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We Care: Civic Engagement Internship Annual Report 2023-24

**Jasani Centre for
Social Entrepreneurship &
Sustainability Management,
School of Business Management,
NMIMS, Mumbai**

We Care: Civic Engagement Internship

Annual Report 2023-24

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We extend our heartfelt gratitude to the internship organizations for offering internship opportunities and guiding the students to experience social realities. Their efforts have helped our MBA students to examine the work undertaken by the Development Sector Organizations and inspired them to contribute to the cause of the marginalized sections of society.

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Despite facing various odds in the field our MBA students showed their perseverance in completing the internship. Some of them have made a significant impact through their small contributions. The testimonials shared by organizational mentors regarding our students' contribution are testimony to this. The support extended by all our students in completing the internship requirements is genuinely appreciated.

Last but not least, our thanks are due to Ms. Sushma Louis, Secretary, for always being ready to help us whenever required.

Dr. Meena Galliara

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Executive Summary

The We Care: Civic Engagement internship, launched in 2010, provides MBA students with transformative experience for shaping appropriate social perspectives and the ability to use management tools for addressing societal challenges. The real-world exposure sensitizes and equips them with valuable skills to work towards developing an inclusive and sustainable world.

The field-based internship for MBA (Core) and MBA (HR) batch 2023-25 was scheduled from January 29 to February 21, 2024. A total of 1009 students were placed with 363 organizations in 194 cities, 23 states, and four union territories of India. Out of these, three students were declared as defaulters as they did not follow the Code of Conduct. In all, 1006 students completed their internship and contributed a total of 1,50,908 work hours during the three-week internship duration.

Students were engaged in various projects like supporting educational activities, skill development, staff capacity building, resource mobilization, policy design, strategy development and execution, and so on. Students also helped organizations digitalize their records and systems, develop MIS systems and dashboards, and develop content for reports, marketing, and branding. In rank order, internship projects were aligned with SDG 4 – Quality Education (76 per cent), SDG 3- Good Health and Well-being (53 per cent), and SDG 8 – Decent Work and Economic Growth (43 per cent).

The feedback received from 1006 students indicates that 71 per cent of students expressed a high level of satisfaction with their overall internship experience, and 72 per cent of students reported a higher level of satisfaction with the projects allocated to them.

Feedback from 281 organizational mentors highlighted that 70 per cent were highly satisfied with the interns' overall conduct, and 62 per cent rated interns' quality of work as excellent.

Qualitative feedback indicates that experiential learning has helped students to develop and hone their professional, interpersonal, and technical skills. Students opined that they applied their theoretical knowledge and management skill sets to execute their projects. The field experience, besides sensitizing them, also instilled a sense of responsibility to contribute to the well-being of society. Transformed by his grassroots experience, Naman Mahajan, our MBA (HR) student from the Mumbai Campus, composed the inspirational song. This song was declared as Prerna Geet (Motivational Song) for the We Care: Civic Engagement Internship by Prof Ramesh Bhat, Vice Chancellor, NMIMS.

Students strongly recommended that internship organizations should make efforts to provide internship projects based on strategic alignment with their skills and abilities. This will facilitate more meaningful engagement. Further, the students would appreciate more faculty engagement

with the organizational mentors to assist the learning experience. Besides, there is increasing pressure from internship organizations and students to increase the internship duration to scale up their intervention and impact.

To celebrate students' learning journey, the We Care: Civic Engagement Poster Presentation was held on March 2, 2024. In all, 389 posters were adjudged by 68 development sector professionals. Out of these, 43 teams of students won prizes of INR 4.44 Lakhs.

With the support of the Social Responsibility Forum (SRF), three We Care: Civic Engagement Competitions were organized, i.e., We Care Documentary, What Moved You (Photo Story), and We Innovate (Social Business Plan) competitions. In each contest, three teams won cash prizes worth Rs. 50,000/-.

We Care: Civic Engagement Internship

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1. We Care: Civic Engagement Internship

The School of Business Management (SBM), NMIMS, is committed to creating transformational leaders who can deploy their business acumen to create shared value. Besides academic inputs to strengthen sustainability, since 2010, SBM has included a three-week We Care: Civic Engagement Internship as part of its MBA program. The internship exposes students to reflect on the work undertaken by Development Organizations to address the unmet needs of resource-poor communities and facilitates their civic participation.

We Care: Civic Engagement Internship Objectives

1. To foster analytical skills among students to analyze the root causes of social issues and examine the cascading impacts of social problems on society.
2. To create abilities to be socially sensitive and inclusive.
3. To apply management logic and use critical thinking skills in proposing innovative solutions to address social issues.

The field-based internship took place between January 29 and February 21, 2024. In all, 1009 MBA (Core) and MBA (HR) students were placed with 363 organizations in 194 cities, 23 states, and four union territories of India. During the three-week internship, students contributed a total of 1,50,908 work hours.

In all, 1006 students completed their internship according to the We Care Code of Conduct. One student took an academic break¹ and, hence, could not continue with the internship. Two students were declared as total defaulters² for violating the We Care Code of Conduct. Two NGOs reported one case for each of the semi-defaulters³. The Disciplinary Committee of SBM has levied sanctions against these students. They are required to complete their internship requirements by November 2024.

The student's profile is summarized in the subsequent section.

¹ Anubhi Kothiyal, placed with Pavitra Social Development Society, Dehradun, took academic break for personal reasons.

² Aryaman Singh Katal placed at Mahavir Foundation Trust in Vadodara (Gujarat) and Roocha Divate at Vidyodaya Mukhtangan Parivar Foundation in Abdullat, Shirol (Maharashtra) were declared as total defaulters. Ms. Roocha took five days of leave without prior approval from the Vice Chancellor, NMIMS and Mr. Aryaman extended his leave without prior approval. Both the students displayed very casual behavior and lack of integrity towards the internship.

³ Hrishita Agarwal placed at ESAF Society, Dumka (Jharkhand) and Sai Lakshmi Maanasa Ghandikota placed at Academy of Learning and Development, Mumbai (Maharashtra) were declared as semi defaulters for displaying lack of integrity and commitment towards the internship.

2. Student Profile

Student data, encompassing information on gender, age, hometown, educational background, professional experience, volunteer skillsets, and sectoral preferences, was gathered through the Google form. (Refer to Annexure I)

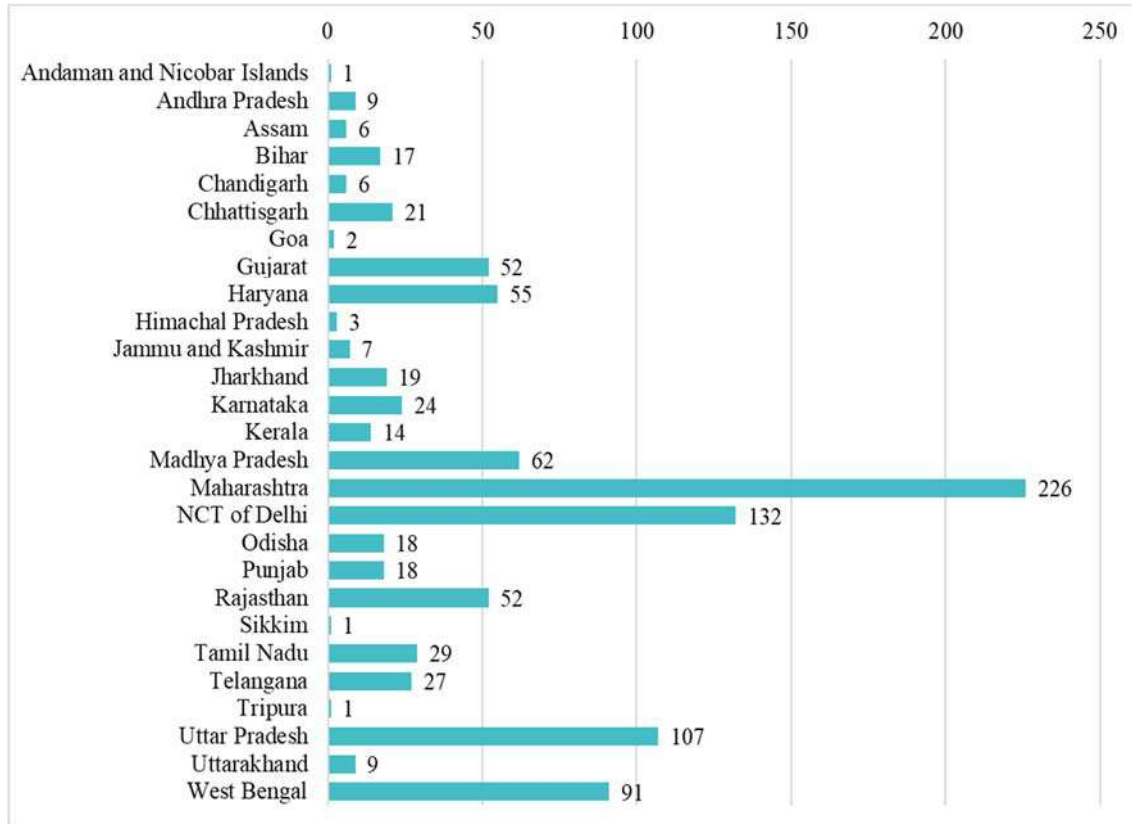
Table 1: Students' Profile

Program	Gender		Age (Years)		Total
	Female	Male	20 to 24	25 +	
MBA (Core)	229	543	519	253	772
MBA (HR)	115	122	193	44	237
Grand Total	344	665	712	297	1009

2.1 Geographical Spread

Students belonged to 23 States and four Union Territories of India (See Fig 2.1).

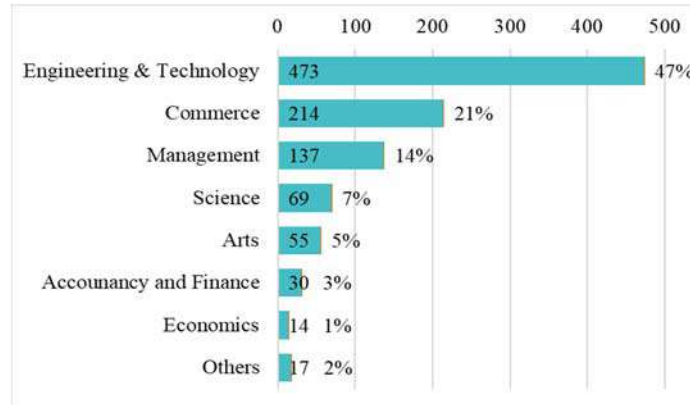
Fig. 2.1: Students: Geographical Spread



2.2 Educational Background

Fig. 2.2 describes the educational background of students.

Fig. 2.2: Educational Background

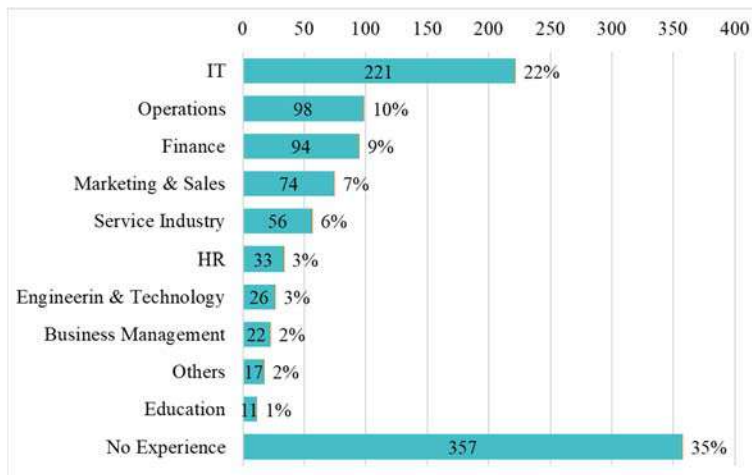


Others include Law, Architecture, and Pharmacy.

2.3 Work Experience

Data reveals that 38 per cent of students (379) had previous volunteering experience with development sector organizations. From 1009, 62 per cent of students (623) had working experience with corporates. Sector-wise work experience is depicted in Fig 2.3. The remaining 35 per cent (357) did not have previous working experience.

Fig. 2.3: Work Experience

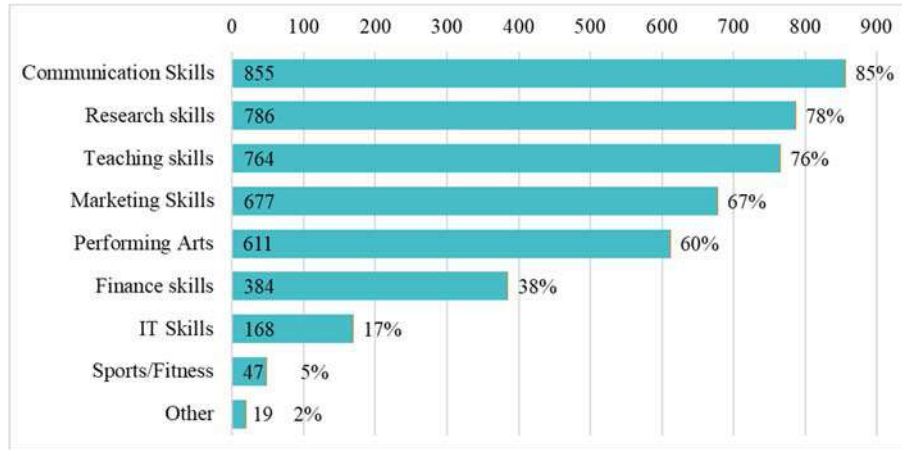


Others include utility, automation, civil/construction, agriculture, the development sector, electronics, PSU, publications, research, sports, and textiles.

2.4 Skillsets

Knowing students' skillsets facilitates mapping suitable students with the organizations' requirements if they have been communicated in advance. Students were requested to mention the skillsets they can offer to the internship organizations during the internship. Fig 2.4 represents the information on students' skillsets.

Fig 2.4: Skillsets



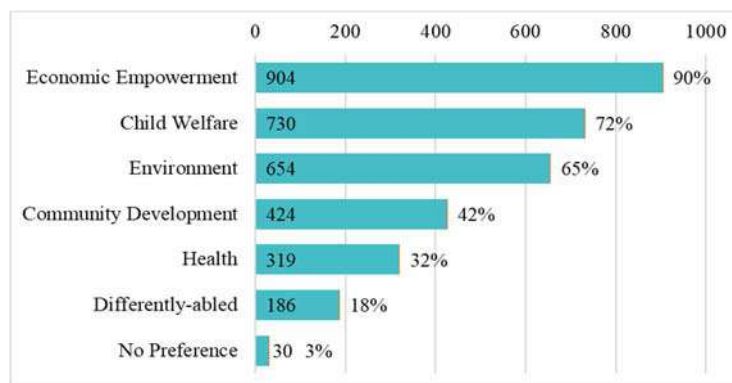
Multiple responses. Total \neq 100%

Others include Cooking, Fundraising, Management Skills, Teaching, Travel/Tourism, and Vedic Astrology.

2.5 Sectoral Preferences

Data on sectoral preferences by students is presented in Fig 2.5.

Fig 2.5: Sectoral Preferences



Multiple responses. Total \neq 100%

Economic empowerment includes livelihood, skill development, women empowerment, microfinance, and agriculture/agribusiness processing.

3. Placement Profile

3.1 Placement Distribution of Students

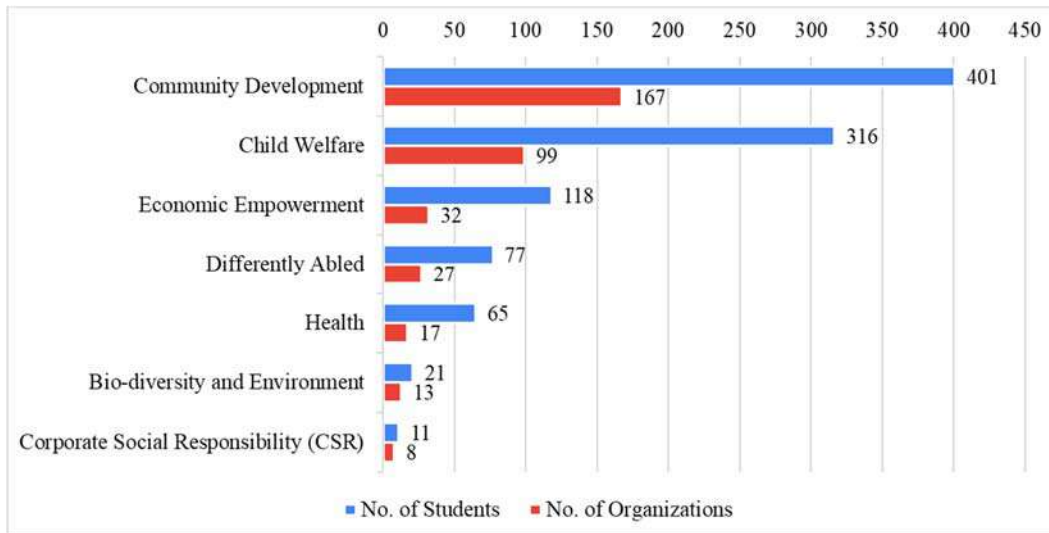
Strategically aligning students’ interests and skillsets with organizations’ requirements, 1009 students were placed in 363 organizations spanning 194 cities across 23 states and four union territories in India. Twelve⁴ organizations extended internship opportunities at multiple locations.

Out of 363 organizations, 55% (200) had prior partnerships with the Jasani Center. The remaining 163 organizations were on-boarded for the first time.

In all, 998 students were placed in 355 NGOs and 11 in eight CSR Departments.

Fig 3.1 presents the development sector-wise distribution of students and internship organizations. The overview of PAN India placements is exhibited in Annexure II.

Fig. 3.1: Development Sector



Community Development includes rural development.

Economic Empowerment includes livelihood, micro-finance, skill development, and women empowerment. Health includes curative healthcare, preventive healthcare, and elderly care.

Bio-diversity and Environment include animal welfare/animal rights, water conservation, and waste management.

⁴ Aarohan, Association For Social Health In India (ASHI), Indian Development Foundation (IDF), Jan Sahas Social Development Society, Love Care Foundation, Make-A-Wish Foundation of India, Salaam Bombay Foundation, SOS Children's Villages of India, Teach For India, The Society for Door Step Schools, VIDYA, Yuva Parivartan Institute of Skill Development

3.2 Completion of the Internship

Out of 1009 students placed for the internship, 1006 completed the internship satisfactorily.

In all, 1006 students completed their internship according to the We Care Code of Conduct. One student took an academic break⁵ and could not continue the internship. Two students were declared as total defaulters⁶ for violating the We Care Code of Conduct. Two NGOs reported one case for each of the semi-defaulters⁷. The Disciplinary Committee of SBM has levied sanctions against these students. They are required to complete their internship requirements by November 2024.

4. Methodology

4.1 Orientation Workshops

During the Foundation Course scheduled on June 6, 2023, all students from MBA (Core) and MBA (HR) Batch 2023-25 were given preliminary orientation of the We Care: Civic Engagement Internship. A small documentary about SBM students mentoring adolescent entrepreneurs for Dolphin Tanki was shown. Two senior students were invited to narrate their Civic Engagement experience and inspire the new batch.

Jasani Centre's faculty members, in association with SRF, conducted 12 division-wise mandatory orientation workshops between July 4 to 8, 2023. The workshops included detailed discussions on the importance of the field-based internship for students' placement locations, types of internship projects, code of conduct, leave policy, penalty for defaulters, and other related areas.

4.2 Placement Process

Based on sectorial preferences, students were placed in Development Sector Organizations/CSR Departments of public and private sector corporations in their respective hometowns. Only six students were placed outside their hometowns due to the non-availability of credible NGOs in their region.

⁵ Anubhi Kothiyal, placed with Pavitra Social Development Society, Dehradun, took academic break for personal reasons.

⁶ Aryaman Singh Katal placed at Mahavir Foundation Trust in Vadodara (Gujarat) and Roocha Divate at Vidyodaya Mukhtangan Parivar Foundation in Abdullat, Shirol (Maharashtra) were declared as total defaulters. Ms. Roocha took five days of leave without prior approval from the Vice Chancellor, NMIMS and Mr. Aryaman extended his leave without prior approval. Both the students displayed very casual behavior and lack of integrity towards the internship.

⁷ Hrishita Agarwal placed at ESAF Society, Dumka (Jharkhand) and Sai Lakshmi Maanasa Ghandikota placed at Academy of Learning and Development, Mumbai (Maharashtra) were declared as semi defaulters for displaying lack of integrity and commitment towards the internship.

4.3 Mentoring

Fifty-nine faculty mentors were assigned to mentor the students. Each faculty mentor was allocated an average of seventeen students. Three faculty mentors were allotted 20+ students. They guided the students prior to and during the internship duration.

Apart from the faculty mentors, three Regional Mentors were appointed to support the faculty mentors. (Refer to Annexure III).

4.4 Monitoring

The Core We Care Team, along with the We Care Team of SRF, regularly monitored students' attendance and performance. In addition, many faculty mentors took up the monitoring task very seriously.

Students submitted their weekly reports through Google Forms. Conference calls/virtual meetings were scheduled to address concerns/grievances expressed by the students or organizational mentors.

Students submitted their final reports to the respective organizational mentors, faculty mentors, and the We Care office.

4.5 Evaluation

The faculty mentors conducted viva voce to evaluate their mentees' performance using the We Care: Civic Engagement Rubrics (Refer to Annexure IV).

During the We Care: Civic Engagement Poster Presentation, students presented their internship learnings to 68 socially inclined professionals from the Development Sector and Corporate organizations.

4.6 Feedback Analysis

Feedback was collected online from the students and organizational mentors via Google Forms. (Refer to Annexure V & VI).

A five-point Likert scale was used to analyze the quantitative responses to the closed-ended questions for the following variables: -

Students' satisfaction level with 1) Internship Organization, 2) Allotment of Projects, and 3) Clarity in Reporting.

Internship organization’s satisfaction level with 1) Interns’ Conduct, 2) Quality of Work, 3) Quality of Reports, and 4) Civic Engagement Learnings.

The data from open-ended responses were coded and categorized under appropriate themes. Content analysis techniques were used to interpret the data.

Table 2 provides a schedule for the complete execution process of the We Care: Civic Engagement Internship. The Gantt chart for the internship execution schedule is presented in Annexure VII.

Table 2: We Care: Civic Engagement Internship: Execution Schedule

Internship Execution: Schedule of Tasks	Timeline
Planning	
Initial Planning	April 19 to June 22, 2023
Pre internship activities	
Sourcing internship organizations	June 12 to November 30, 2023
We Care Orientation Workshops	July 4 to July 8, 2023
Collating students’ details and preferences	July 4, 2023 to January 6, 2024
Sourcing students’ CVs	July 14 to August 31, 2023
Placement process	July 15 to November 30, 2023
Appointment of Faculty Mentors	October 31 to November 22, 2023
Internship Guidelines/Code of Conduct: Designing & Disseminating	October 26 to November 22, 2023
Connecting Faculty mentors, students, and organizational mentors through email.	December 15 To 27, 2023
Reallocation of NGOs to students due to non-availability of suitable NGO projects	January 1 to 31, 2024
Internship execution	January 29 to February 21, 2024
Post-internship activities:	
Feedback from students	February 20 to February 27, 2024
Feedback from internship organizations	February 20 to February 27, 2024
Post-internship assessment (Viva-Voce) By Faculty Members	February 24 to March 31, 2024
First Poster Presentation	March 2, 2024
Special Poster Presentation: NMIMS Management	March 9, 2024

(Refer Annexure VII)

The subsequent section provides a detailed analysis of the feedback from

1. One thousand six students who completed the internship successfully.
2. Two hundred eighty-one organizational mentors from a total of 363 mentors.

5. Student Feedback

Students' feedback is vital for reviewing and revising the We Care: Civic Engagement Internship components. Table 3 lists the objectives and data points for feedback. Refer to Annexure V for the Student Feedback Form.

This section includes the reflection of the feedback submitted by 1006 students who completed their internship.

Table 3: Students' Feedback: Objectives and Data Points

Feedback Objectives	Feedback Data Points
1. Examine the students' opinions regarding the level of satisfaction with the internship organizations, project execution, and clarity of reporting.	☐ Average work hours per week
	☐ Satisfaction level concerning Internship Organizations
	☐ Satisfaction level concerning Project Execution
	☐ Satisfaction level concerning Clarity for Reporting
2. To understand the utilization of the mentorship support provided by the faculty mentors	☐ Utilization of faculty mentorship support
3. To gather opinions on students' perspectives from experiential learning.	☐ Learnings from Internship
4. To collate unique contributions made by the students.	☐ Unique Contributions
5. To scrutinize student's opinions regarding various challenges faced by the internship organization	☐ Operational/managerial challenges faced by the organization
6. To study the recommended solutions proposed by the students to address organizational challenges	☐ Recommendations given by interns to overcome operational/managerial challenges
7. To identify student's ability to integrate and apply theoretical classroom learning to the field.	☐ Integration of various subjects and SDGs with experiential learning.
8. To solicit recommendations from students and NGOs to strengthen the We Care internship.	☐ Suggestions for improvement of the We Care: Civic Engagement Internship in the future

5.1 Students' Level of Satisfaction

Students' level of satisfaction with their internship organization was assessed using a five-point Likert scale ranging from Below Average (1) to Excellent (5) about their overall experience with the Internship Organization, allotment of projects, and reporting guidelines.

