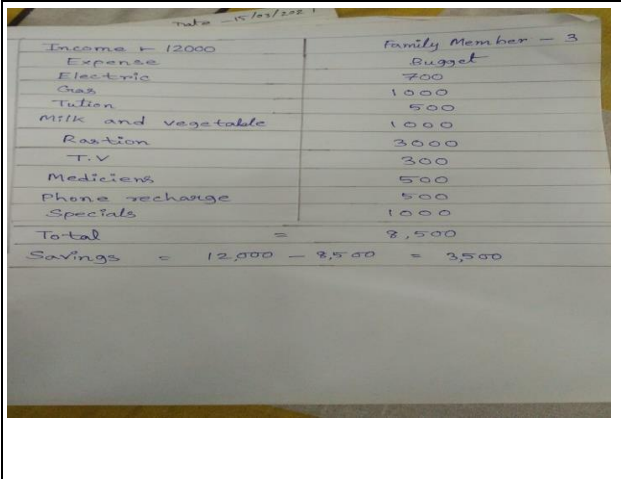
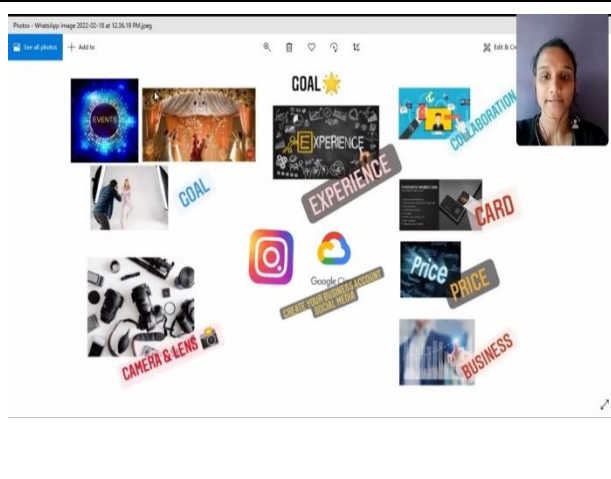
Entrepreneurship Literacy Session on Fundraising for children of Kolkata by Souvik Chowdhury placed with Tomorrows Foundation a partner NGO of SBF, Kolkata in online mode



Financial Literacy Session on Goal setting and Money Matters for children of Kolkata by Saumya Gupta placed with Tomorrows Foundation a partner NGO of SBF, Kolkata in online mode



Service card made by a student Divya Periasamy from Mumbai to promote and advertise her business who was mentored by Souvik Chowdhury placed with SBF, Mumbai in online mode

 <p>Income - 12000 Expense Electric 700 Gas 1000 Tuition 500 Milk and vegetable 1000 Ration 3000 T.V 300 Medicines 500 Phone recharge 500 Specials 1000 Total = 8,500 Savings = 12,000 - 8,500 = 3,500</p>	
<p>Budget sheet prepared by a student mentored by Saumya Gupta placed with Tomorrows Foundation a partner NGO of SBF at Kolkata in online mode.</p>	<p>Online presentation on business model made by a student beneficiary from Mumbai to promote and advertise her business. She was mentored by Souvik Chowdhury placed with SBF, Mumbai</p>