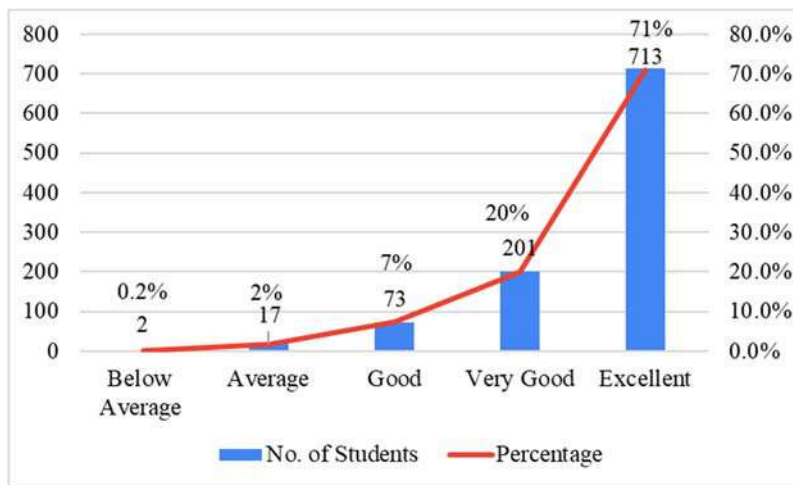
a) Level of Satisfaction: Internship Organization

In gauging students' satisfaction with their internship organization, quantitative responses were collected on four key aspects:

1. The organization's induction process
2. Ease of communication with the organizational mentor
3. Availability of required data/information
4. Utilization of students' skills

As displayed in Fig. 5.1, 71 per cent of students (713) had excellent overall experience with their internship organizations. Factors that attributed to the highest level of satisfaction included orientation to work, mentors' support, and organizational culture.

Fig. 5.1: Level of Satisfaction: Internship Organizations



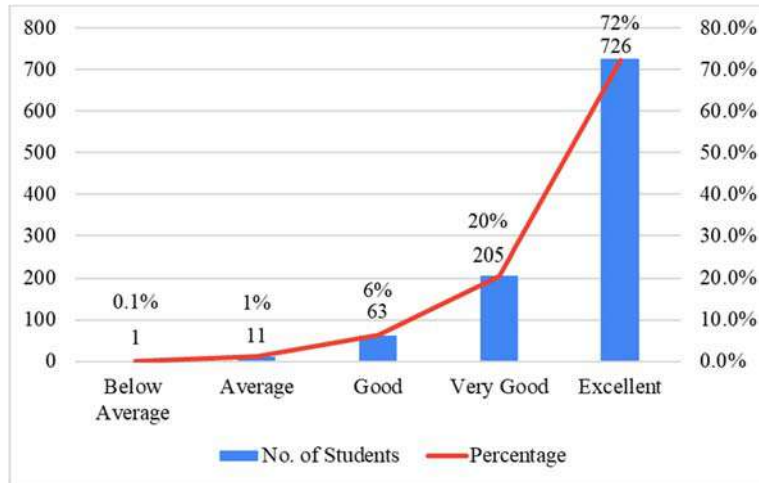
b) Level of Satisfaction: Allotment of Projects

Students' satisfaction with the allotment of projects was assessed based on four aspects:

1. The importance of the project to the organization
2. Clarity on organizational expectations
3. Autonomy given to complete the project
4. Support received from the organizational mentor.

As shown in Fig 5.2, 72 per cent of students (726) rated their experience with the allotment of projects as ‘Excellent’. Students felt that the projects assigned to them were significant to the organizations. They were provided with clarity about the deliverables expected from them.

Fig. 5.2 Level of Satisfaction: Allotment of Projects



Students appreciated the autonomy given to them to complete their projects and the support extended by their organizational mentors.

Due to a delay in work allotment, one student expressed low satisfaction with the internship project.

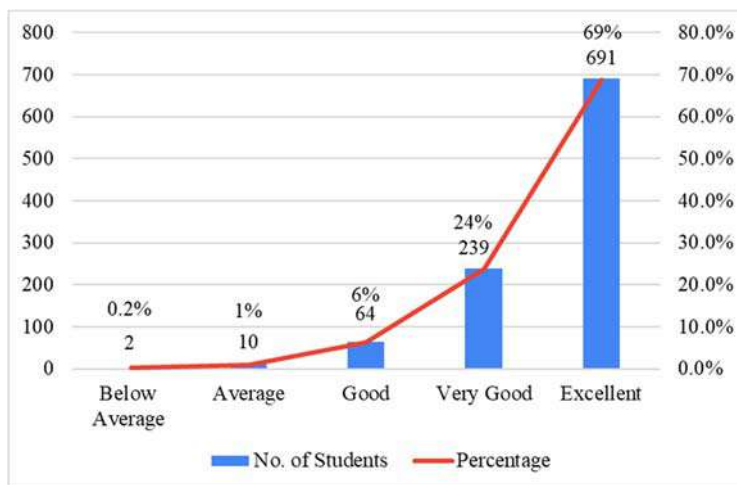
c) Level of Satisfaction: Reporting Format

Students’ satisfaction with the reporting process was examined in the following aspects:

1. Clarity on the reporting format
2. Clarity on frequency and mode of reporting
3. Clarity about submitting weekly reports
4. Clarity about the final report.

Out of the 1006 students, 69 per cent of students (691) rated their satisfaction level as ‘Excellent’, indicating a high degree of contentment. Students found the reporting format and submission guidelines to be user-friendly. See Fig 5.3.

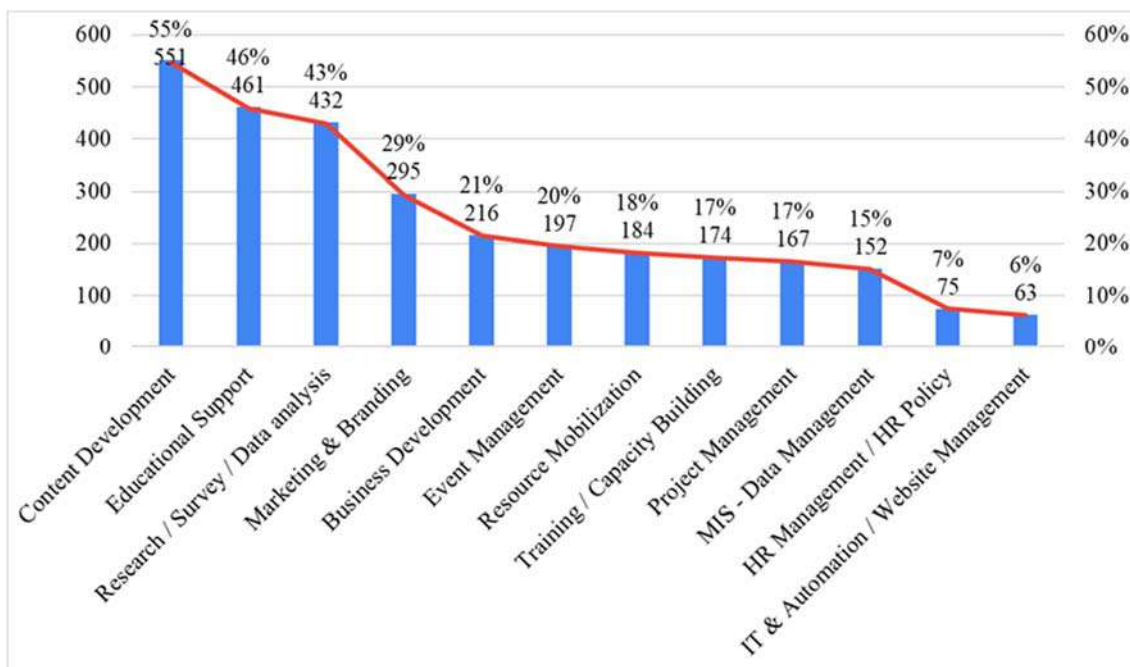
Fig.5.3 Level of Satisfaction: Reports



5.2 Area of Work

Students were allocated projects in multiple areas, as depicted in Fig 5.4. The data reveals that fifty-five per cent of students (551) contributed to developing various content for the organizations, such as promotional material, annual reports, case studies, success stories, etc.

Fig 5.4: Area of Work



Multiple responses ≠ 100%

Further, in descending order, 46 per cent of students (461) were engaged in providing educational support, followed by undertaking research activities by 43 per cent of students (432), and marketing and branding activities were taken up by 29 per cent of students (295).

Students supported educational activities, including activity planning within the academic curriculum, education system analysis, teaching, employability skills training, and developing curriculum. In the realm of educational support, Shiksha Singh, placed in Umeed Foundation, Varanasi, stated, *“I designed a unique curriculum for students that is not only focused on providing them with the academic knowledge but beyond that it goes to give them the skills that are required in the long term like the knowledge of Geeta in their curriculum. And organizing the presentation competition to make them more confident and vocal about their thoughts, and many such a small yet impactful initiative in their curriculum.”*

Students helped the organizations to digitalize their educational activities. For example, Anany Gupta, placed with Bharat Memorial Charitable Trust - Neev, Gurugram, mentioned, *“In addition to providing educational support to teachers, there is a need for assistance in preparing for upcoming preboard and final exams across all grades. Many teachers have traditionally relied on handwritten photocopies for subjects such as Maths and Hindi. Recognizing this challenge, we helped them by generating formatted exam papers digitally. This streamlines the process and allows for easy customization, enabling teachers to focus more on refining content rather than spending time on manual tasks.”*

Students were involved in primary and secondary research in the areas of marketing, identifying new beneficiaries, education system, etc. Explaining this, Abhijay Goyal and Riddhima Gupta, placed with Shubhashraya Foundation, Kota, shared, *“During our primary research for the project was being conducted, we primarily interacted with the panchayats, school teachers, management, and students to get a better idea of the real scenarios from the villagers’ perspective. We also spent time with a farmer’s family. We had a candid conversation with them regarding the facilities being made available for their children. This added more value to the report we were making for our organization and helped us direct our suggestions towards feasibility.”*

Students also did impact assessments of various organizational activities and conducted surveys. For example, Sharayu Zavar, placed with Lok Panchayat, Sangamner, stated, *“To improve their product quality, I pushed them to conduct primary research through customer survey and analyzed them. I also suggested unique ideas for partnership and collaboration with CSR activities of companies and government.”*

In marketing and branding, students contributed to developing social media strategy, designing and executing awareness campaigns, managing their social media handles, and creating a website to increase the organization’s visibility. For example, Shashank Mithinti, an intern at SOS Children’s Villages of India, Raipur, mentioned, *“I created a website for location profile to raise*

funds for stationery requirements for children.” Students placed in Kid Power, Visakhapatnam, designed a social media strategy for the NGO.

While implementing various tasks and assignments, students developed the skill of applying relevant SDGs to augment their learning. They also appreciated multiple projects undertaken by the respective organizations to address the needs of their beneficiaries.

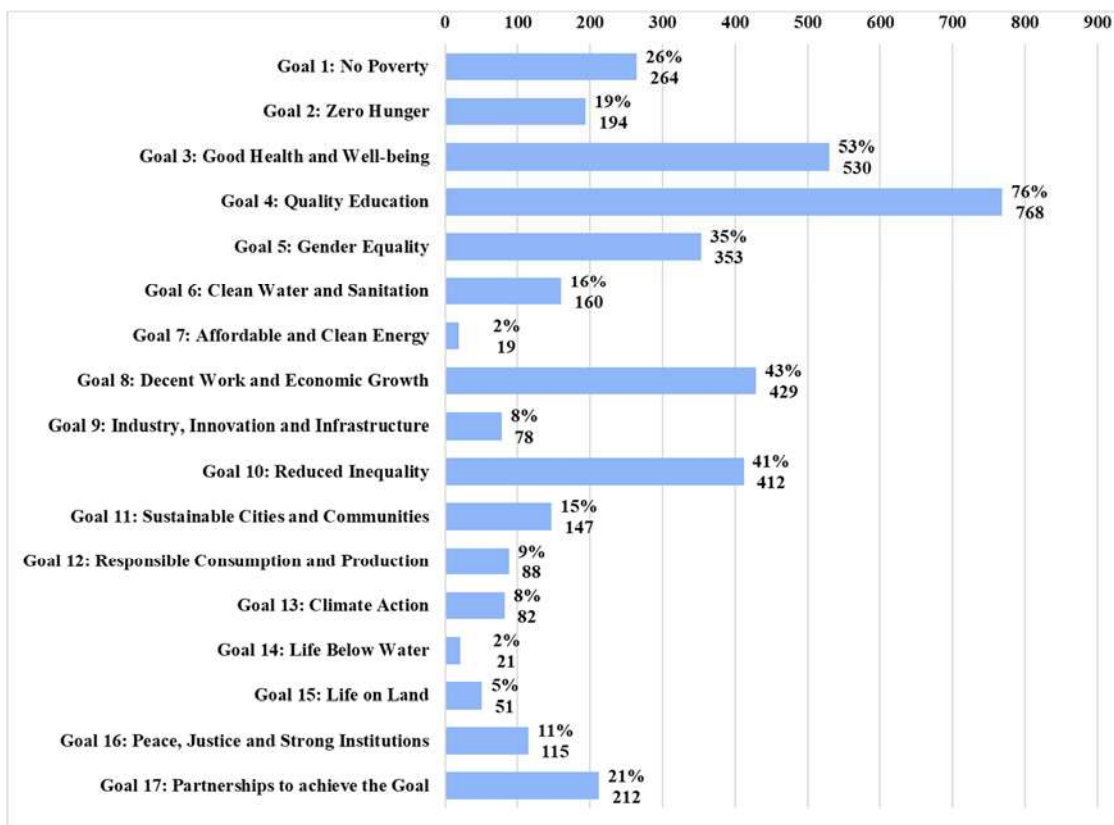
Annexure VIII enlists the projects undertaken by students.

5.3 Mapping of Sustainable Development Goals (SDGs)

During the internship, students were actively engaged in various projects. They aligned their projects with multiple SDGs.

As listed in Fig 5.5, 76 per cent of students (768) aligned their projects with SDG 4 – Quality Education, followed by SDG 3 – Good Health and Well-being, in which 53 per cent of students (530) were engaged. In all, 43 per cent of students (429) aligned their projects with SDG 8 – Decent Work and Economic Growth.

Fig 5.5: SDG Mapping with Students’ Projects



Multiple responses ≠ 100%

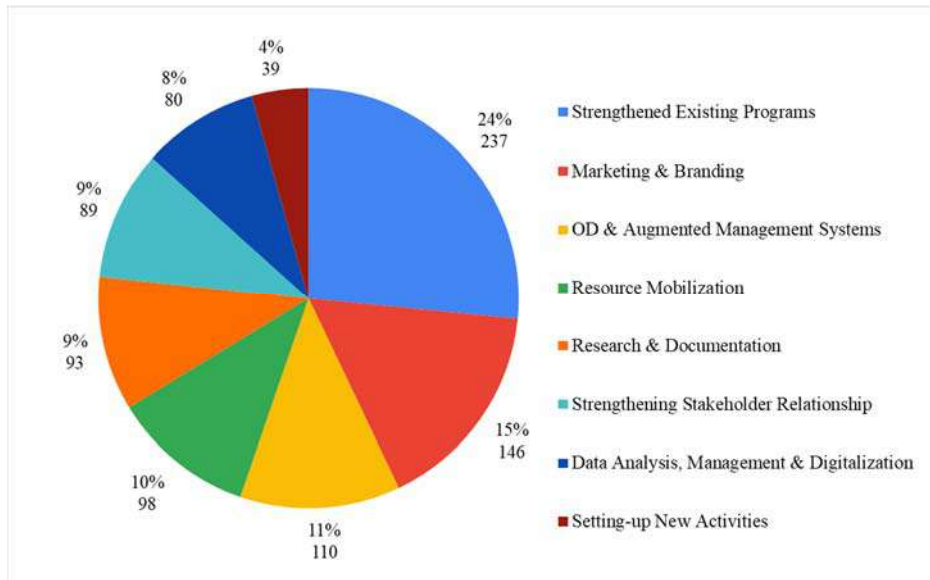
While contributing to the organizational activities, students learned the application of various SDGs in their practical work. Dhroovin Desai, an intern with Maa Foundation, Chala (Vapi), contributed to quality education (SDG 4) by reducing inequity in rural areas through education and Skill development. Further explaining this, Kunal Singh, an intern with Shramik Bharti, Kanpur, mentioned, *“We learned about how organic farming and expansion of its stakeholder base is important for attaining UN SDGs 2030.”* Vishwesh Gautam and Siddharth Yadav, interns at Jeevantirth, Gandhinagar, stated, *“We learned about the implementation of SDGs to improve life in rural areas.”* Similarly, Jatin Sahu, placed in Spring Health, Bhubaneswar, expressed, *“By making potential customers aware of the importance of safe drinking water and personal well-being during the survey at the ground level, we contributed towards SDG 3-Good Health and SDG 6-Clean Water.”*

Gautam Thukral, the intern from Adarsh Samaj Sahayog Samiti, Faridabad, aligned his work to SDG 8- Decent Work and Economic Growth. He helped the beneficiaries to gain employment in tailoring assignments. Contributing to the same SDG, interns in Umang, Jaipur, shared, *“We solicited a strategic collaboration between Indian Oil Corporation Ltd (IOCL) and Umang, wherein the company ordered Umang’s products. We found a new logistics partner for Umang’s products to reduce transportation costs and optimize prices. We also connected students from Umang with prospective employment opportunities at Hotel Ramada in Jaipur, fostering their emotional well-being and financial independence.”*

5.4 Unique Contributions

During the internship, interns extended their support to manage the existing program of the development organizations over and above their routine work 89 per cent of students (892) reported contributing uniquely to fulfill the organization’s mission. The rest of the students contributed to the allocated projects. Fig 5.6 enlists the unique contribution of students.

Fig 5.6: Unique Contributions



a) Strengthened Existing Programs

Students used their management skills to strengthen the existing programs offered by the NGOs. Data indicates a little less than one-fourth of students (24 per cent, 237) were augmenting existing programs. It included content development, health camps, teaching pedagogy, event planning, craft classes, conducting need-based workshops, taking community meetings, and related activities.

Support was mainly extended to amplifying activities like teaching, conducting sports, developing educational content, and developing teaching pedagogy to enhance the academic experience. Interns placed with Shiksha Rath, New Delhi, Asian Sahyogi Sanstha India (ASSI), Kolkata, and Bodhi Peet, Kolkata, conducted various extracurricular activities like sports, music, and boxing. Ansh Taneja, Peepal Tree School, Pune, expressed, *“I have suggested alternative course textbooks that they can use to enhance the students’ learning experience. I have also suggested low-cost sources to get these textbooks as the school targets the underprivileged group of students. A suggestion of a bagless school has also been put forward.”*

A few students also strengthened administrative activities. For example, Diksha Patwari, who interned with Teach for India, Mumbai, informed, *“I got the opportunity to work as a volunteer to teach a few Grade 8 and a Grade 4 classes in a government school in Malad, Mumbai. I also worked with Teach for India as an intern for finance, where I helped them solve issues arising between two specific departments through detailed questionnaires. Further, I assisted Teach for India in making their mail communications to their departments more engaging and informative through infographics, etc.”*

Students placed with Initiatives in Development and Education for All (IDEA) Foundation, Pune, and Indian National Portage Association (INPA), Chandigarh, were involved in event planning activities like conducting annual functions.

b) Marketing & Branding

The data shows that 15 per cent of students (146) contributed through Marketing and Branding. Students designed digital marketing and social media strategies to increase the visibility of the development organizations. Some students also conducted community awareness campaigns and market research activities. For example, Sanyam Jain, placed at Jan Sahas Social Development Society, Indore, informed, *“We identified a new construction site to contact migrant workers.”* Abhinav Jain, interning at Mahavir International, Vadodara, stated, *“Field visit survey for opening a new center for education.”* Ayushi Agrawal, Lucknow, Jeevan Jyoti Samaj Sewa Sansthan (JJSSS), shared, *“I was involved in creating awareness about the organization, selling products for which the profit goes towards the treatment of mentally disabled and telling people about the various schemes of government for people suffering mental disability.”*

Students recommended pragmatic strategies to promote social causes and products. Shivanshi Tomer, placed in Shanti Foundation, Yamunanagar, mentioned, *“Apart from the project allotted, we suggested practical ways for the NGO to expand its reach, especially through marketing, to gain more followers and trust from the locals.”* Jatin Kulkarni, placed in Swayamsiddha Mahila Mandal, Latur, stated, *“I suggested marketing/sales plans for their future projects, such as Papad Udyog LFPC under SFURTI.”*

Students created awareness about the organization’s activities through various awareness campaigns and related activities. Abhinav Jain shared that the students placed with Janhit Foundation, Meerut, carried out awareness campaigns in 20 nearby villages in Uttar Pradesh. Similarly, Manthan Valia, Garbage Concern Welfare Society, Mumbai, shared, *“We attempted spreading awareness about the importance and benefits of segregating dry and wet waste and how it positively impacts our environment and surroundings.”* Navneet Choudhari, placed with Jan Sahas Social Development Society, Bhopal, mentioned, *“We helped the NGO to spread awareness about Prevention of Violence Against Women and Children (PVAWC) in local communities through posters.”*

A few students who were savvy with social media helped the NGOs to develop creative social media content and trained them to design key messages. Dhriti Mondal, placed in the Institute of Health Management Pachod (IHMP), Pune, shared, *“I was actively engaged in advocacy and awareness-raising efforts to promote the organization’s services and underscore the significance of healthcare for adolescent women. Through social media campaigns and community events, I strived to increase visibility and understanding of the healthcare challenges faced by this demographic.”* Naman Jain, who interned with the Indian Foundation in Bhilwara, stated, *“I found*

people who needed help and connected them to the organization and took the responsibility of managing the organization's social media account beyond the internship period."

A few students with skill sets in photography and video documentation helped the NGOs design theme-based videos and reels that could be used to promote the organization. For example, Charmi Meswani significantly contributed to DEEDS Public Charitable Trust, Mangaluru. She remarked, *"I created videos and reels, educated or trained employees on social media tools, devised content management strategies, and used Google Drive to segregate photos of different events for reporting purposes."* Shailja, placed with the Reincarnation Association, Ghaziabad, stated, *"I leveraged my expertise in video creation, design, and marketing to launch a social media campaign that raised awareness about the NGO's work, social issues they address, and potential solutions. I understood the challenge of crafting impactful content for sensitive topics, and I believe that's where my contribution shone the brightest."* Riya Khurana was involved in a product shoot for Conserve India, New Delhi. Similarly, Prithish Nayak created a product catalog for Umang Charitable Trust, Mumbai.

Tech-savvy students extended their support by enhancing the website or recommending suggestions to improve the website of their respective NGOs. For instance, students placed with People in Need Foundation (PNF), Guntur; SOS Children's Villages of India, Raipur; Vruksha Mitra, Nanded; Youth of India Foundation, Siliguri; and Abhoy Mission, Agartala, created websites for their respective organizations.

c) OD & Augmented Management Systems

Those who contributed towards Organizational Development (OD) and Augmenting Management Systems to improve organizational efficiency amounted to eleven percent of students (110). These students were involved in various activities like carrying out financial analysis, budgeting, manpower planning, designing policies, compensation systems, monitoring and evaluation systems, newsletters, and building the technical capacities of staff.

Students were also engaged in developing inventory management, HR, and financial systems. For example, Ritika Kadwadkar, Animedh Charitable Trust (ACT), Mumbai, shared, *"We developed Inventory Management at the NGO's Centers for empowering and encouraging women to be financially independent."* Akshat Saraogi conducted a financial analysis for the Aadhaar Nutri project of Aadhaar Gyan Dhatri Samiti in Bhopal. Similarly, Manika Gupta conducted a financial analysis of MSMEs for the ANSH Happiness Society, Bhopal. Aditya Venkiteswaran, placed with VIDYA, Gurugram, shared, *"We created budgets for the various proposals to be sent and also drafted the monthly reports of VIDYA operations for January and February."* Gaurav Saraswat, placed in Special Need Education Home (SNEH) Foundation, Ujjain, presented, *"I helped in creating a trend analysis of MOSJE's DePWID yearly budget for the last five years, highlighting unused funds, which was presented to the Prime Minister of India."*

Strengthening the HR systems, Sejal Sundriyal, an intern at the Social Welfare Department, Saharanpur, mentioned, *“At the organization, the surge in profiles often used to result in a tendency to select candidates solely based on their high scores, without necessarily aligning with the required competencies for the job. To streamline the hiring process, we helped them maintain a candidate repository, allowing the organization to compare candidate profiles with just a single click easily.”* Ananya, Citizens Foundation, Ranchi, mentioned, *“I provided changes and suggestions to the organization’s Standard Operating Procedure and reviewed the compensation policy.”*

Students conducted various training programs in Excel software, MS Office, and Artificial Intelligence (AI). For example, students placed with SOS Children’s Villages of India, Kolkata; Vardhishnu - Social Research & Development Society, Jalgaon; and Deepalaya conducted Excel training for the NGO staff members. Jatin Maggo, who interned at Vikas Sahyog Pratishthan, Mumbai, expressed, *“A unique contribution I made to the organization was leading an awareness session for current employees. During this session, I facilitated a deep understanding of the Finance Standard Operating Procedures (SOP), emphasizing the importance of adherence to accountability. Additionally, I outlined potential improvements that align with organizational requirements and foster a culture of continuous improvement and operational excellence within the finance department.”*

Students conducted various training programs to increase beneficiaries’ awareness and capacity building. For example, Ritwik Bhuwalk, placed in SOS Children’s Villages of India, Kolkata, shared, *“We created detailed financials of the SHGs with Excel spreadsheets that can be used in the future. We also conducted an Excel training session for the office staff of the NGO.”* Thus, students helped the staff members enhance their knowledge and skills through training sessions. Similarly, Abdullah Yusufzai, Asha Handicrafts Association, Mumbai, shared, *“We trained the organizational staff in using Artificial Intelligence (AI), tracking online organic traffic, and preparing impactful PPTs.”*

Piyush Taparia and Yuvraj Taparia, interns with Jagran Kalyan Bharti, Forbesganj, shared, *“We conducted a training workshop on Human Trafficking for four battalions of the Sashastra Seema Bal.”* Suchetan Pathania, an intern with Aavishkaar, Kandbari, mentioned, *“I conducted sessions on Personal Finance for Women working at Aavishkaar.”* Devang Vashishth, an intern at Aditya Cement Works, Adityapuram, stated, *“My unique contribution was conducting educational workshops for the nearby village women to teach them about the government schemes benefits.”*

Rutvik Darshan Desai and Ritwik Sarkar, placed with Humankind, Ahmedabad, stated, *“We prepared a monthly Newsletter for the organization and also prepared a plan to roll out the editions of Newsletter.”*

d) Resource Mobilization

Data reveals that ten per cent of the students (98) contributed to mobilizing various resources. They worked on drafting proposals for developing partnerships and maintaining donor relations for seeking funds, crowdfunding, raising in-kind donations, and mobilizing volunteers.

Concerning drafting fundraising proposals, Shailja Sultania, placed with the Indian Development Foundation (IDF), Mumbai, shared, *“I worked on a fundraising proposal for reusable sanitary pads for underprivileged girls based on in-depth primary and secondary research. The proposal helped IDF to approach organizations to raise funds for the reusable pads initiative and get positive converts for fundraising.”* Students placed with the ETASHA Society, New Delhi, developed business proposals for seed funding. Similarly, Manasi Bora and Aditya Desai worked on business proposals and presentations for the Akshardeep and Aksharsparsh projects of Swadhar IDWC, Pune.

Students developed partnerships with funding organizations to mobilize finances and in-kind resource support. Interns placed with The Rhythm of Life, New Delhi, mentioned, *“We tapped Zomato and Swiggy initiatives related to food donation campaigns, which focus on providing food to different underprivileged areas. We also assisted in launching the “Donate a Bag” campaign for the students of Rhythm of Life NGO playschool.”* Saumya Garg, who interned with Umang, Jaipur, stated, *“We solicited a strategic collaboration between Indian Oil Corporation Ltd. (IOCL) and Umang wherein the company ordered the products of Umang, thereby increasing the NGO’s market reach. We found a new logistics partner for Umang’s products, which reduced transportation costs and optimized cost prices. We also connected students from Umang with prospective employment opportunities at Hotel Ramada in Jaipur, fostering their emotional well-being and financial independence.”* Sejal Bhardwaj, placed with Anchal Charitable Trust, New Delhi, successfully extended the duration of the partnership with Gurudwara Charitable Services.

Students raised and distributed financial and non-financial resources. To support the fire victims in Indirapuram, Ghaziabad, Rohan Gupta and his team raised INR 56,350/- through crowdfunding for the Nirbhed Foundation. Donation drives were by interns placed with Brighter Future Development Trust, Vizianagaram; Nurture Equality Education Vision (NEEV), Indore; Vruksha Mitra, Nanded; and Aarna Foundation, Thane.

Students from Social Action and Research Centre (SARC), Varanasi, Nipun, We Serve to All Foundation, New Delhi; Jwala Mahila Samiti, Indore, Mass Welfare Society, Kolkata, Pather and Panchali, Uttarpara collected in-kind donations for their beneficiaries.

Students also mobilized volunteers to strengthen the manpower of their respective NGOs. For instance, Yash Jain, placed with Kotak Education Foundation, Mumbai, shared, *“We organized a student mobilization drive at Ambedkar College, increasing program awareness and*

participation.” Omesh Shah, an intern with Paranubhuti Foundation, Mumbai, stated, “I helped recruit six new full-time volunteers for the NGO.”

e) Research & Documentation

Students supporting Research and Documentation activities in their internship organization amounted to nine per cent (93). Specifically, they contributed by carrying out primary and secondary research and executing impact assessments. In the context of documentation, students were engaged in developing content for annual reports and project reports and drafting case studies.

Students helped their mentors in designing the survey questions and conducted surveys on community life, socio-political aspects, teaching & learning material (TLM) practices, quality education, beneficiary feedback, etc. Explaining this, Kartik Jain, the intern with Vaagdharma, Banswara, mentioned, *“In the field of true childhood, I conducted a small field survey in primary government schools to determine the quality of education being received by children, till class fifth.”*

Students placed in AID India, Chennai, conducted beneficiary feedback. Students from Ambuja Cement Foundation, Mumbai, Study Waves, Kalyan, Don Bosco Navjeevan Centre, Chandigarh, AIMS Media Pvt. Ltd. Ghaziabad, Indo-Global Social Service Society, New Delhi, Seva Mandir, Udaipur, and Bala Vikasa, Hanamkonda conducted field research.

Students supported impact assessment exercises to map the impact of the programs undertaken by the respective organizations. Students from Navsarjan Trust, Surat, conducted a social impact assessment for five slums. Shasvat Tyagi, placed with Shramik Bharti, Kanpur, conducted an impact assessment analyzing organic farming’s impact on the farming sector. Anavi Lohia, working with the Institute of Health Management Pachod (IHMP), Pune, shared, *“I played a crucial role in monitoring and evaluating the impact of the NGO’s programs and projects. I identified areas for improvement to ensure a meaningful impact on the lives of adolescent women.”* Bhavit Jain, an intern at Sahyadri Foundation, Nagpur, stated, *“I developed the Impact Assessment Matrix for Aastha Beggar Rehabilitation Program.”*

Students from the Niveda Foundation, Noida; Connecting Dreams Foundation, New Delhi; and Maa Foundation, Chala (Vapi), contributed to developing Annual Reports. Some students deployed their skills to develop case studies and case stories. For instance, Prakhar Jain, who was placed in Conserve India, New Delhi, developed a case study for the Vaghri Community and Special Hands of Kashmir.

f) Strengthening Stakeholder Relationship

Nine percent of the students (89) contributed to activities to strengthen stakeholder relationships and facilitate behavioral change. They conducted outreach activities like health camps, awareness sessions, workshops, and special events and took up counseling sessions for the beneficiaries.

The students organized special campaigns on topics like clean water, better hygiene, prevention of domestic violence, and other related areas. Akshat Arsh, placed with the Welfare United Association for Human and Nature, Patna, conveyed, *“I organized a comprehensive handwashing campaign, taught crucial steps to ensure hygiene among community members, aiming to reduce disease spread and enhance overall public health awareness and practices.”* Jatin Sahu, placed with Spring Health, Bhubaneswar, mentioned, *“I made potential customers aware of the importance of safe drinking water and personal well-being at the ground level.”* Baani Kaur Monga, who interned with Sewa Bharati New Delhi, shared, *“I helped in medical camps and special programs like Utkarsh and Samuhik Vivah. I also encouraged underprivileged people to join programs by Sewa Bharti and submitted the details of interested people.”* Srayash Agnihotri, placed with Jeevan Jyoti Samaj Sewa Sansthan (JJSSS), Lucknow, stated, *“I facilitated organizing a complimentary eye check-up camp for children with special needs.”*

Sarita Dewani, placed with Prayas, Chittorgarh, worked on advocating government schemes in the community. Similarly, Anshul Agnihotri, an intern with Shubhashraya Foundation, Kota, shared, *“I visited two villages and interacted with village panchayat members for good quality food for the Anganwadi children.”*

The students interning with Bastar Dharma Kshema Samiti (BDKS), Jagdalpur; The Nabha Foundation, Nabha, and SAKAR, Bareilly, conducted workshops for the beneficiaries on topics like personality development, pros and cons of digital media and life skills. While working with children with special needs, the students organized workshops and actively interacted with them. Aditi Vashishtha, placed with Ehsaas, Lucknow, elaborated more and shared, *“I organized a mindfulness workshop at Nirvan for special children in partnership with the Art of Living.”* Iti Jain, interned with Manav Vikas Sewa Sangh, Sagar, reported, *“I visited a special school dedicated to educating specially abled children operated by the NGO. During my visit, I was actively engaged with the children, assisted them in their physiotherapy sessions, and guided them through various physical exercises.”*

Through stakeholder interaction, students tried to understand the on-ground scenario and requirements of the beneficiaries. Raghav Lohia, who was interning with Right Track, Kolkata, mentioned, *“I visited the slums and understood the requirements of the students and catering to them.”*

The students placed with Janvikas Society, Indore; Spread Smile Foundation Trust, Sonipat; Ashadeep Association, Mumbai; and Janvikas Society, Indore, reported offering counseling and

career guidance sessions to bring behavioral change among the beneficiary groups. Explaining this, Aman Kedia, placed with Adarsh Seva Sansthan, Jamshedpur, mentioned, *“I visited slum areas and talked with parents and students. I encouraged and emphasized to them the importance of education.”*

With regard to event management, Pranay Maheshwari, placed with ANSH Happiness Society, Bhopal, mentioned, *“I volunteered to organize an event “Jashn-e-Urdu” in collaboration with the State Government.”* Ansh Murarka, an intern with Tejganj Children Welfare Organisation, Bardhaman, stated, *“I helped to organize a function on 14th February (Saraswati Puja).”* Students placed with the National Association of Street Vendors of India (NASVI), Patna, shared, *“As part of the Street Vendor Deliverance Project, we organized a “Street Food Vendor Registration and Certification Mela,” which served as a platform to facilitate the issuance of FSSAI FoSCoS Hawker Certificates to over 140 street food vendors. This initiative streamlined the registration process and empowered vendors with the necessary certifications to operate legally and safely.”*

g) Data Analysis, Management & Digitalization

Concerning Data Analysis, Management, and Digitalization, the data highlights the engagement of eight per cent of students (80). These students digitalized manual data and created a central MIS system, dashboard, and related activities. A few students introduced Google Forms, Excel, Canva, and Chatbolt and trained the organizational staff members to use the same. Explaining this, Tanya Arora, who interned with Abhilasha Foundation, Mumbai, stated, *“We helped them to smoothly transition from PowerPoint and Word to Canva for all their social media handles.”* Dimish Pamnani, placed at Divya Disha, Secunderabad, said, *“We suggested ways to manage data, introduced Canva for posters, revamped the social media page, and proposed ideas for interactive workshops.”*

A few students initiated technological innovations. Saji Joseph Shone implemented a custom form using Appscript & HTML at Sol’s ARC (Assessment and Remedial Centre), Mumbai. Similarly, Shubh Saini designed the user interface for Kisan Sanchar, Zirakpur.

Students placed in Teach for India, Mumbai; EmpowHER India, Panvel; SOS Children’s Villages of India, Kolkata; Assisted Living for Autistic Adults (ALFAA), Bengaluru, built dashboards for their respective organizations. Similarly, Amaan Nizam created a donor dashboard at Sol’s ARC, Mumbai.

A few students created a user-friendly data management system. For instance, Tishya Chawla, who was placed with the Social Welfare Department, Saharanpur, maintained the candidate repository in Excel. She mentioned, *“It is mandatory to clear the UPSC exam held by the government to get hired by the organization. The organization faced the issue at the time of hiring as they got flooded by profiles. They often used to pick the candidate with the highest scores, not essentially matching the competencies required for the job. We helped them maintain a candidate*

repository to smoothen the hiring process. They can now easily compare the candidatures with just one click.”

Students played an important role in digitizing the HR system and donor data and integrating the use of computers in their daily administration. For instance, Shiladity Biswas, placed in Niveda Foundation, Noida, mentioned, *“We helped in digitizing employee records, reviewed their leave policy, and gave suitable recommendations.”* Similarly, Khushi Goyal and Deepanshu Purohit, placed in Empowering Minds (EM), stated, *“Our distinct contribution to the organization involved digitizing their operations through two key initiatives. Firstly, we digitized their student data system. As a result, teachers could easily access the necessary information to support their students better, while donors gained a clearer understanding of the impact of their contributions. Secondly, we facilitated the integration of MAC laptops into their teaching and learning practices, empowering both students and teachers with essential digital skills.”* Additionally, Chandan Gupta, who was placed in the Society for Public Education, Cultural Training, and Rural Action (SPECTRA), Alwar, digitalized the manual records and created user-friendly models for data entry. Sanil Jain, placed at Aim for the Awareness of Society (AAS) in Indore, stated, *“By developing project assessments for three projects, a universal enrollment form, and an attendance tracking mechanism, we streamlined organization data processing through MIS.”*

Leveraging their Excel skills, students trained organizations’ staff in analyzing the data and making further decisions. For example, Meet Shah, placed in Ahmedabad Management Association (AMA), Ahmedabad, stated, *“I helped them make an Excel sheet from the responses collected from our survey. We could easily pull out different statistics that could directly help the institution in carrying out the data analysis through which they would select the CSR activity to be initiated in those villages.”* Likewise, Rishii Bachhawat, placed in Smile Foundation, Kolkata, stated, *“I built a database for student placements to help the organization.”* Atul Gupta, one of the interns in Kisan Sanchar, Zirakpur, contributed by managing data and creating a central database.

Sahil Madan, placed at Parbhat An Awakening, Faridabad, mentioned, *“I provided valuable support by increasing digital literacy among teachers and helpers by sharing insights on phone features, troubleshooting speaker issues, and offering technical assistance.* Riya Sood, placed in Milaan Foundation, Gurugram, stated, *“I used to suggest ways to optimize day-to-day tasks with the help of certain Chrome extensions and apps to streamline work-life balance.”*

h) Setting up New Activities

The data indicates that four per cent of students (39) were actively engaged in initiating new activities like creating small events, designing development plans, undertaking artistic activities, creating a logo, setting up mobile cloth banks, and for their internship organizations. Explaining this, Saloni Kaveri, Prangan Foundation, Dombivali, informed, *“I suggested execution of a workshop on menstrual health to my NGO mentor. After discussion, they titled the project Project*

Sunshine. I took charge of conducting the event and also invited gynecologists to speak on the subject in one of the underprivileged schools.”

From VIDYA, Gurugram, Anton Marcus created a development plan for the VIDYA Discovery and Innovation Hub, which will start in July 2024. Vidushi Dubey, an intern with Dr Sudeep Memorial Charitable Trust, Pathankot, developed maps for IDU hotspot identification.

Students used their creative skills to design books. For example, Hitesh Ahuja and his team from Indo-Global Social Service Society, New Delhi, created a comic book on Community Empowerment in the Gulshan Chowk area. Ananya Goel and her team from Make-A-Wish Foundation, Mumbai, designed a coloring book for the wish kids.

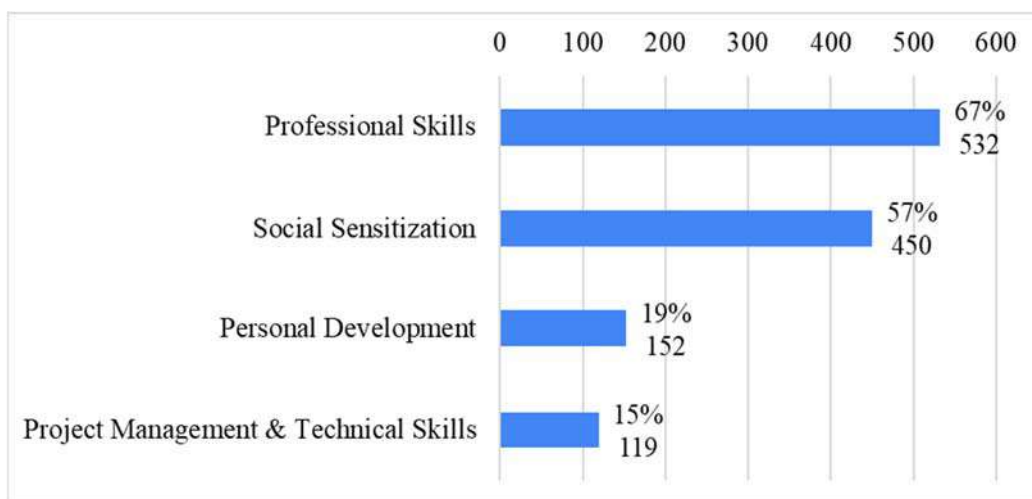
Students enthusiastically participated in organizing small events like recreational activities for children and music therapy sessions. Aasha Kumari anchored for one of the events at Citizens Foundation, Ranchi. Atul Singh, placed with Adarsh Seva Sansthan in Jamshedpur, stated, *“We started recreational activities during children’s meetings.”* Muskan Anand, placed in Muskaan, New Delhi, shared, *“Apart from the allocated projects, I contributed to the music therapy sessions which were conducted every week. I helped the coordinator play the instruments and sing along with her.”* Tushar Hingorani, placed in Bharat Sewa Sansthan, Saharanpur, mentioned, *“In addition to the assigned projects, I regularly visited the Juvenile Jail to inquire about the well-being of offenders associated with the NGO. I advocated for semi-annual medical check-ups for released offenders to ensure their health post-release. Furthermore, I spearheaded a special project titled “Restoring Ismail’s Smile.”*

The feedback reveals that students made unique contributions to the internship organizations’ management and operational activities for ongoing projects. To some extent, they contributed to setting up new activities and proposed projects in the future.

5.5 Key Skillsets Gained

Out of 1006 students, 79 percent of students (796) shared valuable skill sets gained by them due to the field exposure (Refer Fig 5.7).

Fig 5.7: Key Skillsets Gained



Multiple responses ≠ 100%

a) Professional Skills

Data reveals that 67 per cent of students (532) felt that the Civic Engagement internship was a great way to build both general business acumen and specific skills valuable in the social sector. The feedback data shows that several MBA subjects equipped students with valuable skills and knowledge to handle internship tasks and projects. Prominent among those were Managerial Communication, Corporate Sustainability, Organizational Behaviour, and Marketing Management (See Annexure IX for details).

Discussions with the students revealed that effective communication was essential for their internships because they worked with beneficiaries and staff from different backgrounds. The coursework on Managerial Communication honed their written, verbal, and non-verbal communication skills, including active listening and persuasion. Students developed skills in drafting grant proposals, drafting case studies, annual reports, conducting skits etc. Interactive experiences enhanced students' comprehension and presentation skills. They were able to handle educational classes for children, develop staff capacities, and explain complicated ideas in a simplified manner. They honed their written and verbal communication skills to convey complex information to diverse audiences. As they worked with a wide range of stakeholders, from donors to beneficiaries, they developed skills in relationship-building and navigating diverse perspectives. It has helped them to accommodate diversity and build confidence and leadership skills.

As students were exposed to complex social issues and their impact on sustainable development, the coursework on Corporate Sustainability helped them approach these issues with a critical and ethical lens. It enabled them to understand the importance of creating a stable 'Care Economy to

sustain Business Economy.’ They gained experience with mobilizing resources, budgeting, communication, marketing, conducting cost-benefit analysis, executing research, and analyzing data for social good. They gained exposure to NGO management practices, innovative models, and design thinking methodologies adopted in agriculture, rural development, child welfare, women empowerment, and related areas.

Similarly, understanding various organizational dynamics is crucial for navigating in social settings and working effectively with diverse groups of people in a social internship. The subject of Organizational Behaviour equipped them to explore how people behave within organizations, including motivation, leadership, teamwork, and conflict resolution.

The subject of Marketing Management was found to be an asset for the internship. Students could segment their audience and craft clear communication to establish better connections with stakeholders and raise awareness about social issues. They could create compelling content (written, visual, etc.) and develop brochures, social media posts, reels, presentations, etc. to educate and inspire the audience. Based on the classroom learnings, students could plan, launch, and track social marketing campaigns with powerful narratives for fundraising, awareness drives, and volunteer recruitment initiatives.

To conclude, the internship provided students with a platform to apply these concepts in a real-world setting, albeit for a social cause. Students also reported gaining substantial knowledge about social policies and government schemes.

b) Social Sensitization

It can be surmised from the data that 57 percent of students (450) reported that the Civic Engagement internship sensitized them to the realities of life. It heightened their awareness of social inequalities and community needs. As they worked with underprivileged communities/ individuals who faced social challenges, they developed empathy and a deeper understanding of different cultures and perspectives. Hence, they were able to advocate causes through various campaigns and work with due diligence on multiple projects. They were able to work effectively in teams, manage conflicting priorities, and find common ground to achieve shared goals. The exposure and sensitivity were crucial for building trust, rapport, and effective communication with diverse stakeholders. A few students reported that the field experience helped them to gain the ability to understand the social context of business and the relevance of CSR and contribute to a more inclusive and equitable society.

c) Personal Development

Nineteen per cent of students (152) reported the influence of experiential learning on their personal development. As they led teams of volunteers and took ownership of projects, it helped them develop empathy and compassion and honed their leadership skills. As students worked with a

diverse population and in an unfamiliar environment, it helped them to understand their strengths and weaknesses and develop a stronger sense of social responsibility and purpose. Interacting with a wide range of stakeholders has helped students develop their interpersonal skills and rapport with different people. A few students also reported that experiential learning has enhanced their problem-solving skills, creativity, time management, and ability to adapt to changing circumstances.

d) Project Management & Technical Skills

The data reveals that 15 per cent of students (119) felt that the internship gave them an opportunity to refine their project management and technical skills. They got an opportunity to work on live projects from conception to completion. They worked on initiatives with concrete goals, resource limitations, and timelines, mirroring real-world project scenarios. This included creating work plans, assigning tasks to team members, and monitoring progress. A few students also reported that they learned to manage stakeholders, use appropriate project management tools, be resourceful, and make optimum utilization of available personnel, materials, and budget to achieve project goals.

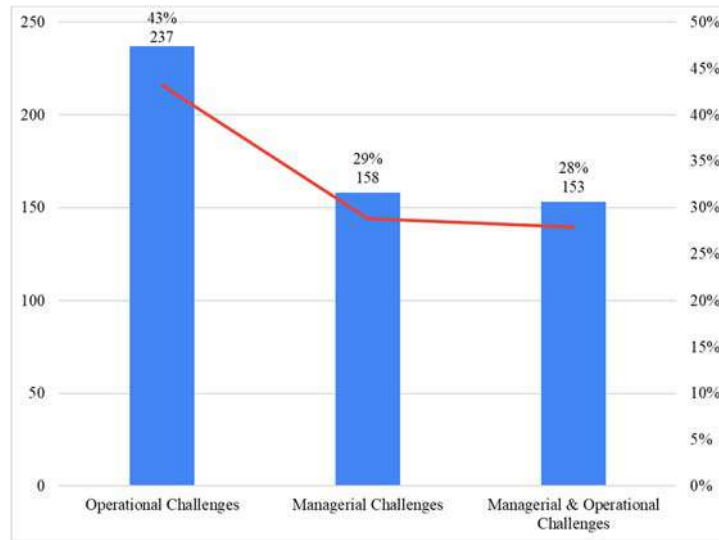
Acquiring technical skills in digital process implementation, students honed their computer and technical skills through hands-on experience with data visualization, advanced Microsoft Excel, digitalization of data, and online marketing. They learned about Search Engine Optimization (SEO) and the development and management of the organization's website and social media handles. Some students reported gaining knowledge on the organization's digital transformation policies, manual data transformation using Artificial Intelligence (AI), and integrating Zoho and Canva applications.

It can be inferred from the feedback that experiential learning has helped students refine leadership qualities and the ability to motivate and guide others. By combining theoretical knowledge with practical experience in a socially-driven environment, our students gained a well-rounded experience and skillsets that would benefit them in the long run.

5.6 Managerial & Operational Challenges

The internship gave our MBA students an opportunity to study managerial and operational aspects of Development Organizations. This helped them to realize that the functioning of the Development Organizations is quite different from the corporate world which they are familiar with. The feedback data indicates that 55 per cent of the students (548) were able to identify various managerial and operational challenges. Fig 5.8 provides further data in this regard.

Fig 5.8: Managerial & Operational Challenges



Some of the key challenges identified are elucidated below:

a) Managerial Challenges

Students comprehended that Development Organizations face a unique set of challenges in the managerial sphere. Their purpose-driven approach presents specific hurdles that managers need to navigate. NGOs often work in complex environments with limited financial and non-financial resource constraints. Bureaucratic processes slow down the release of funds from donors or governments, hindering NGOs’ ability to help those in need. Consequentially, they faced challenges in creating a systematized work culture as they faced limitations in attracting and retaining talented staff, developing staff competencies, planning strategies, and managing multiple stakeholder demands.

Further issues like language barriers, cultural sensitivities, and power dynamics make it difficult for NGOs to promote their interventions in the community. Subsequently, this impacts the sustainability of the NGO. In this regard, Ansh Taneja, the intern at Peepal Tree School, Pune, mentioned, *“Limited financial resources hindered the acquisition of educational materials and maintenance of infrastructure, impacting overall effectiveness. Difficulty in recruiting and retaining qualified staff due to low salaries and lack of professional development opportunities led to inconsistencies in teaching quality. Inadequate facilities, such as insufficient classroom space and outdated resources, compromised the learning environment. Limited involvement and support from the community posed challenges in garnering local buy-in for school initiatives and fundraising efforts. Heavy administrative workload diverted resources from core educational activities, impeding focus on student learning and development.”*

Aryan Gupta, an intern with The-Sara, Jammu, shared his experience about the cumbersome impact of bureaucratic processes on accessing welfare services. He specifically mentioned, *“All the initiatives conducted by the organization would get delayed because they have to get permission from the Social Welfare Department before conducting the initiative because those permissions would take a lot of time.”* Interns from the Society for Animal Health Agriculture Science and Humanity (SAHASH), Jamshedpur; Salaam Bombay Foundation, Mumbai; Mahita, Hyderabad; and Helpers of the Handicapped, Kolhapur, echoed similar views regarding poor support from government officials in collaborating with the NGOs.

Explaining the impact of financial constraints on the operational efficiency of the NGOs, Drishti Joshi, Children of the World India Trust, Nerul, shared, *“One managerial challenge observed was the ineffective allocation of resources, including staffing, funding, and time. Balancing the needs of the children, maintaining a suitable staff-to-child ratio, and ensuring adequate funding for various programs were identified as ongoing challenges that required strategic planning and decision-making.”* Students placed with SOS Children’s Villages, Jammu, shared, *“Balancing program quality with financial sustainability and maintaining high-quality services while operating on a tight budget is challenging.”*

Dhriti Mondal, an intern at the Institute of Health Management Pachod (IHMP), Pune, and Interns from Spread Smile Foundation Trust, Sonipat, and Arvind Foundation, Chennai, highlighted the paucity of competent staff in the organization due to a lack of financial resources. Specifically, Dhriti Mondal shared, *“The organization faced challenges in finding suitable candidates to fill vacant positions. This hindered the smooth functioning of the NGO and impacted its ability to implement programs and projects effectively.”*

Explaining difficulties associated with developing staff competencies, Nirmit Shah, Humankind, Ahmedabad, shared, *“Developing the skills and capabilities of staff and volunteers to carry out the organization’s mission and objectives effectively was an ongoing challenge, particularly when there was a resource constraint. Establishing robust monitoring and evaluation mechanisms to track the impact and effectiveness of programs was crucial, but sometimes lacked the necessary resources or expertise.”*

b) Operational Challenges

Due to dependency on donor support, NGOs face inconsistent cash flow and have difficulty scaling operations. Limited resources make it difficult for NGOs to invest in proper infrastructure like technology, equipment, or office space. In this regard, Drishti Joshi, an intern with Children of the World India Trust, Nerul, shared, *“The integration of technology for efficient record-keeping, communication, and program management posed an operational challenge. Upgrading and optimizing the organization’s technological infrastructure to meet the demands of a modern childcare and adoption center was identified as an area for improvement.”*

Students examined how a lack of resources impacts internal work culture, data management, and program execution. In this context, Nikhar Shrimali, placed with N. M. Sadguru Water & Development Foundation, Banswara, shared, *“The organization used a traditional way of documentation and did not get digitalized. This consumed a lot of productive time for employees.”* Similarly, Animesh Salhotra, Abhivyakti Foundation, Amritsar, mentioned digital and tech-driven challenges, *“Most of the work in the organization was being done on paper. Records are maintained in physical files, which are prone to being damaged and lost. This actually makes data vulnerable to loss.”*

Students could witness that many grassroots NGOs often operate in remote or challenging environments. Delivering aid, managing volunteers, and ensuring project success in such cases can be logistically complex, especially with limited resources. Explaining further, Kartik Jain, who was placed at Vaagdhara, Banswara, mentioned, *“The organization faced challenges at the ground level to ensure active participation and learning along with the implementation of the organic farming methods.”* Rupal Soni, placed with Ranjhi Foundation, Pune, shared, *“The organization faced challenges in adapting to the changing community needs. Community engagement fluctuated due to cultural and socioeconomic factors.”*

Students from Aarohan, New Delhi; Conserve India, New Delhi; Make-A-Wish Foundation of India, Hyderabad; Community Action Society, Kolkata; Empowering Minds (EM), Ghaziabad; Ashadeep Association, Mumbai and Door Step School Foundation, Pune closely observed how multiple work demands on staff was hindering their efficiency and leading to burnout.

Multiple hindering factors impeded the organizations’ effectiveness, resulting in mistrust among donors and stakeholders. Stressing this aspect, Saloni Shedge, an intern with Vijay Krida Mandal (VKM), Mumbai, shared, *“Being new, the NGO lacked the established track record that inspires confidence. Potential donors understandably wanted assurance that their contributions would make a real difference. The NGO’s limited reach hindered their ability to connect with and engage donors.”*

5.7 Recommendations offered

Students offered various recommendations, and some also executed pragmatic solutions to address managerial and operational challenges faced by the Development Organizations. In the context of managerial challenges, students suggested having strategic planning exercises to balance financial sustainability and social impact. To address financial constraints, they proposed creating a diversified funding scheme, implementing cost-saving measures, designing marketing plans, and developing robust business models. A few students also developed an impact measurement framework to map the social impact and provide data to donors and stakeholders.

Most students engaged in robust fieldwork also suggested better stakeholder engagement strategies to develop appropriate communication plans for fostering collaboration support.

To address operational challenges, a few students introduced project management tools to improve efficiency and project execution. Students deployed their analytical skills and trained the staff to develop data-driven approaches for program evaluation and continuous improvement.

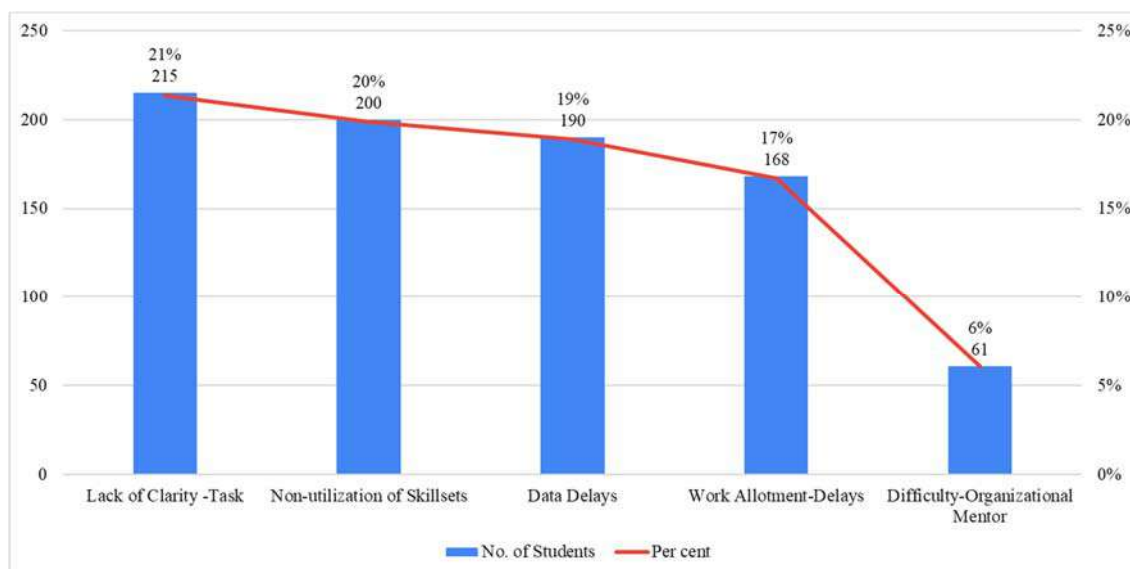
Students recommended appropriate technology, streamlined operations, and enhanced timely data collection in resource-limited settings to enable NGOs to shift from manual documentation to digitalization.

Thus, students were not only able to identify the managerial and operational challenges of the organization but also to recommend and execute solutions to address those challenges.

5.8 Key Challenges: During the Internship

The feedback data indicates that sixty-one percent of students (610) encountered various field and project-related challenges during their internship (See Fig 5.9). From these, 21 per cent of students (215) reported a lack of clarity from their organizational mentors regarding the tasks allotted to them. For instance, students placed in Niyatee Foundation, Bhubaneswar; Swaraj Gramin Vikas Pratistha (Swaraj), Jalna; and ETASHA Society, New Delhi, mentioned that the mentor did not discuss the projects well in advance and failed to give clarity about the expectations from the interns.

Fig 5.9: Key Challenges: During the Internship



Multiple responses ≠ 100%

Dissatisfaction with the non-utilization of students’ skills was reported by 20 per cent of students (200). For instance, Pratyush Vaibhav, placed in Empowering Minds (EM), Ghaziabad (Vaishali),

mentioned, *“Most of the time, we were involved in teaching, so it could be better if the NGO asks for the project which requires our MBA skills. Shailja Sultania, Indian Development Foundation (IDF), Mumbai, stated, “I have a marketing background and knowledge of social media marketing, digital marketing, etc. If I had been put on a project around that, I could have helped the organization improve its digital presence and improve their social media pages. On some days, when there was a lack of work, I was doing clerical work like proof-checking the certificates and data entry/ cleaning. Instead, I could be working on something more meaningful had the organization thought of a clear plan based on our domains.”*

Delays in obtaining the necessary data to complete their project were reported by 19 per cent of students (190). Yelem Rama Krishna, Uma Educational & Technical Society, Ongole, stated, *“The principal of the local branch was reluctant to share the donor data.”* Students placed with Rajiv Youth Foundation, Manjeri; Ek Pahel, Agra; Helpers of the Handicapped, Kolhapur; and Humankind, Ahmedabad, also shared similar opinions.

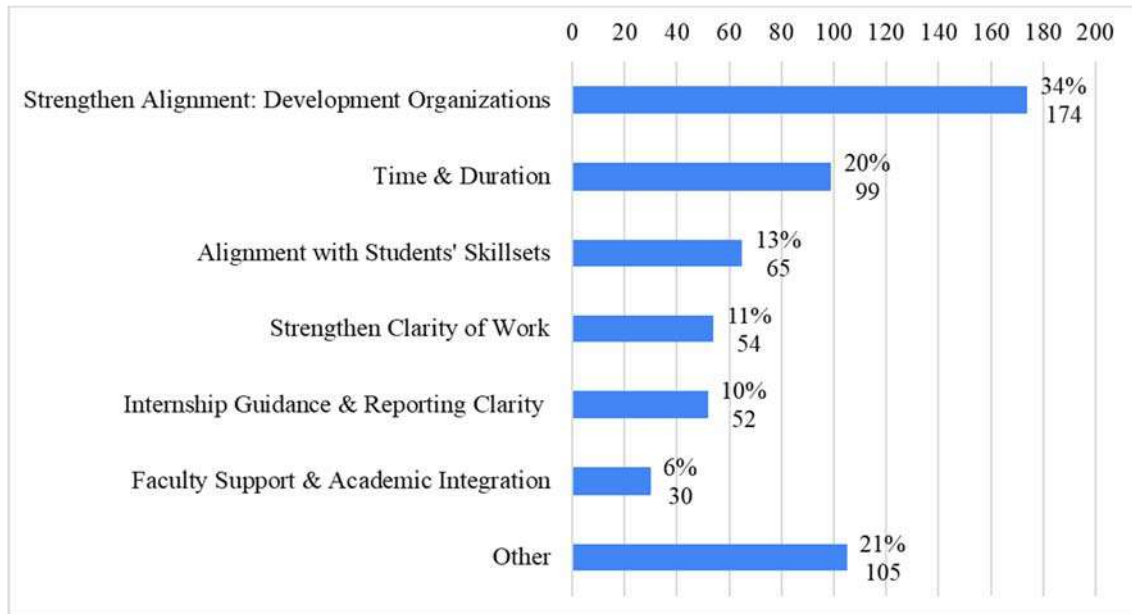
Students who complained about delays in receiving their work assignments amounted to 17 per cent (168). Explaining this, Harsh Shah from the Kotak Education Foundation in Mumbai mentioned, *“As the assigned project was closed by the organization before the start of the internship, the NGO should have assigned a new project before the beginning of the internship to avoid any delay in work allotment.”* Additionally, students placed in Muskaan, New Delhi; Thuligal Kangayam Trust, Thuligal; Special Need Education Home (SNEH) Foundation, Ujjain; Niveda Foundation, Noida; Citizens Foundation, Ranchi; and Indian Development Foundation (IDF), Margoa, mentioned that work allocation should be planned prior for better outcomes.

Students from Vikash, Bhubaneswar; The Rhythm of Life, New Delhi; Blind People’s Association, Ahmedabad; Aditya Cement Works, Adityapuram; Ranjhi Foundation, Pune; Daksh Foundation, Jabalpur; Taru Naturals, Mumbai, AID India in Chennai and few other experienced challenges in contacting their organizational mentors.

5.9 Suggestions: Students

Out of 1006 students, 50 per cent (507) offered various recommendations to review and revise the We Care: Civic Engagement Internship (See Fig 5.10).

Fig 5.10: Suggestions by Students



Multiple responses \neq 100%

a) Strengthen Alignment: Development Organizations

Out of the 507 students, 34 per cent of students (174) recommended strengthening better alignment with the Development Sector organizations during internships. Qualitative data indicates that if there is better alignment with an organization that works on a cause they care about, it allows students to gain purposeful experience that contributes to a positive impact. Misaligned internships can be frustrating for both parties. Students opined that in a couple of NGOs, they found tasks allocated to them were irrelevant, and organizations did not utilize the students' full potential. Factors like structured internships, advanced discussion in setting expectations and deadlines, traveling to project locations, timely availability of data, time commitment and flexibility at work, and other related factors can help align better to ensure a mutually beneficial experience. Students are more likely to be motivated and engaged when their internship aligns with their interests and knowledge. This can lead to a more productive and rewarding experience for the students and the organizations.

b) Time & Duration of Internships

The data reveals that 99 students offered suggestions regarding the time and duration of internships. From these, 16 per cent felt that the time and duration of the internships should be increased as social issues are complex, and grasping the intricacies of resolving them takes time. Social change initiatives often involve ongoing projects. If the student is engaged in a project for a longer duration, it will give them an opportunity to witness the impact of their work within the

project timeframe. Also, it will provide them with a sense of accomplishment from seeing a project through to completion.

Interestingly, five students also suggested reducing the time and duration of the internship as it did not align with their corporate career. A small section of students also suggested having virtual and hybrid internships instead of fieldwork.

c) Alignment with Students' Skillsets

From the total, 13 per cent of students (65) opined that aligning social internships with students' skillsets is crucial. These students felt that, unfortunately, their internship organizations did not make optimal use of their skills. By and large, they felt that when an internship aligns with a student's skills, they can apply their existing knowledge and build upon it more effectively. This leads to deeper learning and a stronger grasp of the social cause the NGO addresses, and it also fosters a sense of accomplishment. It allows students to focus on areas where they can progress most. For example, a student with strong communication skills could be involved in proposal writing or public awareness campaigns. Students strongly felt that by strategically aligning skills with projects, NGOs can ensure they have the right interns working on the right tasks, increasing the overall performance of their initiatives.

d) Strengthen Clarity of Work

In all, eleven per cent of students (54) felt that to make optimal utilization of their time, skill sets, and efforts, internship organizations should provide adequate clarity to interns about their projects, expectations, deadlines, and other requirements. The data indicates that factors that affect the clarity of work prior to internships are unclear internship descriptions and mismatched skills between the intern and the project. During the internship, students experienced a lack of specific instructions, insufficient context about tasks or their purpose, non-availability of data, limited access to resources, infrequent communication from mentors, and an unstructured work environment, which affected their work. Additionally, a few felt there were unrealistic expectations from supervisors, a poor communication culture within the NGO, and changes in project scope.

e) Internship Guidance & Reporting Clarity

Internship guidance & clear reporting guidelines are essential for a successful social internship. They equip interns with the tools and knowledge they require to learn, grow, and make a significant contribution to the social good that NGOs strive to achieve. In this context, ten per cent (52) of students felt that the We Care team should strengthen pre-internship guidance and create more user-friendly reporting formats to capture the work undertaken by interns. Clear and concise reports will help interns to showcase their work and its impact. According to them, appropriate guidance from the We Care team, mentors, senior students, and social sector professionals will

provide them with a roadmap for their internship. It will ensure they understand their role, responsibilities, and how their work contributes to the bigger picture. Regular check-ins and explicit feedback loops from mentors will help interns identify areas for improvement and track their progress throughout the internship.

f) Faculty Support & Academic Integration

The recommendation of strengthening faculty support and integrating field experience with academics was extended by six per cent (30). These students felt that social internships provide practical experience, but faculty support helps in bridging the gap between theories learned in class and real-world application. This leads to a deeper understanding of social issues and the effectiveness of various approaches adopted by the NGOs. Faculty guidance encourages students to analyze their internship experiences critically. They learn to assess the NGO's work, identify areas for improvement, and develop solutions based on their academic knowledge. A few students also felt that there should be adequate interaction between faculty and organizational mentors, which will help them navigate the workplace culture of NGOs and overcome internship challenges. By providing faculty support and fostering academic integration, We Care internships can become a transformative learning experience for students, equipping them with the knowledge and skills to become effective agents of social change.

g) Other Suggestions

A little more than one-fifth (21%, 105) of students provided suggestions on various aspects like more internship opportunities, especially with CSR Departments, strengthening the knowledge base about the social sector, strengthening official communication with the We Care Team/ internship organization, project travel reimbursement, continuous feedback, placement in a team, monitoring system, strategic project engagement of students, individual evaluation of students, provide more options for placement and so on.

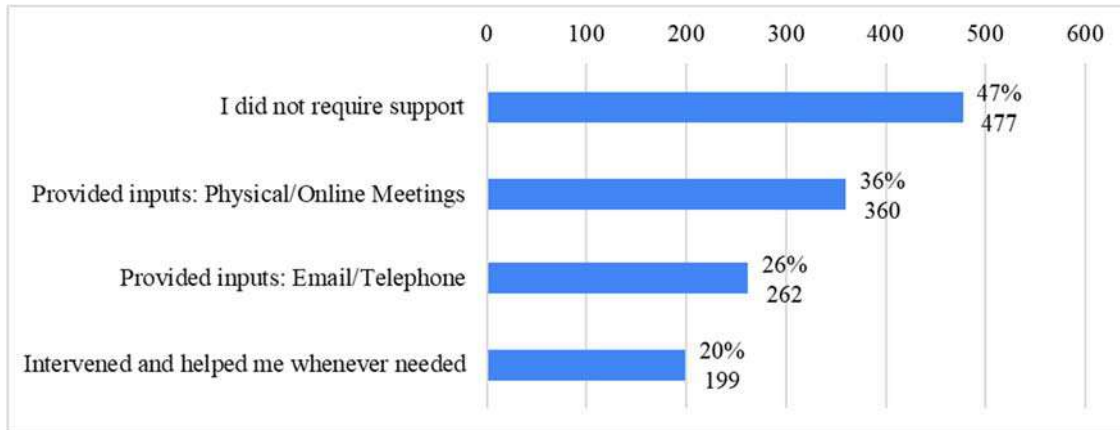
5.10 Faculty Mentorship

For a good learning experience during an internship, it is essential for students to get support from their faculty mentors. This year, 59 faculty mentors were appointed to supervise the students. Before starting their internships, students were required to have pre-internship meetings with their respective faculty mentors. They were also required to stay in touch with them during the internship duration.

The data highlights that 99 per cent of students (993) had meetings with their faculty mentors prior to their internship. These pre-internship meetings played an important role in preparing students for their roles, ensuring they were equipped with the necessary guidance and information before diving into their internship experiences. However, 13 students were unable to reach their faculty mentors prior to the internship due to a lack of convenient meeting slots.

Fig. 5.11 below displays faculty support received by the interns during the internship duration.

Fig. 5.11: Faculty Mentor Support: During Internship



Multiple responses \neq 100%

In all, 53 per cent (529) of students sought faculty support during the internship. Meanwhile, 47 per cent (477) reported not seeking support from the faculty mentor during the internship. Students contacted faculty mentors virtually or through mail or telephone. The qualitative data from the students indicates that students received prompt responses from their faculty mentors during the internship. This helped them to sort out their problems and facilitated the completion of their internship tasks.

6. Organization Feedback

Understanding the organizational mentors' views strengthens the We Care: Civic Engagement Internship.

A feedback questionnaire was administered to the organizational mentors using a Google Form. The objectives and data points to gather input from the organizations are listed in Table 4 (Refer to Annexure VI for the Feedback Form).

Table 4: Organization's Feedback: Objectives and Data Points

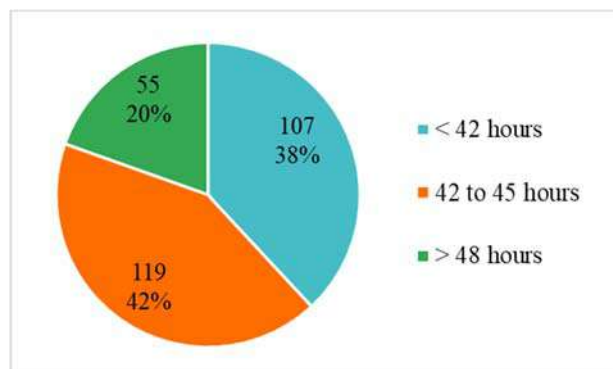
Feedback objectives	Feedback data points
To study the organization's perspective with respect to the level of satisfaction with students' conduct, quality of work, regularity in reporting, and their learning through the internship.	<ul style="list-style-type: none"> • Satisfaction with <ol style="list-style-type: none"> 1. Intern's Conduct 2. Quality of Work 3. Regularity in Reporting 4. Civic Engagement Learnings
To acknowledge interns' contributions	<ul style="list-style-type: none"> • Special remarks regarding students' contributions
To seek recommendations from organizational mentors to improve the We Care: Civic Engagement Internship.	<ul style="list-style-type: none"> • Suggestions for improvement of the We Care: Civic Engagement Internship

Analysis of the responses from 363 internship organizations, 281 (77 per cent) organizational mentors submitted their feedback.

6.1 Average Weekly Hours

Students were expected to devote 7 to 8 hours daily during the internship. Fig 6.1 presents the responses submitted by the organizational mentors. It can be inferred that 42 per cent of the organizational mentors (119) informed that the interns devoted between 42 to 45 hours per week to the organization.

Fig 6.1: Average Weekly Hours



6.2 Level of Satisfaction

To study the satisfaction level of the organizational mentors with interns' conduct, quality of their work, quality of reports, and their experiential learning. A five-point Likert scale was used to seek responses on the following parameters from the organizational mentors, ranging from Below Average (1) to Excellent (5).

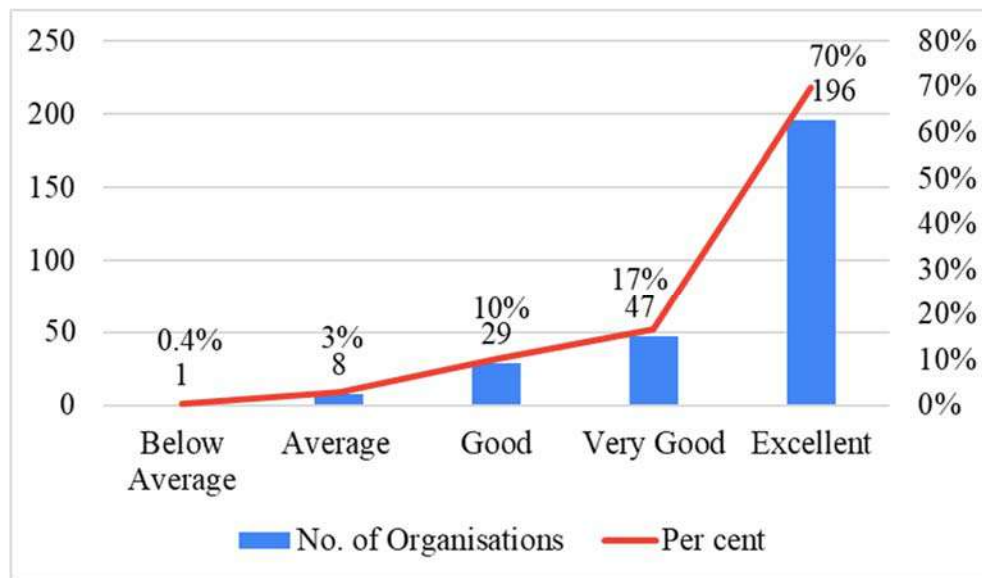
a) Interns' Conduct

The level of satisfaction regarding interns' conduct was measured on the following parameters:

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

As represented in Fig 6.2, 70 per cent of organizational mentors (196) expressed high satisfaction with interns' overall conduct during the internship.

Fig 6.2: Level of Satisfaction: Interns' Conduct



Data collated on each parameter reveals that 50 per cent of the mentors expressed high satisfaction with each parameter listed above. Qualitative feedback submitted by the mentors indicates that students exhibited dedication and professionalism. They appreciated students' punctuality, commitment, and diligence in completing assigned tasks. The mentors also observed that the students were flexible with traveling and adjusting to the odd working hours. Further, it was also reported that the students accommodated themselves in the organization and willingly engaged

with the staff and the beneficiaries. It helped them to develop empathy toward others. For example, the mentor from Child Rights and You (CRY), Kolkata, stated, *"Throughout their internship tenure, the students exhibited commendable qualities that reflect their dedication and professionalism. I want to highlight their punctuality. The interns consistently arrived on time for their assigned tasks, demonstrating a strong sense of responsibility and reliability."*

Similarly, the mentor from Connecting Dreams Foundation, New Delhi, reported, *"Siya was extremely quick and spontaneous in carrying out the task assigned. Her punctuality, focus, and disciplined approach make her complete voluminous tasks on time."*

Some of the mentors also felt that students demonstrated a strong work ethic, motivation, and passion to deliver outcomes. They were passionate about working and learning in the social sector and showed enthusiasm. Students helped in taking up day-to-day activities, including administrative tasks, teaching, augmenting policies, and promoting organizations' work in the public domain. In this context, Thane's Green Ecospace Foundation's mentor mentioned, *"Aparajita and Vedant did an excellent job of delivering the project for GEF. They demonstrated a strong work ethic, motivation, and passion to deliver outcomes. We appreciate the work delivered by both of them."* Similarly, the mentor from the Sudisha Foundation, Rewa, stated, *"Uttam Mishra's dedication, skills, and exemplary work ethic have significantly enriched our organization, and it was with great pleasure that I highlight his remarkable performance."*

Organizational mentors also felt that the interns were interested in learning about the organization during their internship. Sharing her view, the mentor from Yuva Parivartan Institute of Skill Development, Mumbai, expressed, *"The interns were very diligent and keen to know about the organization and our work. They communicated quite well and were engaged throughout their internship."* Explaining further, the mentor from Abhilasha Foundation, Mumbai, stated, *"Unnati Lohia and Tania Arora both were hard-working, disciplined and passionate about working and learning in the social sector."*

b) Interns' Quality of Work

The level of satisfaction with quality interns' work is measured on the following parameters:

1. Provide innovative ideas
2. Display clarity in designing a plan of action
3. Adherence to project deadlines
4. Quality of tasks performed/deliverables submitted
5. Scope of application of recommendations given by student(s).

It can be surmised from Fig 6.3 that 62 per cent of mentors (174) rated interns' quality of work as excellent.

Fig 6.3: Level of Satisfaction: Quality of Work



According to the mentors, interns displayed clarity in designing a plan of action. The mentor from Disha, Amravati, reported, *"We found Pratyush very productive and innovative in his every endeavor. With his academic approach and expertise in his field, he helped us to design the sustainability plan for DISHA, i.e., something significant for social development organizations like DISHA."* Explaining this future, the mentor from the Foundation for Ecological Security (FES), Angul, conveyed, *"Garima was entrusted with a responsibility to develop a business plan for two of our farmers' producers company (FPOs). She has done remarkable work in preparing the business plans. These plans will now help the FPOs to access more opportunities in the future."*

The mentor from Mann- Center for Individuals with Special Needs, Mumbai, ASHA-CHINH Welfare Society, Ludhiana, Make-A-Wish Foundation of India, Bengaluru, and Arvind Foundation, Chennai, also shared that students extended innovative ideas and solutions to create data management and digitalization systems. Despite multiple workloads, interns submitted their projects as per the deadline.

Students' work, especially on impact assessment and qualitative assessment, was appreciated for their usefulness to the organization. For example, the mentor from the Reincarnation Association, Ghaziabad, stated, *"Parth Arora and Shailja's ability to quickly grasp complex digital marketing concepts and apply them to our campaigns was impressive. Their data analysis skills were valuable in helping us improve our social media traffic and engagement."* Echoing this further, the mentor from Prangan Foundation, Dombivali, mentioned, *"Interns have done very impactful activity which impacted more than 500+ girl child project."*

The mentors from Kshamata Transformation Centre, Mumbai, Catalysts for Social Action (CSA), Mumbai, People in Need Foundation (PNF), Guntur and Hope Kolkata Foundation, Kolkata, shared similar feedback on the quality of deliverables submitted by the students.

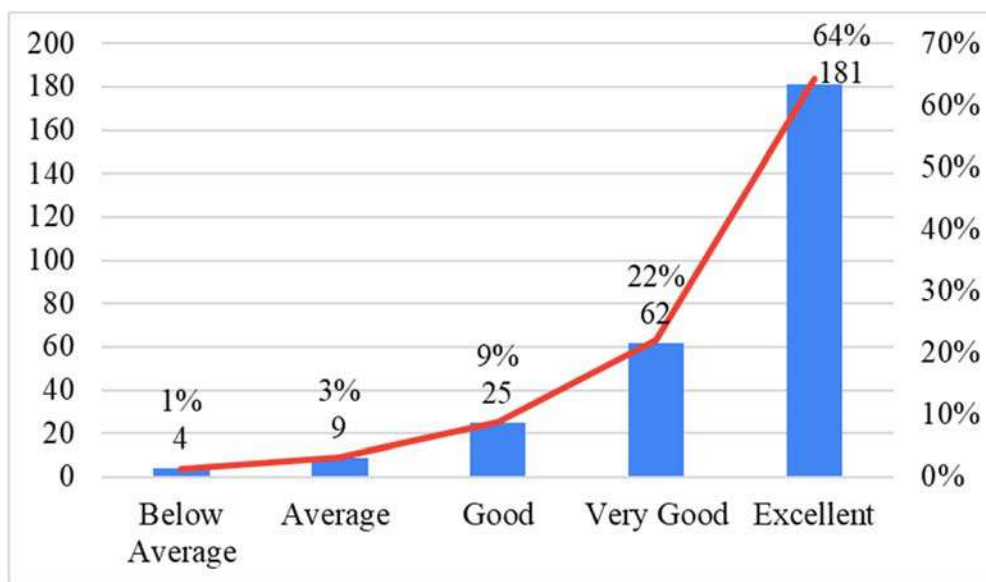
c) **Regularity in Reporting**

The following criteria were used to gauge internship organizational mentors' level of satisfaction with students' reporting:

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

As shown in Fig 6.4, 64 per cent of mentors (181) rated interns' reporting practices as excellent.

Fig 6.4: Level of Satisfaction: Reports



The mentors were highly satisfied with the punctuality of the submission of daily reports, weekly reports, and final reports. The qualitative data indicated the mentors with the overall quality of presentations and the final report. Highlighting this further, the mentor from N. M. Sadguru Water & Development Foundation, Banswara, stated, "*Nikhar Shrimali excelled in report creation and project monitoring during his internship. His meticulous work significantly enhanced our ability to track progress and communicate impact effectively, demonstrating valuable skills in data analysis and reporting.*" Reiterating this further, the mentor from Uttarakhand Seva Nidhi, Almora, expressed, "*The report prepared by Mr. Sarim is well structured and based on field research and documentation. We found it very interesting.*" The mentor from Conserve India, New

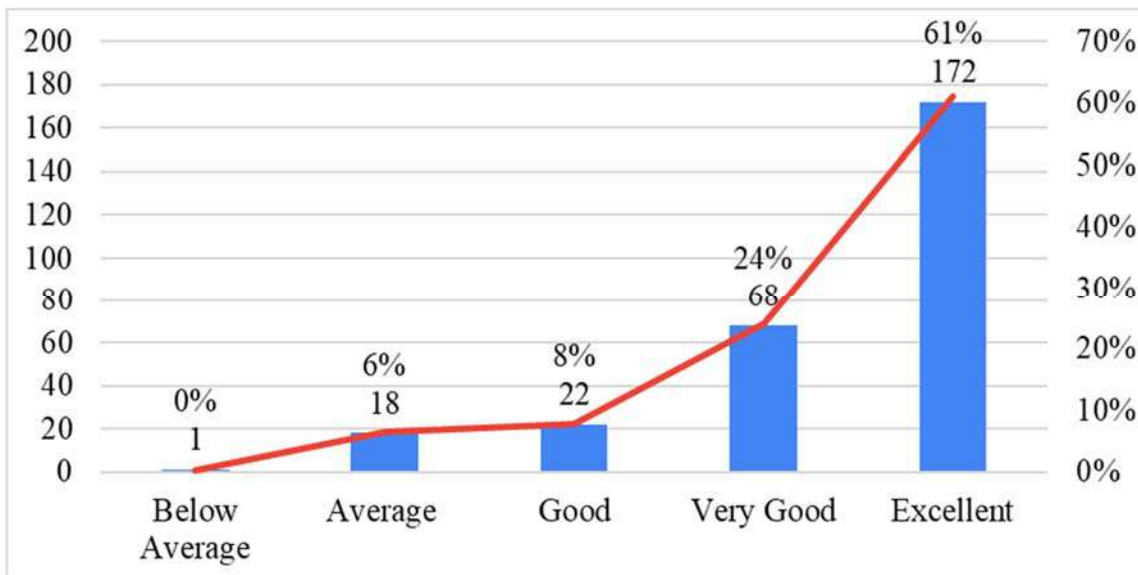
Delhi, appreciating the student's report writing skills, stated, *"The interns played a pivotal role in consolidating pertinent data essential for Conserve's Annual and Impact reports."*

d) Interns' Civic Engagement Learnings

The mentors were requested to share their feedback on the level of satisfaction with interns' Civic Engagement learning on the following criteria.

1. Understanding social issues and their impact
2. Understand the role of internship organizations in addressing social issues.
3. Understand the operational/managerial challenges of the internship organization.
4. Provide feasible (workable) solutions or recommendations to the problems identified.
5. Able to learn from the internship experience.

Fig 6.5: Level of Satisfaction: Civic Engagement Learnings



As shown in Fig 6.5, 61 per cent of mentors (172) rated interns experience learning as excellent. They shared that the interns were able to understand the complexities of the social issues, their impact on beneficiaries, and their implications if they were unresolved. They also understood the importance of the various programs undertaken by the internship organizations and various managerial/technological challenges faced by the NGOs in scaling up their reach. The mentor from Pragati Social Services Society, Karnal, aptly stated, *"Shreya Malhotra understood the social issues and the life struggles of the poor and the marginalized people. She took the initiative to learn about their lifestyle, culture, customs, and daily living. She prepared her modules well and presented them properly. Her expertise and interactions were good. She conducted a brief impact study of the organization's activities and its executions. I highly appreciate her learnings, findings, and recommendations. They are handy to our organization."* Appreciating interns' learning abilities, the mentor from the Blind People's Association, Ahmedabad, mentioned, *"Though*

disability was a very new subject to the interns, they developed the critical lens to view diversity and have learned to deal with it."

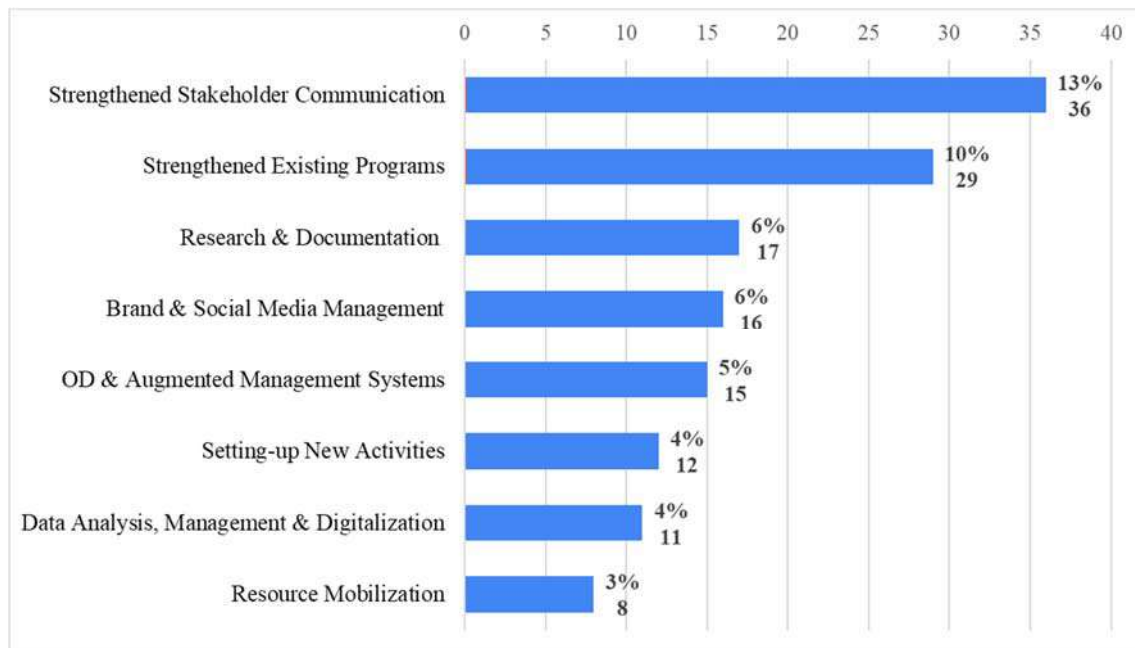
Mentors from Ambuja Cement Foundation, Mumbai, Manav Vikas Sewa Sangh, Sagar, Bharat Memorial Charitable Trust - Neev, Gurugram, and Uditkunj Foundation, Kaithal also shared similar sentiments on students' understanding of the role of internship organizations in addressing social issues.

6.3 Special Contribution by Interns

Feedback was asked from the organizations to recognize the unique contributions made by the students during their internships.

All our students were engaged in undertaking various assignments from the mentors during their internship; from the total mentors, 144 mentors specifically highlighted unique contributions made by our students (See Fig 6.6).

Fig 6.6: Special Contribution by Interns



Multiple Responses ≠100%

a) **Strengthened Stakeholder Communication**

As depicted in Fig 6.6, 13 per cent of students (36) assisted in strengthening the NGO's stakeholders' communication. The mentor from Prayas, Chittorgarh, stated, "*Sarita Dewani was asked to assess the implementation of ICDS in two project villages. She visited two aganwadis and*

did qualitative assessment by interviewing aganwadi workers and some of the pregnant/lactating mothers enrolled under the program." Similarly, the mentor from *the Rural Development Society, Bankura*, mentioned, "*Souvik interacted with the grassroot level beneficiaries belonging to the marginalized communities freely and was eager to learn.*" Also, the mentor from the Indian Institute of Cerebral Palsy (IICP), Kolkata, stated, "*The interns have been very prompt with communication, and they have shown commendable skills and are very conscientious in their queries and deliveries to our vulnerable population of beneficiaries. Their modus operandi showed empathy and attention to detail. As a team, they worked really well.*"

b) Strengthened Existing Programs

During their internship, 13 per cent (36) of students efficiently strengthened the existing programs, showcasing strong administrative and teamwork skills, resulting in its successful operation. The mentor from Udaan Welfare Foundation, Thane, stated, "*The interns had excellent coordination amongst each other and the team at our Saksham Community Centre. They were very helpful in all the activities, planned or unplanned, and mentorship was done for the staff as well as the children. They were cordial, humble, and adaptive. These interns will be an asset to any organization they are placed with.*" Likewise, the mentor from the Social Welfare Department, Saharanpur, mentioned, "*Ms. Sejal Sundriyal had a positive attitude about the work culture in the organization. It was her determination that helped her to know all the aspects of the organization.*"

Additionally, the mentor from Abhayam Welfare Society, Visakhapatnam, stated, "*Mr. Utsav was collaborative and enthusiastic during the internship. He contributed his time to our NGO's Rural Education Quality Enhancement program as part of Abhayam-Spoorthi. He visited remote tribal schools, AP Model, and urban government schools to get the data required to understand the needs.*"

c) Research & Documentation

The mentors observed that students have worked on market research, field research, and drafting annual reports, case studies, and documents for organizational use. In this context, the mentor from the Society for Promotion of Youth & Masses (SPYM), Chandigarh, communicated, "*Raghav, apart from work assigned by the organization, contributed to the development of case studies for educational purposes. He also supported the rollout of the National Family Health Survey in Haryana.*" Appreciating the student's report writing skills, the mentor from Rajsamand Jan Vikas Sansthan, Rajsamand, mentioned, "*The research and documentation done by the intern is beneficial for us to understand the field level situation and design future plans. We can use research and documentation reports to present with stakeholders and advocacy for the issues identified in the research.*" Similarly, the mentor from Pakka Foundation, Faizabad, stated, "*Vaishnavi Agarwal conducted a market research and documentation project for us with the aim of understanding the growth of the hospitality and travel sector in Ayodhya, as well as the aspirations of the youth to join the industry by enhancing their employability in the sector. The*

insights gained from this research and documentation are valuable for us in designing programs that will prepare rural youth for upcoming opportunities in Ayodhya."

d) Brand & Social Media Management

Brand Building is an important area for any organization. During the internship, students worked on projects like building strategic partnerships, conducting outreach events, and content development for social media and website development. The mentor from Grameen Vikas Sansthan (GRAVIS), Jodhpur, mentioned, *"Mr. Naman Mahajan, during his internship, we observed his zeal to work for the benefit of the communities, and he utilized his creative side to complement our organization's initiatives. He strives to achieve the best in all tasks he is assigned. He has composed a song for GRAVIS, developed a social media filter, and also worked on preparing a case study."* Simultaneously, the mentor from Reincarnation Association, Ghaziabad, mentioned, *"Interns' ability to quickly grasp complex digital marketing concepts and apply them to our campaigns was impressive. Their data analysis skills were invaluable in helping us improve our social media traffic and engagement. Both were creative, and their out-of-the-box thinking helped us develop new and engaging content for our social media channels."* Highlighting the intern's efforts and interest, the mentor from Connecting Dreams Foundation, New Delhi, mentioned, *"Himanshi took a deep interest in the brand and social media management and areas related to diversity, equity and inclusion. She made personal efforts to create the brand logo, packaging, and design, and she also drafted content to reach out to mailers to the corporates assigned to her."*

e) OD & Augmented Management Systems

The mentors felt that the students contributed to revising and executing HR policies and processes, applying technology to address operational challenges, planning, and assisting in fieldwork. Further explaining this, the mentor from Janvikas Society, Indore, reported, *"The interns were very competent, and they were always willing to adjust to the situations. They worked hard and were always there to contribute through meticulous planning and involvement in the field. They were regular and creative when working with the people. We appreciate their hard work and cooperation in our social interventions."*

The mentor from Agrocel Industries Private Ltd., Bhuj, stated, *"Hardik was hard-working and interested to learn from the community. He did an extensive field visit and interacted with the community to understand the spectrum and suggested good recommendations which we will implement in the project."* While the mentor from the Centre for Integrated Development (CID), Gwalior, conveyed, *"All students took a keen interest in all the activities conducted by the organization and gave their inputs and recommendations to improve and enhance the work for child welfare."*

f) **Setting-up New Activities**

According to the mentors, the students built new activities like team-building games and gave innovative ideas. Appreciating the students' contribution, the mentor from Jeevan Jyoti Samaj Sewa Sansthan (JJSSS), Lucknow, mentioned, *"The interns dedicatedly worked for the organization. They displayed good performance in conducting surveys and gathered detailed information about the concerned areas and people facing disability. Apart from that, students also helped in selling handicrafts and LED bulbs, for which profit went to the children in the NGO. They also suggested areas of improvement in LED bulbs, thus helping us maintain the quality of the product. Their fieldwork also enabled us to determine the market demand for the products."*

Explaining further, the mentor from Bodhi Peet, Kolkata (Bidhannagar), mentioned, *"Both of the interns facilitated the making of the Comprehensive CSR Project for our organization."* Furthermore, the mentor from Mahavir International (Mahavir Foundation Trust), Vadodara, reported, *"The interns conducted field surveys for a new Asha Deep Centre, gathering data from over 80 potential student families. They also contributed to social media marketing, creating Instagram posts, PPTs, and videos for the campaign. They played a key role in a fundraising campaign, a digital learning campaign, a marketing campaign for donors, and a financial literacy campaign. They also contributed to PowerPoint presentations in Gujarati and English."* Also, the mentor from Milaan Foundation, Chennai, conveyed, *"Priyanshu has played a key role in managing the program's database. Additionally, leveraging his sports background, he has proposed valuable ideas that align with the sports-based curriculum of the Unmukt Program and can be integrated effectively."*

g) **Data Analysis, Management & Digitalization**

The students worked on data analysis, digital transformation, digital literacy, dashboard creation, and digitalization. Highlighting this the mentor from Mangalam Foundation, Kharghar, shared, *"Both interns were well versed in digital graphic designing."* At the same time, the mentor from the Special Need Education Home (SNEH) Foundation, Ujjain, reported, *"The interns helped to get CSR Funding out of corporates, and helped improve website development and completed minor and major tasks allocated to him."*

Appreciating the intern's expertise, the mentor from Waste Warriors Society, Bir Billing, mentioned, *"Mr. Gautam demonstrated exceptional performance throughout his internship. He played a pivotal role in supporting the team during the baseline survey in Chaugan Gram Panchayat, showcasing his ability to work effectively in the field. Additionally, his expertise in data analytics and dashboard creation greatly assisted the M&E team, contributing significantly to project implementation."* Similarly, the mentor from Children's Future India (CIF), Pen, shared, *"Ms Surbhi Madavi completed all tasks given to her in the specific period. She had a good understanding of issues and could very well address them. She was quite helpful in developing the format for our Higher Education Alumni group."*

h) Resource Mobilization

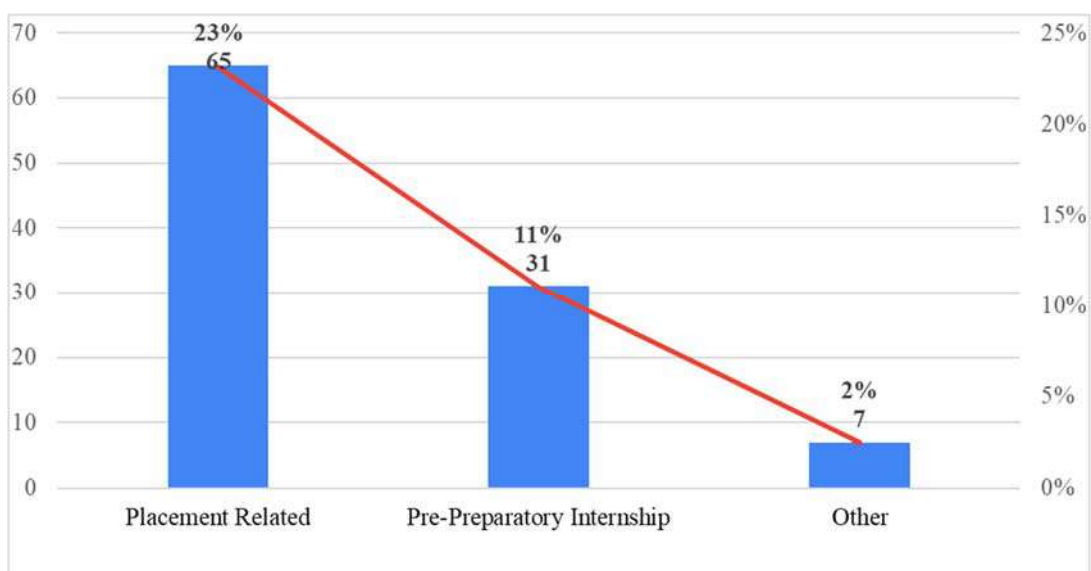
Resource mobilization included beneficiary mobilization, volunteer mobilization, and fundraising initiatives. The mentor from Kalyanam Karoti, Mathura, mentioned, "*Naman Vashishta performed well in an internship under the resource mobilization unit at Kalyanam Karoti.*" Explaining further, the mentor from Divyam Foundation, Thodupuzha, shared, "*Mauliga had been extremely effective in the specific task assigned to her during her internship program. She joined our fundraising program, and she expressed her excellence in the job! She made sure she completed the task effectively during her internship period.*"

The mentor from Khushiyaan Foundation, Mumbai, stated, "*All three volunteers have made significant contributions towards enhancing the CSR outreach and refining our approach through their strategic insights and expertise. Their diligent backend work in gathering CSR contacts has been pivotal in maximizing our NGO's outreach potential. Furthermore, their collective participation in weekend beach cleanup activities underscores their commitment to both our cause and community engagement. Their combined efforts have undeniably strengthened our organization's impact and effectiveness.*"

6.4 Suggestions from Mentors

Civic engagement internships with Development Organizations can provide valuable experiences for B-school students looking to apply their business acumen to social good. To have an enriching experience, 37 per cent of mentors (103) offered suggestions for strengthening the We Care: Civic Engagement Internship experience. See Fig 6.7.

Fig 6.7 Suggestions from Mentors



a) **Placement Related**

Twenty-three per cent of the mentors (65) had placement-related suggestions. Placement-related suggestions centered on increasing the duration of placements, placing more students, having strategic alignment between student skill sets and NGO requirements, and conducting robust preparatory orientation for internship.

Increase Duration

The mentors felt that the internship duration should be increased by at least one month or more to enable students to execute their ideas in the field. The mentor from Waste Warriors Society, Bir Billing, suggested, "*It would be great if We Care: Civic Engagement Internship could extend the duration of the internship from one month to 2-3 months. This longer timeframe will allow interns to delve deeper into projects and contribute more substantially to ongoing initiatives.*" Expressing concern over the short duration, the mentor from Indo-Global Social Service Society, New Delhi, mentioned, "*Three weeks is little less time to understand ground level issues if they can continue to be part of such engagement as volunteers during weekends, or time to time be part of small projects, then it will help them to understand and give back to the society.*"

Placing More Students

Mentors from Navjeevan World Peace & Research Foundation, Nashik, Aarna Foundation, Thane, Mann - Center for Individuals with Special Needs, Mumbai, Bala Vikasa, Hanamkonda, Kotak Education Foundation, Mumbai and Durgapur Sundaram Creative Welfare Society, Durgapur etc. requested placement of more students. Mentors from Community Action Society, Kolkata, and SOS Children's Villages of India, Rourkela, opined that instead of placing single students, they should be placed in teams. Teams can brainstorm more effectively and tackle challenges from different angles. It can lead to more innovative solutions and a deeper understanding of the issues at hand. It also helps students gain valuable teamwork skills, diverse perspectives, and a more robust network while contributing more effectively to the organization's goals.

Strategic Alignment

Strategic alignment between students' skill sets, interest areas, and NGO requirements is crucial for creating a good learning experience. When an organization gets an intern with relevant skills, they can be assigned projects that contribute meaningfully. The mentor from Taru Naturals, Mumbai, suggested, "*The requirements of organizations need to be asked beforehand, and then interns must be hired based on their background.*" The mentor from the Society for Promotion of Youth & Masses (SPYM), Chandigarh, suggested, "*Interns' work profile should be aligned with the work profile of the organization for a better outcome.*" It allows the intern to learn and grow while making a tangible impact on the organization's goals. When interns have the right skills,

they can produce higher-quality work. It benefits the NGOs by leading to more successful projects and a greater impact on their mission. Utilization of skill sets in a meaningful way also builds confidence in students. It can be especially valuable for B-school students who are transitioning from theory to practice.

b) Preparatory Orientation

Eleven per cent of the mentors (31) suggested the necessity for providing a robust preparatory orientation prior to the We Care: Civic Engagement Internship. According to them, the preparatory orientation will assist in setting expectations and ground rules for professionalism, communication, and self-conduct. It will equip students with knowledge and provide a stimulus to seek information on the specific focus of the internship, relevant local issues, and the organizations with which students may want to work. The orientation can also help students develop research skills, communication, project management, etc., which may be handy during the internship. Overall, the preparatory orientation can ensure students are prepared for a game-changing, smooth, and safe experience in the field.

c) Other Suggestions

A few mentors suggested defining learning outcomes prior to the internship, conducting joint mid-term reviews, and encouraging interns to publish their reflections and experiential learnings in the public domain to disseminate knowledge. A small section of mentors are keen to partner with NMIMS on various other activities and look forward to gaining formal recognition from NMIMS.

7. Post-Internship Evaluation

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

1. Submission of weekly reports via Google Forms.
2. Submission of a 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 the Faculty Mentor
 - 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 the We Care Rubric.

8. Augmentation

8.1 Poster Presentation

We Care: Civic Engagement Poster Presentation was organized on March 2, 2024, to enable students to share their field experiences with peers, development sector professionals, and faculty members. During the event, the 1006 students of SBM who were placed across pan India for their civic engagement presented their experiential learning journey to the 68 social sector professionals. The event was a celebration of the spirit of camaraderie and inclusion. From 389 posters, 43 teams secured the top eight ranks and won prizes worth Rs. 4.44 lakhs.

Transformed by his grassroots experience, Naman Mahajan, our MBA (HR) student from the Mumbai Campus, composed the Perna Geet (Inspiration Song) to inspire students for the We Care: Civic Engagement internship (See Annexure XI). This song was declared as Perna Geet (Motivational Song) by Prof Ramesh Bhat, Vice Chancellor, NMIMS, for the We Care: Civic Engagement Internship.

On March 9, 2024, a special Poster Presentation was arranged to provide an opportunity for Poster Competition winners to articulate their experience and contributions to the Management Team of SVKM Trust. The open dialogue with the Management Team fostered the exchange of information and ideas to strengthen the work undertaken by the Development Organizations.

8.2 We Care: Civic Engagement Competitions

The following competitions were conducted by the Social Responsibility Forum (SRF) to augment experiential learning:

a) We Care Documentary

The We Care Documentary competition was organized to give groups/individual students a chance to share their field experiences in the form of a video. In all, 36 teams participated, and seven teams moved to the final round on February 27, 2024. Each team was given two minutes to provide a brief backstory behind their documentary before presenting their video, which was followed by three to five minutes of questioning by the judges about their work at the NGO. Mr. Akshay Asthana, a well-known scriptwriter, and Ms. Bhanvi Sharma, a producer on NDTV Profit's morning video desk, served as the competition's judges. The judges praised the winners for their creativity, engaging narratives, and impactful cinematography.

Mr. Vishal Chandna won the first prize, which was INR 25,000. Ms. Prajna Gupta was awarded the first runner-up prize of INR 15,000, followed by Ms. Deeksha Singhal with the second runner-up prize of INR 10,000.

b) What Moved You 2024 (Photo Story Competition)

What Moved You is a photography competition that provides an opportunity to share the stories of people and experiences that have touched the participants' lives during their We Care internship. Out of the total 54 participant teams, nine qualified for the final round of the competition conducted on February 27, 2024. The teams competed to convey compelling narratives through photo collage of 5-6 photographs. The judges for the competition, Mr. Simit Bhagat (Founder, Simit Bhagat Studios) and Mr. Nawniit Ranjen (Independent Filmmaker, Mingle 'n Jingle Films), evaluated each entry based on its ability to convey a message effectively and its creativity, among other criteria.

Meet Shah won the competition with a prize money of INR 25,000. The first runner-up, Sanitra Gupta, won the prize of INR 15,000, followed by Naman Mahajan, who won the second runner-up prize of INR 10,000.

c) We Innovate 2024

We Innovate, a social business plan competition, aimed to encourage students to develop innovative and practical solutions to social problems they encountered during their We Care Civic Engagement internships. Out of a total of 40 applications, seven teams qualified for the final round held on February 28, 2024, and presented their business plans. The competition was judged by Dr. Mukesh Mohode, General Manager-Strategy & Projects, Aditya Birla Education Trust, and Mr. Vaibhav Gupta, Manager, Bridgespan Group.

Ms. Muskan Jain and team, Bisleri CSR Department, won the first prize with INR 25,000. The first runner-up, Mr. Pratik Bhangare and his Team, Ambuja Cement Foundation, won INR 15,000, followed by the second runner-up, Mr. Nikhar, Blooms, INR 10,000.

9. Agenda Ahead

The significant suggestion given by both the organizational mentors and students was to increase the duration of the internship, as students will be able to take on larger projects to create scalable impact. Unfortunately, the tight academic MBA schedule leaves no scope to increase the duration.

Based on the suggestions extended by the students, the We Care team will try to motivate the internship organizations to allocate projects based on students' skill sets, set clear expectations, provide timely data for completing the projects, and provide fieldwork locations in advance. This

will help students to have more meaningful experiences. Also, the demand placed by the students to allocate projects as early as possible before the commencement of the internship will be discussed with the internship organization. However, considering the complexity of the social sector, we doubt whether NGOs can meet this demand. Hence, students will be encouraged to visit the internship organization and interact with their organizational mentors prior to the placement to get clarity on projects and set mutual expectations.

Efforts will be made to encourage Faculty members to interact with Organizational mentors to provide meaningful field experience to the students.

The We Care Team will keep students updated through the NMIMS Portal, emails, telephone, and We Care student leaders and SRF team members.

Annexure I

We Care: Civic Engagement Internship Student Data Form

SVKM's NMIMS
School of Business Management

We Care: Civic Engagement 2024
MBA-Core & MBA-HR (Batch 2022-2024)

Student Data Form

Note: Read this before filling up the form.

1. Duration: Three weeks. Full time - 7-8 hours per day (Monday, January 29 to Wednesday, February 21, 2024)
 2. Kindly submit your hometown address as mentioned in the Aadhar card. If you are not residing at the address mentioned on your Aadhar card, please provide your parents' current residential address.
 3. In case we are unable to locate a credible NGO in your hometown, we shall consult you to decide on an alternative location or place you in Mumbai.
 4. Efforts will be made to locate credible NGOs in your preferred interest areas, but in case we are unable to identify the same, you shall have to intern in an NGO that is allocated to you.
 5. 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.
-

NMIMS Email ID: *(It will be collected automatically in Google Form)*

1. Name: (Mention your complete name as appears on your graduation marksheets and degree certificate.)
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. MBA (Core)
 - b. MBA - HR
5. Division: (Select an appropriate option) HR students are requested to cautiously select a division starting with HR- listed below.
6. Roll No (A001 / HR-A001):

7. SAP ID:
8. Student's Mobile No (In case of any change at a later date, please update the same with the We Care Office):
.....
9. Student's NMIMS Email ID (Enter NMIMS Email ID only)
.....
10. Hometown / Parents' Current Residential Address:
 - (a) House No./Wing/Building/Society/Street.....
 - (b) City / Town:
 - (c) District:
 - (d) State/Union Territory:
 - (e) International (Other) State (If chosen International (Other), please specify State.
Example: State, Country. Mention NA if not applicable)
.....
 - (f) Pin code:
11. Parents' contact number:
12. Last Degree:
 - (b) Other Degree & Specialization (If chosen other, please specify Degree & Specialization. Mention NA if not applicable)
13. Previous Volunteering Experience in NGO(s)
 - (a) Yes
 - (b) No
14. Volunteer Skill Set: (Select the appropriate options)
 - i. Communication skills (includes Drafting Case Stories/Case Studies/Reports/Mailers/Content Creation/NA)
 - ii. IT Skills (includes Designing Software / Designing Website / Developing Mobile App/NA)
 - iii. Marketing Skills (includes Social Media Marketing /Digital Marketing/ Designing Promotional Material/Online Branding/ Developing Marketing/Strategy Marketing Research/NA)
 - iv. Teaching Skills (includes Designing Curriculum /Designing Teaching Material/Delivery of Lecture Sessions/NA)
 - v. Finance Skills (includes Budgeting /Financial Analysis/NA)
 - vi. Research skills (includes Primary Research/ Field Surveys/Secondary Research/ Data Analysis/Report Writing/NA)
 - vii. Performing Arts (includes Dance/Drama/Music/Drawing/Crafts/Designing Promotion Material/Video Making/NA)
 - viii. Other, specify
15. (a) Work Experience: (Select the appropriate option)
 - a. No experience
 - b. Up to Two years
 - c. Above Two years

- (b) Name of the Organization If you have work experience, specify:
(c) Sector: (Select the appropriate options)
- i. Finance
 - ii. Marketing
 - iii. HR
 - iv. IT
 - v. Operations
 - vi. None (Fresher)
 - vii. Other, specify

16. Language proficiency, other than English (Select appropriate options)

	Language \ Proficiency->	Speaking	Reading	Writing
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:			

17. Intended field of internship: (Give any 4 Preferences)

- i. Child Welfare
- ii. Community Development (Rural/Urban)
- 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, untrue, or misleading, I am aware that I may be held liable for it.

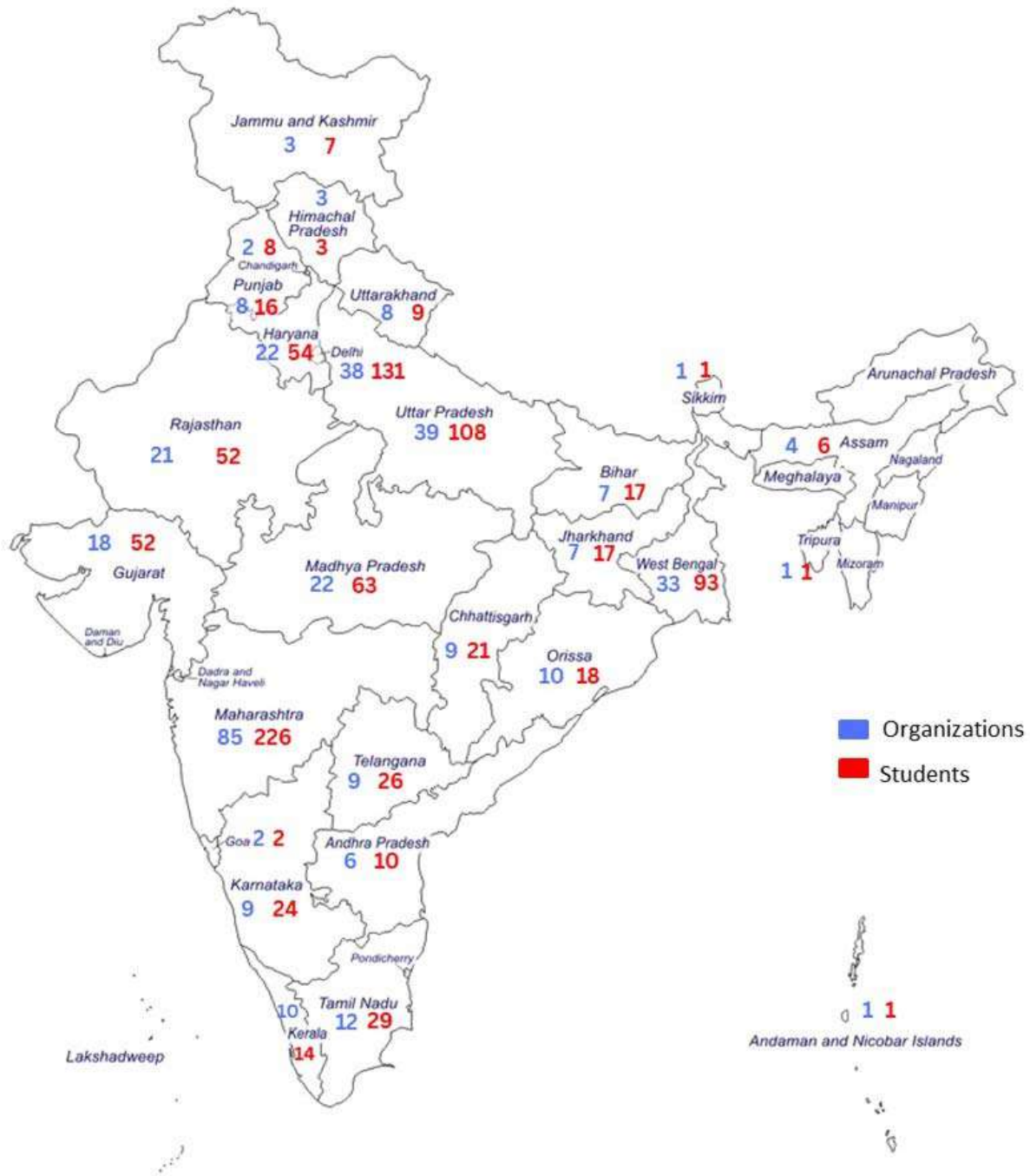
Signature

Name

Date

Annexure II

PAN India Distribution of Students and Internship Organizations



Annexure III

Faculty Mentors and Regional Mentors

A) Faculty Mentors

Sr. No.	Name	No. of Organizations	No. of students
1	Prof. Abhinav Kumar Sharma	7	17
2	Prof. Aditi Dey Sarkar	8	17
3	Prof. Akshay Khanzode	11	17
4	Prof. Alaknanda Menon	9	17
5	Prof. Amita Shivhare	8	17
6	Prof. Anupam Rastogi	5	17
7	Prof. Arti Deo	5	17
8	Prof. Arun Sharma	10	23
9	Prof. Ashu Sharma	4	17
10	Prof. Bala Krishnamoorthy	10	17
11	Prof. Bijayinee Patnaik	9	17
12	Prof. Binesh Nair	8	17
13	Prof. Chandan Dasgupta	5	17
14	Prof. Chandrima Sikdar	7	15
15	Prof. Darshan Pandya	7	17
16	Prof. Dayanand Shetty	7	17
17	Prof. Divakar Kamath	5	17
18	Prof. Gabrielle Heart	7	17
19	Prof. Geeta D'Souza	5	17
20	Prof. Harikumar Iyer	6	17
21	Prof. Hema Bajaj	6	16
22	Prof. Hema Gwalani	10	17
23	Prof. Hitesh Kalro	7	17
24	Prof. Jacqueline Mundkur	4	17
25	Prof. Kirit Ghosh	6	18
26	Prof. Madhavi Gokhale	7	16
27	Prof. Manisha Sharma	5	16
28	Prof. Mayank Joshipura	4	15
29	Prof. Meena Galliara*	1	16
30	Prof. Nafisa Kattarwala	5	17
31	Prof. Neha Sadhotra	8	17
32	Prof. Papiya De*	5	17
33	Prof. Payal Trivedi	6	19
34	Prof. Pratishtha Chandra	7	17

Sr. No.	Name	No. of Organizations	No. of students
35	Prof. Preeti Khanna	6	17
36	Prof. Preeti Nayal	6	21
37	Prof. Purnima Mehrotra	7	17
38	Prof. Rose Antony	10	17
39	Prof. Sachin Mathur	4	17
40	Prof. Sagnik Bagchi*	5	17
41	Prof. Samveg Patel	8	17
42	Prof. Sangeeta Wats	6	17
43	Prof. Satish Kajjer*	4	17
44	Prof. Sayantan Khanra*	6	17
45	Prof. Siby Abraham	8	17
46	Prof. Somnath Roy	9	17
47	Prof. Sonali Narbariya	7	17
48	Prof. Souvik Dhar*	8	17
49	Prof. Sridhar Vaithianathan	5	17
50	Prof. Subhashis Sinha	6	17
51	Prof. Subramania Rajasulochana	8	17
52	Prof. Sudhanshu Pani	10	17
53	Prof. Sumant Devasthani	9	17
54	Prof. Tohid Kachwala	4	17
55	Prof. Varun Rijhwani	7	17
56	Prof. Veena Vohra	4	15
57	Prof. Vishwas Raichur	8	20
58	Prof. Vivek Subramanian	8	17
59	Ms. Swati Sisodia	5	17
	Total		1009

* Two Faculty Mentors were allocated for three NGOs:

- (1) Salaam Bombay Foundation, Mumbai [Prof. Meena Galliara (Entrepreneurship Team), and Prof. Satish Kajjer (Financial Literacy Team)],
- (2) Salaam Bombay Foundation, Kolkata [Prof. Sayantan Khanra; and Prof. Souvik Dhar]
- (3) Indian Institute of Cerebral Palsy (IICP), Kolkata [Prof. Sagnik Bagchi, and Prof. Papiya De]

B) Regional Mentors

Sr. No	Regional Mentor	States
1	Prof. Meena Galliara, meena.galliara@sbm.nmims.edu	Jammu and Kashmir, Maharashtra (Mumbai), Uttar Pradesh, West Bengal
2	Prof. Satish Kajjer, satish.kajjer@sbm.nmims.edu	Andhra Pradesh, Assam, Chandigarh, Goa, Karnataka, Kerala, NCT of Delhi, Odisha, Punjab Rajasthan, Tamil Nadu, Telangana
3	Ms. Anjalika Gujar, wecare@nmims.edu	Andaman and Nicobar Islands, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra (Navi Mumbai_Thane_Raigad and Outstation), Sikkim, Tripura, Uttarakhand

Annexure IV

Rubric: We Care: Civic Engagement Internship

PLO 7c: Development of social sensitivity skills and good citizenship behavior among graduate students

Name of Internship Organization: _____

Name of the Student: _____

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

	Civic Identity and Commitment	Civic Action and Reflection	Analysis of Knowledge
Accomplished (8-10)	Provides evidence of experience in civic engagement activities and describes various learnings from the field as well as about the transformation in the personality. Has a better sense of civic identity and continued commitment to public action	Displays a greater understanding of managerial challenges of the civic Organization and takes leadership in designing solutions to address managerial challenges by providing marketing support, fundraising, promotion of services, image-building efforts, etc. Has reflective insights or analysis about the aims and accomplishments of the project handled.	Connects and extends knowledge (facts, theories, etc.) that is relevant to civic engagement and the importance of participation in civic life.
Developed (4-7)	Provides evidence of experience in civic engagement activities and is able to moderately describe the learnings from the field. Is able to discuss a few changes in the personality. Has a moderate sense of civic identity and commitment.	Displays moderate understanding of managerial challenges of the civic Organization and takes part in designing solutions to address managerial challenges by providing marketing support, fundraising, promotion of services, image-building efforts, etc. Has moderate reflective insights or analysis about the aims and accomplishments of the project handled.	Analyzes knowledge (facts, theories, etc.) from an academic study that is relevant to civic engagement and the importance of participation in civic life.

	Civic Identity and Commitment	Civic Action and Reflection	Analysis of Knowledge	
Undeveloped (0-3)	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Displays marginal understanding of managerial challenges of the civic Organization and shows minimum interest in designing solutions to address managerial challenges Has poor reflective insights or analysis about the aims and accomplishments of the project handled.	Unable to identify knowledge (facts, theories, etc.) from an academic study that is relevant to civic engagement and the importance of participation in civic life.	Total Score
Score				

Date: _____

Faculty Mentor's Signature: _____

Annexure V

Student Feed Back Form

SVKM's NMIMS
School of Business Management

We Care: Civic Engagement Internship - 2024
Student Feed Back Form

We Care: Civic Engagement Internship is a compulsory part of your MBA curriculum.
To review and revise the internship program, we request that you provide us with your feedback.
Each student must submit the feedback.

* Required fields

Email Id*

NMIMS Email Id*

SAP ID*

Name *

Course*
1. MBA
2. MBA HR

Division*

Roll No (A001/HR-A001)*

Placement State* _____

Placement City* _____

Name of the Internship Organization* _____

Name of the Organizational Mentor* _____

Name of the Faculty Mentor* _____

I. Internship

1.1 **Total number of work hours** * Please mention the total number of work hours contributed during the entire duration of the internship.

1.2 **Project Category/Area of Work*** Please select one/more options as applicable.

1. Business Development (Business plan, strategy)
2. Content Development (Creatives / Documentation)
3. Educational support (Teaching, Developing curriculum/study material)
4. Event Management
5. HR Management / HR Policy
6. IT & Automation / Website Management
7. Marketing (Branding, Social Media Management)
8. MIS - Data Management
9. Project Management
10. Research – Primary/Secondary (Survey, Data analysis)
11. Resource Mobilization (Fundraising / Material/Human resources)
12. Training (Capacity building of SHGs, Teachers, Staff, and beneficiaries)
13. Other

1.3 If you have selected 'Other' in Q 1.2, please specify the project category.

1.4 Unique contribution made by you to the Organization apart from the projects mentioned in Q. 1.2*

1.5 Identify the SDGs that apply to the projects that you have undertaken* (Select the SDGs applicable to your internship project/s)

1. Goal 1: No Poverty
2. Goal 2: Zero Hunger
3. Goal 3: Good Health and Well-being
4. Goal 4: Quality Education
5. Goal 5: Gender Equality
6. Goal 6: Clean Water and Sanitation
7. Goal 7: Affordable and Clean Energy
8. Goal 8: Decent Work and Economic Growth
9. Goal 9: Industry, Innovation and Infrastructure
10. Goal 10: Reduced Inequality
11. Goal 11: Sustainable Cities and Communities
12. Goal 12: Responsible Consumption and Production
13. Goal 13: Climate Action
14. Goal 14: Life Below Water
15. Goal 15: Life on Land
16. Goal 16: Peace, Justice, and Strong Institutions
17. Goal 17: Partnerships to achieve the Goal

II. Feedback on Internship Organization

Please rate your opinion on a scale of 1 – 5 for Q 2.1 to Q 2.3. Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

2.1 Satisfaction with the Organization in which you were placed*

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

2.2 Allotment of Projects*

1. Importance of the Project to the Organization
2. Clarity on expectations of the Organization
3. Autonomy given to complete the project
4. Support received from the organizational mentor to complete the project

2.3 Reports*

1. Clarity on the reporting format
2. Clarity on frequency and mode of reporting
3. Clarity about submitting weekly reports
4. Clarity about the final report

2.4 Which managerial/operational challenges faced by the Organization did you observe during the internship? (Example: 1. Managerial Challenge-....., 2. Operational Challenge-....., and so on)

1. _____
2. _____
3. _____
4. _____

2.5 What recommendations did you offer to overcome managerial/operational challenges? (Example: 1. Recommendation for Managerial Challenge-....., 2. Recommendation for Operational Challenge-....., and so on)

1. _____
2. _____
3. _____
4. _____

2.6 Key challenges you faced during the internship.

(Please select one/more options as applicable)

- Delay in work allotment
- Lack of clarity on task allotted
- Data for completing the assignment was delayed
- Difficulty in contacting organizational mentor
- My skills were not utilized appropriately by the Organization
- Other – (please specify)

III. Internship Learning

3.1 Specify which theoretical subjects were of use to you to complete your We Care: Civic Engagement Project* (Please select one/more options as applicable)

- Ethical Issues in Management
- Microeconomics
- Managerial Communication I
- Financial and Management Accounting
- Marketing Management I
- Organizational Behaviour I
- Statistical Inference for Decision Making
- Contract, Competition, and Consumer Laws
- Industry and Competitive Landscape Analysis
- Macroeconomics
- Managerial Communication II
- Financial Statement Analysis
- Business Research Methods
- Marketing Management II
- Organizational Behaviour II
- Business Analytics
- Optimization Modelling for Business Decisions
- Corporate Sustainability
- Strategic Management

- Business Communication & Analysis
- Corporate Finance
- Human Resource Management
- Enterprise Systems in the Digital Age
- Production & Operations Management
- Financial Markets and Modelling
- Sales and Channel Management
- Data Analytics for Business

3.2 Did you feel the internship learning experience to be beneficial?

1. Yes.
2. No

3.3 If the answer to 3.5 is 'Yes,' provide three key learnings that you had.

3.4 Suggestions for Improvement of the We Care: Civic Engagement Internship program.

IV. Faculty Mentor Feedback

4.1 When did you have meetings with your Faculty Mentor?* Please select one/more options as applicable

1. Before the internship
2. During the internship
3. Did not meet the faculty mentor before and during the internship

4.2 How did the Faculty Mentor provide support to you during the internship?* Please select one/more options as applicable

1. Provided inputs through physical/online meetings
2. Provided inputs via email/telephone
3. Intervened and helped me whenever needed
4. I did not require support

4.3 During the course of your internship, did you have trouble contacting your Faculty Mentor?* Please select one/more options as applicable

1. Received a prompt response from my mentor
2. Faced difficulty in contacting Faculty Mentor
3. The Faculty Mentor never responded

Annexure VI

Internship Organization Feed Back Form

SVKM's NMIMS
School of Business Management

We Care: Civic Engagement Internship - 2024 Internship Organization Feed Back Form

- We Care Team thanks you for providing our students with internship support and for guiding them about civic participation.
- Your feedback is vital for us to review and revise the internship program.
- If you have specific individual feedback for each intern placed on the team, kindly mention the same in Q. 3.1/3.3, starting with the name of the intern.
- If you wish to provide a separate feedback form for individual intern, you can fill out the forms for each stating the intern's name along with your remark in Q. 3.1/3.3.

** Required fields*

Email *

Name of the Internship Organization* _____

Placement City* _____

Placement State* _____

1. Internship

1.1 No. of interns placed: _____

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

1. ≤ 42 hours
2. >42 to ≤ 48 hours
3. >48 hours

2. Quantitative feedback

Please rate your opinion on a scale of 1 – 5 for Q 2.1 to Q 2.4. Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

2.1 Satisfaction with Intern's Conduct*

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

2.2 Quality of Work*

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
5. Scope of application of recommendations given by student(s)

2.3 Reports*

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

2.4 Civic Engagement Learnings*

1. Understanding of social issues and their impact
2. Understand the role of placement organizations in addressing social issues
3. Understand the operational/managerial challenges of the placement organization
4. Provide feasible (workable) solutions or recommendations to the problems identified
5. Able to learn from the internship experience

3. Additional information

3.1 Specific remarks about Interns' Contributions* (You can mention separate remarks for each intern, starting with the name of the intern. You can begin with the intern's name if you wish to mention the individual contribution of each intern placed in the team.)

3.2

3.3 Suggestions for Improvement of the We Care: Civic Engagement Internship

3.4 Additional information, if any, that you would like to highlight. (You can highlight special remarks other than interns' contributions mentioned in Q. 3.1. You can begin with the intern's name if you wish to provide separate remarks on each intern placed in the team)

Annexure VII

Internship execution schedule

We Care: Civic Engagement Internship 2024

Internship Execution: Schedule of Tasks	Timeline	April 2023	May 2023	June 2023	July 2023	August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024
Planning															
Initial Planning	April 19, to June 22, 2023														
Pre internship activities															
Sourcing internship organizations	June 12 to November 30, 2023														
We Care Orientation Workshops	July 4, to July 8, 2023														
Collating students' details and preferences	July 4, 2023 to January 6, 2024														
Sourcing students' CVs	July 14 to August 31, 2023														
Placement process	July 15 to November 30, 2023														
Appointment of Faculty Mentors	October 31 to 22, November 2023														
Internship Guidelines/ Code of Conduct: Designing & Disseminating	October 26, to 22, November 2023														
Connecting Faculty mentors students and organizational mentors through email.	December 15 To 27, 2023														
Reallocation of NGOs to students due to non - availability of suitable NGO projects	January 1 to 31, 2024														
Internship execution	January 29, to February 21, 2024														
Post internship activities:															
Feedback from Students	February 20, to February 27, 2024														
Feedback from Organizations	February 20, to February 29, 2024														
Post-internship assessment (Viva-Voce) By Faculty Members	February 24, to March 31, 2024														
First Poster Presentation	March 2, 2024														
Special Poster Presentation: NMIMS Management	March 9, 2024														
Annual Report	March 4 to May 31, 2024														

Annexure VIII

List of Projects

We Care: Civic Engagement Internship 2023-24

Sr. No	Project Title	Internship Organization	City	State/UT
1	Estimating Single-use Plastic Consumption and Identifying Reduction Strategies	Navodhaya Foundation	Port Blair	Andaman and Nicobar Islands
2	Water, Sanitation, and Hygiene (WASH)	People in Need Foundation (PNF)	Guntur	Andhra Pradesh
3	Leveraging Digitalization, Feedback Survey, and Community Engagement for Social Impact	Uma Educational and Technical Society	Ongole	Andhra Pradesh
4	Empowering the Young at Risk	Navajeevan Bala Bhavan Society	Vijayawada	Andhra Pradesh
5	Building a Sustainable Future for Underprivileged School Children	Abhayam Welfare Society	Visakhapatnam	Andhra Pradesh
6	Strengthening Curriculum Structure	Kid Power	Visakhapatnam	Andhra Pradesh
7	Digital Transformation at Brighter Future Development Trust	Brighter Future Development Trust	Vizianagaram	Andhra Pradesh
8	Empower HIV - Spreading Awareness and Promoting Testing and Treatment	Global Organization for Life Development (GOLD)	Guwahati	Assam
9	Strengthening of Institution and Financial Capabilities of Women	Rashtriya Gramin Vikas Nidhi (RGVN)	Guwahati	Assam
10	Empowering Children with Special Needs through Quality Education	Society for Human Development	Nalbari	Assam
11	Empowering Lives: A Journey of Impact and Transformation with Surjudaya	Surjudaya	Tinsukia	Assam
12	Location Profiling and Analysis of Lives of Children and Women	SOS Children's Villages of India	Begusarai	Bihar
13	Vulnerability Mapping: Surveying the Underprivileged	Jagran Kalyan Bharti	Forbesganj	Bihar
14	Educating and Fostering Development in Specially-abled Learners	Shubham India	Muzaffarpur	Bihar

Sr. No	Project Title	Internship Organization	City	State/UT
15	Market Analysis of Candle Business in Patna	Gramin Evam Nagar Vikas Parishad (GENVP)	Patna	Bihar
16	Empowering Grassroots Initiatives: Mashal's Impact	Mashal	Patna	Bihar
17	Evaluating Causes of Lowered Productivity of Mobilizers	National Association of Street Vendors of India (NASVI)	Patna	Bihar
18	Project Sanchetna	Welfare United Association for Human and Nature	Patna	Bihar
19	Empowering Communities: Insights from the Social We Care Internship Program	Don Bosco Navjeevan Centre	Chandigarh	Chandigarh
20	Organizing Annual Function and Promotion of Assessment Counselling Therapy (ACT)	Indian National Portage Association (INPA)	Chandigarh	Chandigarh
21	Learning Beyond Boundaries: Experiences from the We Care NGO Internship	Share and Care Foundation	Bhilai	Chhattisgarh
22	Empowering Tribal Entrepreneurs: Building Sustainable Livelihoods in Chhattisgarh	Shikhar Yuva Manch (SYM)	Bilaspur	Chhattisgarh
23	Making Meaningful Impact at Sarthak – School for Differently Abled Students	Sir Gauri Shankar Shrivastava Eswa Samiti	Dhamtari	Chhattisgarh
24	Unveiling the Realities: Destination Migrant Workers and HIV/AIDS	Pratigya Vikas Sansthan	Durg	Chhattisgarh
25	Empowering Futures	Bastar Dharma Kshema Samiti (BDKS)	Jagdalpur	Chhattisgarh
26	Strengthening Education and Menstrual Hygiene Projects	Anishk Sustainable Development Foundation	Niharika	Chhattisgarh
27	Bringing The Special Smiles Together	Akanksha: Lions Institute of Learning and Empowerment	Raipur	Chhattisgarh
28	We Care: जलसंग्रहणम : Appreciating the Significance of Each Drop	Help and Helps Samiti	Raipur	Chhattisgarh

Sr. No	Project Title	Internship Organization	City	State/UT
29	Child Welfare and Community Development	SOS Children's Villages of India	Raipur	Chhattisgarh
30	Supporting the Education of Marginalized Children and Seeking Partnerships for Fundraising Support	Indian Development Foundation (IDF)	Margoa	Goa
31	Sustainable Development Efforts in Goa's Mining Belt	Mineral Foundation of Goa	Panjim	Goa
32	Village Need Identification Survey 2024	Ahmedabad Management Association (AMA)	Ahmedabad	Gujarat
33	Inclusivity and Empowerment of the Disabled	Blind People's Association	Ahmedabad	Gujarat
34	Red Accha Hai Campaign	Centre for Health Education, Training and Nutrition Awareness (CHETNA)	Ahmedabad	Gujarat
35	Empowerment Initiative: Revamping NGO Website, Educating Youth, and Fostering Economic Independence	Humankind	Ahmedabad	Gujarat
36	Empowering Construction Workers: Promoting Rights and Understanding Challenges	Institute for Development Education and Learning (IDEAL) [Centre for Social Justice (CSJ)]	Ahmedabad	Gujarat
37	DISHA – Diversified Integration of Animal Health: Restructuring	Agrocel Industries Private Ltd.	Bhuj	Gujarat
38	Reducing Inequities in Rural Areas through Education and Skill Development	Maa Foundation	Chala, Vapi	Gujarat
39	Building Brighter Futures: Internship at Arya Samaj	Arya Samaj	Gandhidham	Gujarat
40	Empowering Rural Youth through Hands-on Science Education	Jeevantirth	Gandhinagar	Gujarat
41	Urban Forest Project	Chaitanya Charitable Trust	Jamnagar	Gujarat
42	Entrepreneurship for PWDs and Beggars	Navjivan Center for Development	Mehsana	Gujarat

Sr. No	Project Title	Internship Organization	City	State/UT
43	Atal Bhujal Yojna	Gramin Vikas Trust (GVT)	Palanpur	Gujarat
44	Social Impact Assessment Report	Navsarjan Trust	Surat	Gujarat
45	Understanding the Socio-Economic Conditions of Kantha Women	Shakti Foundation	Surat	Gujarat
46	Digital Integration, Social Media Management and Fund Raising	Shree Mahadev Educational and Rehabilitation Public Charitable Trust	Surat	Gujarat
47	Bal Bhavan Society, Vadodara's Holistic Approach to Child Development	Bal Bhavan Society	Vadodara	Gujarat
48	Resource Mobilization, Digitalization, and Promoting Financial Literacy	Mahavir International (Mahavir Foundation Trust)	Vadodara	Gujarat
49	Analysis of Block Printing and Mushroom/Trellis Farming Initiatives	Sparsh Social Foundation	Vyara	Gujarat
50	Empowering Communities: Healthcare, Skill Development, and Sustainable Revenue in NGOs	Adarsh Samaj Sahayog Samiti	Faridabad	Haryana
51	Bridging the Educational Gap	Parbhat An Awakening	Faridabad	Haryana
52	Bright Horizons: Transformative Teaching in Underprivileged Communities	Roshni Educational Society	Faridabad	Haryana
53	Neev: Transforming Lives through Education	Bharat Memorial Charitable Trust, "Neev"	Gurugram	Haryana
54	Optimizing Organizational Excellence: A Multifaceted Approach	Bharti Foundation	Gurugram	Haryana
55	Drafting Funding Proposals and Managing the Medical Aid Database for the Dream Girl Foundation	Dream Girl Foundation	Gurugram	Haryana
56	Spreading Awareness: Promoting Inclusion and Identifying Funding Channels for Khushboo Welfare Society	Khushboo Welfare Society	Gurugram	Haryana

Sr. No	Project Title	Internship Organization	City	State/UT
57	The Importance of Waste Segregation	Meant4 Environment	Gurugram	Haryana
58	Building a Movement of Girl Leaders	Milaan Foundation	Gurugram	Haryana
59	Empowering Future Changemakers and Talent Acquisition Transformation at UPAY	Underprivileged Advancement by Youth (UPAY)	Gurugram	Haryana
60	VIDYA: Transforming Lives through Quality Education	VIDYA	Gurugram	Haryana
61	Inclusive Futures: Empowering through Equal Opportunity	VISHWAS- Vision for Health Welfare and Special Needs	Gurugram	Haryana
62	Empowering Lives through Skills	Om Vijay Charitable Trust	Hisar	Haryana
63	Breaking the Chains: Aagaaz- Empowering Communities Against Drug Addiction	Uditkunj Foundation	Kaithal	Haryana
64	Providing Educational Support to Slum Children	Pragati Social Services Society	Karnal	Haryana
65	A Study to Comprehend the National Education Policy 2020 in Regional Government and Private Schools, Colleges, and Universities within the City	Society for Animal Health Agriculture, Science and Humanity (SAHASH)	Kurukshetra	Haryana
66	Empowering Children and Women: A Strategic Roadmap	Association For Social Health In India (ASHI)	Panchkula	Haryana
67	Empowering through Education	Kalyani Education Welfare Trust	Panipat	Haryana
68	Women Empowerment through Self-Help Groups and Livelihood Support Programme	R P Education Society	Rohtak	Haryana
69	Vocational Training and Skill Development Empowering Underserved Communities	Jan Shikshan Sansthan	Sirsa	Haryana
70	Project Vidyapal: Educational Support to School Children	Spread Smile Foundation Trust	Sonipat	Haryana
71	Week of Love	Shanti Foundation	Yamunanagar	Haryana
72	Leading the Waste Management Change	Waste Warriors Society	Bir Billing	Himachal Pradesh
73	Engaging STEM Outreach Initiatives for Public Schools	Aavishkaar	Kandbari	Himachal Pradesh
74	Satat Shikshak Samudaya	Earth Just Eco System	Solan	Himachal Pradesh

Sr. No	Project Title	Internship Organization	City	State/UT
75	Empowering Young Minds: Education, Capacity Building, and Career Guidance	SOS Children's Villages of India	Jammu	Jammu and Kashmir
76	Mission Compassion	The – Sara	Jammu Tawi	Jammu and Kashmir
77	Empowering Communities: Internship Insights with Jay Kay Women Welfare Society	Jay Kay Women's Welfare Society	Kathua	Jammu and Kashmir
78	Crafted Commerce: Transforming Artisan Livelihoods in the Digital Age	Bokaro Steel Plant	Bokaro Steel City	Jharkhand
79	Beyond Policies - Comprehensive Analysis of Social Security Schemes	Adarsh Seva Sansthan	Jamshedpur	Jharkhand
80	Supporting Educational Activities of the Society for Promotion of Art Research into Socio-Economic-Cultural Heritage (SPARSH)	Society for Promotion of Art Research into Socio-Economic-Cultural Heritage (SPARSH)	Jamshedpur	Jharkhand
81	Gender and Community Enterprise Strategy Formulation	Tata Steel Foundation	Jamshedpur	Jharkhand
82	Enhancing Awareness and Impact of Sahara Old Age Home through Community Engagement	ASHRAY - South Vihar Welfare Society for Tribal	Ranchi	Jharkhand
83	HR Practices and Enhancing Social Media Presence	Citizens Foundation	Ranchi	Jharkhand
84	Impact Assessment and Fundraising	Agastya International Foundation	Bengaluru	Karnataka
85	Strengthening Support for Organizational Development at ALFAA	Assisted Living For Autistic Adults (ALFAA)	Bengaluru	Karnataka
86	Supporting Livelihood and Rehabilitation Program for Beneficiaries of Deenabandhu	Deenabandhu	Bengaluru	Karnataka
87	Staff, Wishes, Stories: Impacting Lives Together	Make-A-Wish Foundation of India	Bengaluru	Karnataka
88	Financial Literacy Programme	Salaam Bombay Foundation	Bengaluru	Karnataka
89	Impact Study of Centre for Financial Literacy at Hosapete	Development of Humane Action (DHAN) Foundation	Hosapete	Karnataka

Sr. No	Project Title	Internship Organization	City	State/UT
90	Empowering Communities: Insights and Impact of AWWA Foundation's Initiatives	Affus Woman Welfare Association (AWWA)	Hubballi	Karnataka
91	Content Strategy Development	Development Education Service (DEEDS)	Mangaluru	Karnataka
92	Report on the Development of Learning Space Library	Pratham Mysore	Mysuru	Karnataka
93	Opening Minds, Changing Lives	Adarsh Charitable Trust	Kochi	Kerala
94	Youth Disengagement and Organization Visibility	Fishermen Community Development Programme (FCDP)	Kollam	Kerala
95	Digital Marketing and Consulting at Archana Women's Centre	Jyothi Jeeva Poorna Trust	Kottayam	Kerala
96	A Determined Journey for Uplifting the Poor and Welfare of Mankind	Vijayapuram Social Service Society	Kottayam	Kerala
97	Drafting Funding Proposal for Research	Suryakanthi Foundation	Kozhikode	Kerala
98	Bleed for the Nation: Uniting Donors, Saving Lives	Rajiv Youth Foundation	Manjeri	Kerala
99	A Report on Community Development Initiatives Under Adhwana	Adhwana Centre for Sustainable Development	Menamkulam	Kerala
100	Shreyas Chronicles: A Journey in Sustainable Development	Shreyas	Sulthan Bathery	Kerala
101	Multifaceted Support for Divyam Foundation	Divyam Foundation	Thodupuzha	Kerala
102	Drafting Business Proposals for Atma's Projects (Health, Environment, Agriculture and Education)	Atma Foundation Thrissur	Thrissur	Kerala
103	Empowering Communities: Child Outreach and Awareness Initiatives	New Life Center	Banjali, Ratlam	Madhya Pradesh
104	Supervision for Developing Green Tigers Park and Promoting Visibility of Green Tigers	Green Tigers	Betul	Madhya Pradesh
105	Development of Business Plan - Aadhar Nutri and Career Guidance for Secondary Students	Aadhar Gyan Dhatri Samiti	Bhopal	Madhya Pradesh

Sr. No	Project Title	Internship Organization	City	State/UT
106	Strengthening Livelihood Support Activities of ANSH	ANSH Happiness Society	Bhopal	Madhya Pradesh
107	Empowering Survivors through a Comprehensive Approach	Jan Sahas Social Development Society	Bhopal	Madhya Pradesh
108	Empowering Tomorrow: Bridging Dreams through Sales, Marketing, and Fundraising	Muskaan	Bhopal	Madhya Pradesh
109	Developing a Performance Management System for Jan Sahas	Jan Sahas Social Development Society	Dewas	Madhya Pradesh
110	Child Marriage Prevention, Child Education and Support	Centre for Integrated Development (CID)	Gwalior	Madhya Pradesh
111	Towards a Child-Friendly World!	Aim for the Awareness of Society (AAS)	Indore	Madhya Pradesh
112	Offering Administrative Support and Technical Assistance	Bhartiya Grameen Mahila Sangh	Indore	Madhya Pradesh
113	Securing Migrant Workers' Right to Social Security and Entitlement of Government Schemes	Jan Sahas Social Development Society	Indore	Madhya Pradesh
114	Study of Community-based Initiatives Offered by Janvikas Society	Janvikas Society	Indore	Madhya Pradesh
115	Bridging Gaps: Empowering Communities with Jwala Mahila Samiti	Jwala Mahila Samiti	Indore	Madhya Pradesh
116	Providing Managerial Support to Strengthen Multiple Activities of NEEV	Nurture Equality Education Vision (NEEV)	Indore	Madhya Pradesh
117	Capacity Building Under Jal Jeevan Mission	Daksh Foundation	Jabalpur	Madhya Pradesh
118	Strengthening Community Development and Documentation Activities of Jan Sahas Social Development Society	Jan Sahas Social Development Society	Jabalpur	Madhya Pradesh
119	Conducting Menstrual Hygiene Awareness Strengthening Educational Activities of Sudisha Foundation	Sudisha Foundation	Rewa	Madhya Pradesh
120	Impact Analysis of Samanta: Non-formal Education	Manav Vikas Sewa Sangh	Sagar	Madhya Pradesh
121	Patient Satisfaction Survey	Samaritan Social Service Society	Satna	Madhya Pradesh

Sr. No	Project Title	Internship Organization	City	State/UT
122	CSR Activities in Coal India	Northern Coalfields Limited	Singrauli	Madhya Pradesh
123	Raising Awareness about Constitution Using Art and Music	Social Health and Education Development Organization	Timarni	Madhya Pradesh
124	From CSR to Social Media: Revitalizing NGO Initiatives	Special Need Education Home (SNEH) Foundation	Ujjain	Madhya Pradesh
125	The Ripple Effect: An Unforgettable Experience in Social Action	Abhilasha Foundation	Mumbai	Maharashtra
126	ALD Impact: Special Education Empowerment in Mumbai	Academy of Learning and Development	Mumbai	Maharashtra
127	Empowering Underprivileged Women Artisans: A Social Impact Report	Aftertaste Foundation	Mumbai	Maharashtra
128	Evaluating the Impact of Custom Hiring Centers	Ambuja Cement Foundation	Mumbai	Maharashtra
129	Embracing Empowerment: Our Internship Journey at Animedh Charitable Trust	Animedh Charitable Trust (ACT)	Mumbai	Maharashtra
130	Empowering Artisans: An Internship at Asha Handicrafts Association	Asha Handicrafts Association	Mumbai	Maharashtra
131	Improving Academic Conceptual Understanding and Computer Literacy of Underprivileged Students	Ashadeep Association	Mumbai	Maharashtra
132	Optimizing Workflow Across Departments for Organizational Efficiency	Bookwallah Organization	Mumbai	Maharashtra
133	Financial Resource Mobilization at CSA	Catalysts for Social Action (CSA)	Mumbai	Maharashtra
134	Empowerment of the Deaf through Education and Livelihood Opportunities	DEEDS Public Charitable Trust	Mumbai	Maharashtra
135	HR Transformation at Door Step School (DSS)	Door Step School Foundation	Mumbai	Maharashtra
136	Awareness and Business Development: Waste Management	Garbage Concern Welfare Society	Mumbai	Maharashtra

Sr. No	Project Title	Internship Organization	City	State/UT
137	Helping IDF Raise Awareness on Menstrual Hygiene Management and Participation in Rural Development Programs	Indian Development Foundation (IDF)	Mumbai	Maharashtra
138	Unnati Livelihood Project	Kotak Education Foundation	Mumbai	Maharashtra
139	Resource Mobilization and Management at MAW	Make-A-Wish Foundation of India	Mumbai	Maharashtra
140	Empower, Create, Impact for Mann- Center for Individuals with Special Needs	Mann - Center for Individuals with Special Needs	Mumbai	Maharashtra
141	Muktangan: Transforming Lives through Education and Community Empowerment	Muktangan	Mumbai	Maharashtra
142	Transforming Lives: Mumbai Mobile Crèches' Decades of Child Welfare	Mumbai Mobile Crèches	Mumbai	Maharashtra
143	Empowering Communities through Education and Outreach	Paranubhuti Foundation	Mumbai	Maharashtra
144	Catalyzing Change: Empowering Disabled Children through Inclusion	Project Noor	Mumbai	Maharashtra
145	Entrepreneurship Incubation Module	Salaam Bombay Foundation	Mumbai	Maharashtra
146	Financial Literacy Program	Salaam Bombay Foundation	Mumbai	Maharashtra
147	Salaam Bombay Foundation: Empowering Dreams, Transforming Futures	Salaam Bombay Foundation	Mumbai	Maharashtra
148	Mapping Social Needs: Understanding Issues and NGO Solutions	Shrimad Rajchandra Love and Care (SRLC)	Mumbai	Maharashtra
149	Improving Education and Employment for the Specially-abled	Sol's ARC (Assessment and Remedial Centre)	Mumbai	Maharashtra
150	Design and Implementation of Project Tracking System on the Zoho Platform	Srujna	Mumbai	Maharashtra
151	Harvesting Growth: Empowering Agriculture and Community Wellbeing	Taru Naturals	Mumbai	Maharashtra

Sr. No	Project Title	Internship Organization	City	State/UT
152	Supporting Finance, Alumni, and Fellowship Team at Teach For India	Teach For India	Mumbai	Maharashtra
153	Empowering through Diversity: Umang's Impactful Social and Educational Initiatives	Umang Charitable Trust	Mumbai	Maharashtra
154	Garnering Donor Support and Automation of Data at VIDYA	VIDYA	Mumbai	Maharashtra
155	Resource Mobilization and Social Media Management for Project Hope	Vijay Krida Mandal (VKM)	Mumbai	Maharashtra
156	Enhancing HR Processes and Strengthening Organizational Capabilities	Vikas Sahyog Pratishthan	Mumbai	Maharashtra
157	Strengthening Documentation and Data Management at Vipla Foundation	Vipla Foundation	Mumbai	Maharashtra
158	Training Module Development and Social Media Management for Yuva Parivartan	Yuva Parivartan Institute of Skill Development	Mumbai	Maharashtra
159	Supporting Plastic Waste Management Project at Bisleri International	Bisleri International Pvt. Ltd.	Mumbai	Maharashtra
160	Sunshine: An Effort to Illuminate the Life of the Young	Prangan Foundation	Dombivali	Maharashtra
161	Providing Project Support and Drafting Proposals for the Pragatee Foundation	Pragatee Foundation	Jui Nagar	Maharashtra
162	Lighting the Way: SAPREM NGO's Journey of Change	Social Aspiration for Participatory Reforms by Evolved Manpower (SAPREM)	Kalyan	Maharashtra
163	Social Media Fundraising for NGOs	Study Waves	Kalyan	Maharashtra
164	Empowering Communities for Social Change	Youth for Unity and Voluntary Action (YUVA)	Kharghar	Maharashtra
165	Holistic Development of Underprivileged Children	Palms Care Foundation	Koparkhairane	Maharashtra
166	Creating Impact Together: CSR Proposals for Community and Child Wellbeing	Children of the World India Trust	Nerul	Maharashtra

Sr. No	Project Title	Internship Organization	City	State/UT
167	Creating a Digital Dashboard for EmpowHER India	EmpowHER India	Panvel	Maharashtra
168	Increasing Reach and Impact through Improved Digital Presence and Daily Operations	Mangalam Foundation	Panvel	Maharashtra
169	Optimization of Financial Strategy and Reporting Practices	Yuva Parivartan Institute of Skill Development	Panvel	Maharashtra
170	Managing Donation Drive for Jeevandaan, Vidyadaan and Annadaan Projects of Aarna Foundation	Aarna Foundation	Thane	Maharashtra
171	Medical Schemes, Website Development, and Road Safety Projects	Green Ecospace Foundation	Thane	Maharashtra
172	Creation of Brochures, CSR Database, and Social Media Enhancement	Khushiyaan Foundation	Thane	Maharashtra
173	Innovative Solutions through Digital Transformation	Kshamata Transformation Centre	Thane	Maharashtra
174	Empowering Communities: A Journey with Udaan Welfare Foundation	Udaan Welfare Foundation	Thane	Maharashtra
175	Skill Development and Higher Education for Specially-abled	Sujaya Foundation	Vashi	Maharashtra
176	Technology Adoption and Documentation Support for Vidyoday Mukhtangan Parivar Foundation	Vidyoday Mukhtangan Parivar Foundation	Abdullat, Shirol	Maharashtra
177	PR and HR Reformation for Snehalaya	Snehalaya	Ahmednagar	Maharashtra
178	Conducting Research on PMKSY and Capacity Building of Youth	Shree Datta Gramin Va Shahri Vidya Prasarak Mandal	Akola	Maharashtra
179	Developing Pitch Deck for Fundraising	Disha	Amravati	Maharashtra
180	Digital Vidyarthi	Indian Women and Children Foundation	Bhiwandi	Maharashtra
181	Impact Assessment of the HDFC Bank's Holistic Rural Development Program (HRDP)	Sanjeevani Institute for Empowerment and Development (SIED)	Chatrapati Sambhaji Nagar	Maharashtra

Sr. No	Project Title	Internship Organization	City	State/UT
182	Organizational Development: Developing Systems, Plans, and Funding Proposals	Savitribai Phule Mahila Ekatmata Samaj Mandal	Chatrapati Sambhaji Nagar	Maharashtra
183	Plastic Waste Management	Sahyadri Nisarga Mitra	Chiplun	Maharashtra
184	Promoting and Organizing Blood Donation	Keshavsmruti Pratishthan	Jalgaon	Maharashtra
185	Supporting Community Collectives and Developing Attendance Management System	Vardhishnu - Social Research and Development Society	Jalgaon	Maharashtra
186	Child Protection through Kinship and Community-based Care Program	Swaraj Gramin Vikas Pratishthan (Swaraj)	Jalna	Maharashtra
187	Helping Hands, Empowering Lives	Helpers of the Handicapped	Kolhapur	Maharashtra
188	Empowering Vulnerable Girls and Women: Education and Counselling Initiatives	Swayamsiddha Mahila Mandal	Latur	Maharashtra
189	E-Stree, The Jute Bag Store	Agresar Foundation	Nagpur	Maharashtra
190	Developing Impact Assessment Matrix for Sahyadri Foundation	Sahyadri Foundation	Nagpur	Maharashtra
191	Skills for Tomorrow: Empowering Youth for Success	Yuva Parivartan Institute of Skill Development	Nagpur	Maharashtra
192	Empowering Vrukshmitra Foundation by Boosting Digital Presence	Vruksha Mitra	Nanded	Maharashtra
193	Impact Analysis of mMitra Project	Navjeevan World Peace and Research Foundation	Nashik	Maharashtra
194	Design and Implementation of Training Modules for Panchayati Raj Institution (PRI)	Sankalp	Padmapur	Maharashtra
195	Study of Educational Sponsorship Program, Science and Finance Literacy Program of Children's Future India	Children's Future India (CIF)	Pen	Maharashtra
196	Empowering Seniors: Aashwast's Compassionate Assistance	Aashwast	Pune	Maharashtra
197	Documentation Support and Content Creation for Social Media	Door Step School Foundation	Pune	Maharashtra

Sr. No	Project Title	Internship Organization	City	State/UT
198	EDP: Empowering, Developing, Progressing – Learning From the Ageless Entrepreneurs	Idea Foundation	Pune	Maharashtra
199	Empowering Women and Communities: IHMP Internship Journey	Institute of Health Management Pachod (IHMP)	Pune	Maharashtra
200	Empowering Children and Ensuring Health Outcomes through “Wish” Mobilization	Make-A-Wish Foundation of India	Pune	Maharashtra
201	Social Media Management and CSR Database Creation	Muktaa Charitable Foundation	Pune	Maharashtra
202	Educational Empowerment – Insights and Innovation	Peepal Tree School	Pune	Maharashtra
203	EmpowerEd: Bridging Educational Gaps	Rajmudra Charitable and Educational Sanstha	Pune	Maharashtra
204	Integrated Initiatives for Development and Outreach at Ranjhi Foundation	Ranjhi Foundation	Pune	Maharashtra
205	Strengthening Entrepreneurship Incubator Program of Salaam Bombay Foundation, Pune	Salaam Bombay Foundation	Pune	Maharashtra
206	Connecting Care - Lessons from Grassroots Public Health Initiatives	Samavedana	Pune	Maharashtra
207	Strengthening Educational Activities at Swadhar IDWC	Swadhar IDWC	Pune	Maharashtra
208	We Care Internship, LokPanchayat	Lok Panchayat	Sangamner	Maharashtra
209	Spreading Awareness About HIV/AIDS among Migrant Workers and Developing Livelihood Support Project	Lokkalyan Charitable Trust	Satara	Maharashtra
210	Marketing Campaigns and Promoting Visibility for Sarathi Youth Foundation	Sarathi Youth Foundation	Solapur	Maharashtra
211	Product and Market Analysis with Content Creation for Self-Help Groups	Sanjivani Sanstha	Yavatmal	Maharashtra
212	Research on Ability Enhancement Multimedia Program and Funding for People with Disability	AIMS Media Pvt. Ltd.	NCT of Delhi	NCT of Delhi

Sr. No	Project Title	Internship Organization	City	State/UT
213	Internship Experience at Aarohan NGO: Empowering Communities for Change	Aarohan	New Delhi	NCT of Delhi
214	Strengthening Livelihood Support Activities and Market Visibility of AIACA	All India Artisans and Craftworkers Welfare Association (AIACA)	New Delhi	NCT of Delhi
215	Digital Health for Charitable Hospitals	Anchal Charitable Trust	New Delhi	NCT of Delhi
216	Impact for Nutrition: Outreach and Strategy	ANK	New Delhi	NCT of Delhi
217	Engaging Communities for Education of Youth with Autism and Public Involvement	Ashish Foundation for the Differently Abled Charitable Trust (AFDA)	New Delhi	NCT of Delhi
218	Providing Support in Conducting Activities under the Family Support Services Project of ASHI	Association For Social Health In India (ASHI)	New Delhi	NCT of Delhi
219	Empowering Youth for Sustainable Livelihoods through Training and Counselling	B K Welfare Foundation	New Delhi	NCT of Delhi
220	Advancing Bosconet: Diverse Initiatives for Sustainable Growth	Bosconet	New Delhi	NCT of Delhi
221	Community Resilience: We Care NGO Project Progress and Insights	Connecting Dreams Foundation	New Delhi	NCT of Delhi
222	Conserve India: Vital Environmental Call	Conserve India	New Delhi	NCT of Delhi
223	Empowering Women: Unleashing the Digital Potential	Deepalaya	New Delhi	NCT of Delhi
224	Upliftment of Women and Children	Delhi Brotherhood Society	New Delhi	NCT of Delhi
225	Impact Study of Vocational Courses	Delhi Council for Child Welfare (DCCW)	New Delhi	NCT of Delhi
226	Empowering Voices, Building Skills: Our Journey with EFRAH	Empowerment for Rehabilitation, Academic, and Health (EFRAH)	New Delhi	NCT of Delhi
227	Strengthening Livelihood Support Project of ETASHA	ETASHA Society	New Delhi	NCT of Delhi

Sr. No	Project Title	Internship Organization	City	State/UT
228	Empowering Communities: A Multifaceted Approach to Social Change	Indo-Global Social Service Society	New Delhi	NCT of Delhi
229	Capacity Building of Beneficiaries of JSSW	Janhit Society for Social Welfare (JSSW)	New Delhi	NCT of Delhi
230	Empowering Communities: Educating in Slum Areas	Love Care Foundation	New Delhi	NCT of Delhi
231	Improving Wellbeing through Multi-sector Community Programs	Manjula Social Welfare Foundation	New Delhi	NCT of Delhi
232	Fundraising Strategies	Manzil Mystics	New Delhi	NCT of Delhi
233	Sarthak Prabhav: Internal Impact Assessment Report	Manzil Welfare Society	New Delhi	NCT of Delhi
234	Celebrating Simple Joys at Muskaan-PAEPID	Muskaan	New Delhi	NCT of Delhi
235	Building Blocks of Social Development: Health, Education, and Inclusion	Nipun	New Delhi	NCT of Delhi
236	Resource Mobilization and Social Media Engagement	Prerna Social Development and Welfare Society	New Delhi	NCT of Delhi
237	Champions of Change: Empowering Girls through Education and Advocacy	Protsahan India Foundation	New Delhi	NCT of Delhi
238	Managing Education and Capacity Building Project at Sahyog - Care for You	Sahyog - Care for You	New Delhi	NCT of Delhi
239	Empowering through Education: A Journey of Transformation at Salaam Baalak Trust	Salaam Baalak Trust	New Delhi	NCT of Delhi
240	Sewa Bharati: Uplifting the Society	Sewa Bharati	New Delhi	NCT of Delhi
241	Empowering Futures: Illuminating Minds with Shiksha Rath	Shiksha Rath	New Delhi	NCT of Delhi
242	Uplifting the Underprivileged	Shubhakshika Education Society	New Delhi	NCT of Delhi
243	Promoting Menstrual Hygiene, Hand Wash, and Inclusion of the Disabled	Sociwind Foundation	New Delhi	NCT of Delhi
244	Leveraging Auro Scholar for Learning Outcome Analysis and	Sri Aurobindo Society	New Delhi	NCT of Delhi

Sr. No	Project Title	Internship Organization	City	State/UT
	Promoting Social Media Outreach			
245	Pathways to Progress: Education, Tech, and Skill Development Initiatives	Subhag Foundation	New Delhi	NCT of Delhi
246	Managing Educational Project Aasma	The Rhythm Of Life	New Delhi	NCT of Delhi
247	Empowering Inclusive Futures: SFCD's Holistic Approach to Disability Advocacy	The Society for Child Development	New Delhi	NCT of Delhi
248	Providing Educational Activity Support at We Serve To All Foundation	We Serve To All Foundation	New Delhi	NCT of Delhi
249	Analysis of Organizational Perception and Accreditation	Udayan Care	New Delhi	NCT of Delhi
250	Business Plan For Farmer Producer Organizations	Foundation for Ecological Security (FES)	Angul	Odisha
251	Promoting Ophthalmic Health in the Community	Yuva Vikas Foundation	Balasore	Odisha
252	Impact Assessment of Watershed Project for Resilient Livelihoods of Tribal Communities in Odisha	Society for Welfare, Animation, and Development (SWAD)	Berhampur	Odisha
253	Transition from a Paper-based Operation to a Digital and Automated System	Centre for Youth and Social Development (CYSD)	Bhubaneswar	Odisha
254	Empowering Tomorrow, Sponsor a Brighter Future	Niyatee Foundation	Bhubaneswar	Odisha
255	Revitalizing the Social Media Presence of the Organization	Sikshasandhan	Bhubaneswar	Odisha
256	Incentives, Promotions Plan and Survey	Spring Health	Bhubaneswar	Odisha
257	Content Creation for Empowering Fundraising and Resource Generation	Vikash	Bhubaneswar	Odisha
258	Study of SOS Villages at Rourkela	SOS Children's Villages of India	Rourkela	Odisha
259	Empowering Fishermen Community at Gopalpur, Odisha	Voluntary Integration for Education and Welfare of Society (VIEWS)	Venktraipur	Odisha
260	Targeted Intervention for HIV/AIDS: Prevention Strategy	Abhivyakti Foundation	Amritsar	Punjab

Sr. No	Project Title	Internship Organization	City	State/UT
261	We Care Internship Experience at Disha Foundation	Pahal	Jalandhar	Punjab
262	Assessment of Educational Activities and Website Development of ASHA-CHINH	ASHA-CHINH Welfare Society	Ludhiana	Punjab
263	Educating Underprivileged Children on Santushti Charitable Trust	Swabhiman Education NGO	Ludhiana	Punjab
264	Lifting People Up	The Nabha Foundation	Nagpur	Punjab
265	Empowering through Prevention: A Fight Against HIV/AIDS	Dr Sudeep Memorial Charitable Trust	Pathankot	Punjab
266	Empowering Communities: Insights from Internship at SPYM	Society for Promotion of Youth and Masses (SPYM)	Sahibzada Ajit Singh Nagar	Punjab
267	Development of Mobile App, Database Management, and Newsletter	Kisan Sanchar	Zirakpur	Punjab
268	Community Engagement: Empowering through Education Initiatives	Aditya Cement Works	Adityapuram	Rajasthan
269	An Effort Towards Women's Empowerment	Ibtada	Alwar	Rajasthan
270	Empowering Rural Communities: A Comprehensive Approach to Sustainable Development	Society for Public Education, Cultural Training and Rural Action (SPECTRA)	Alwar	Rajasthan
271	Monitoring of Farmers' Haats and Impact Analysis of N. M. Sadguru's Projects	N. M. Sadguru Water and Development Foundation	Banswara	Rajasthan
272	Vaagdhara: Strengthening Tribal Communities through Sovereignty	Vaagdhara	Banswara	Rajasthan
273	Increasing Reach and Raising Awareness through Social Media	Indian Foundation	Bhilwara	Rajasthan
274	Empowering Rural Communities: Advocating Government Schemes Awareness and Concern Addressal	Prayas	Chittorgarh	Rajasthan
275	Aapni Pathshala: A School of Dreams	Muskan Sansthan Charity Churu	Churu	Rajasthan
276	We Care Internship Experience at Disha Foundation	Disha	Jaipur	Rajasthan

Sr. No	Project Title	Internship Organization	City	State/UT
277	I-India: Giving Street Children a Future	I-India	Jaipur	Rajasthan
278	Providing Support to MAW's Purpose of Granting Wishes	Make-A-Wish Foundation of India	Jaipur	Rajasthan
279	Supporting the Livelihood Support Project of Naya Sawera	Naya Sawera	Jaipur	Rajasthan
280	Market Research and Optimization Initiative	Umang	Jaipur	Rajasthan
281	Internship at Vishakha Jaipur, Looking Towards Women Empowerment	Vishakha	Jaipur	Rajasthan
282	Holistic Development for All: Insights from the Social We Care Internship Program	Gramin Vikas Vigyan Samiti (GRAVIS)	Jodhpur	Rajasthan
283	Empowering Communities: Internship at WARDS NGO	Women Children Welfare and Rural Development Society	Kishangarh	Rajasthan
284	Internship Experience at Shubhashraya Foundation NGO	Shubhashraya Foundation	Kota	Rajasthan
285	Mitigating Child Marriage through Collective Empowerment	Rajsamand Jan Vikas Sansthan	Rajsamand	Rajasthan
286	Keep Dreaming Because VIKAS is There!	Vidyarthi Kalyan Sanstha	Sangaria	Rajasthan
287	Doing Our Bit	Seva Mandir	Udaipur	Rajasthan
288	Empowering Eye Care Excellence at Tara Sansthan	Tara Sansthan	Udaipur	Rajasthan
289	Support to Distressed Women and Individuals Struggling with Addiction	Association For Social Health In India (ASHI)	Lower Burtuk (Gangtok)	Sikkim
290	Strengthening Service Delivery System of Providing Education to the Beneficiaries	Jatayu Charitable Trust	Ambattur	Tamil Nadu
291	Documentation of Focus Village and Project Managers	AID India	Chennai	Tamil Nadu
292	Empowering Futures through Vocational and Educational Support for Students with Disabilities	Arvind Foundation	Chennai	Tamil Nadu
293	A Comprehensive Overview of NGO Impact Work	Association for Non-Traditional Employment for Women (ANEW)	Chennai	Tamil Nadu

Sr. No	Project Title	Internship Organization	City	State/UT
294	Empowering Dreams: Volunteer Impact on Wish Fulfillment Stories	Make-A-Wish Foundation of India	Chennai	Tamil Nadu
295	Driving Change: Empowering Tomorrow's Leaders through Education	Teach For India	Chennai	Tamil Nadu
296	Vishvodayaa Trust – Creating Values that Make a Difference	Vishvodayaa Trust	Chennai	Tamil Nadu
297	Study of Projects Undertaken by CARE	Centre For Action And Rural Education (CARE)	Erode	Tamil Nadu
298	Career Guidance for Underprivileged Students	Sevabharathi Tamil Nadu	Hosur	Tamil Nadu
299	Digitalization of Planted Sapling Monitoring and Awareness Creation	Thuligal Kangayam Trust	Kangayam	Tamil Nadu
300	The Journey of the Kolping Project: Empowering Women in Salem District	Salem Social Service Society	Salem	Tamil Nadu
301	Education, Nutrition Support for PLHA Children	Aishwariam NGO	Thudiyalur	Tamil Nadu
302	NGO Incubation Program	Bala Vikasa	Hanamkonda	Telangana
303	Capacity Building of Disabled Beneficiaries	Ashray Akroti	Hyderabad	Telangana
304	Don Bosco Navajeevan Bala Bhavan	Don Bosco Navajeevan Bala Bhavan	Hyderabad	Telangana
305	Catalysts of Change	Indian Development Foundation (IDF)	Hyderabad	Telangana
306	Strengthening Education Support and Documentation Activities at Mahita	Mahita	Hyderabad	Telangana
307	Strengthening MAW's Activities through Data and Event Management	Make-A-Wish Foundation of India	Hyderabad	Telangana
308	Resource Mobilization for The Girl Foundation	The Girl Foundation	Hyderabad	Telangana
309	Supporting Research and Child Rights at Divya Disha	Divya Disha	Secunderabad	Telangana
310	Bridging Opportunities for Persons with Disabilities (Divyangjans) and Elderly Persons	Abhoy Mission	Agartala	Tripura

Sr. No	Project Title	Internship Organization	City	State/UT
311	Empowering Futures: Ek Pahel's Journey	Ek Pahel	Agra	Uttar Pradesh
312	Navigating the Digital Divide: Unraveling the Pros and Cons of Digital Media	SAKAR	Bareilly	Uttar Pradesh
313	Nishulk Bal Shiksha Karyakram	Ankita Welfare Foundation	Bijnor	Uttar Pradesh
314	Key Recommendations and Observations for Local Camphor Manufacturing Plant	Jagriti Sewa Sansthan	Deoria	Uttar Pradesh
315	Skill Need-Gap Analysis for Hospitality among the Youth of Ayodhya	Pakka Foundation	Faizabad	Uttar Pradesh
316	Student-centric Project Management for Holistic Learning	Love Care Foundation	Ghaziabad	Uttar Pradesh
317	Social Media: Content Development and Marketing	Reincarnation Association	Ghaziabad	Uttar Pradesh
318	Learning as We Teach	Saksham- A Helping Hand Foundation	Ghaziabad	Uttar Pradesh
319	Pathways to Prosperity: Empowering Underprivileged Youth for Brighter Futures	Sanhita Jansahayak	Ghaziabad	Uttar Pradesh
320	Strengthening Child Welfare and Education Projects	Nirbhed Foundation	Ghaziabad (Indirapuram)	Uttar Pradesh
321	Transforming Education: Empowering Teachers, Engaging Students, and Promoting Digitalization	Tapovan Education Foundation	Ghaziabad (Indirapuram)	Uttar Pradesh
322	Empowering Education: Nurturing Minds, Building Futures and Engaging Communities	Empowering Minds (EM)	Ghaziabad (Vaishali)	Uttar Pradesh
323	Economic Efficiency of Small and Marginal Farmers	Gorakhpur Environmental Action Group (GEAG)	Gorakhpur	Uttar Pradesh
324	Internship Experience at Aarohan NGO: Empowering Communities for Change	Aarohan	Greater Noida	Uttar Pradesh
325	Promoting Research and Educational Activities for Students of Hapur Shiksha Bharati	Shiksha Bharti	Hapur	Uttar Pradesh

Sr. No	Project Title	Internship Organization	City	State/UT
326	Developing Innovative Models For Mobile Cloth Van, Organic Clusters, and Agri-waste Cycle Initiative	Pragati Path	Jhansi	Uttar Pradesh
327	Harvesting Change: Empowering Kanpur's Farmers through Radio Kisan Bazaar	India Development Alternatives Foundation (IDAF)	Kanpur	Uttar Pradesh
328	Impact Assessment of Shramik Bharti's Natural Farming Interventions in Achieving Sustainable Development	Shramik Bharti	Kanpur	Uttar Pradesh
329	Designing Marketing Plan for Arya Bhoga- Homemade Food Products and Resource Mobilization for Ehsaas	Ehsaas	Lucknow	Uttar Pradesh
330	HUM: Voices of Empowerment and Action	Human Unity Movement	Lucknow	Uttar Pradesh
331	Beyond Limits: Building Support for Disabilities	Jeevan Jyoti Samaj Sewa Sansthan (JJSSS)	Lucknow	Uttar Pradesh
332	Analyzing Girl Icons' Attendance Data Analysis of Unmukt Program	Milaan Foundation	Lucknow	Uttar Pradesh
333	Empowering Communities: Insights and Learnings from an NGO Internship Journey	Sahbhagi Shikshan Kendra	Lucknow	Uttar Pradesh
334	Puppeteers of Positivity: Artful Interventions for Kids	Swatantra Talim Foundation	Lucknow	Uttar Pradesh
335	Bringing Light and Hope to the Needy	Kalyanam Karoti	Mathura	Uttar Pradesh
336	A Study of the Prevalence, Social Behavior, and Societal Discrimination of IDUs	Grameen Vikas Sanstha (GRAVIS)	Meerut	Uttar Pradesh
337	Child Welfare: Awareness, Execution, and Documentation	Janhit Foundation	Meerut	Uttar Pradesh
338	Inside Manav Utthan Society's Contribution to the Change	Manav Utthan Society	Moradabad	Uttar Pradesh
339	Empowering Pragati Rath	Pragati Rath	Nagra	Uttar Pradesh
340	Empowering Change a Journey through the Aroh Foundation Internship Programme	AROH Foundation	Noida	Uttar Pradesh
341	Vocational Training Report	Gas Authority of India Limited (GAIL)	Noida	Uttar Pradesh

Sr. No	Project Title	Internship Organization	City	State/UT
342	Journey of Impact: Exploring Experiences and Contributions at Niveda Foundation	Niveda Foundation	Noida	Uttar Pradesh
343	Empowering Communities: Spark Minda Foundation's Impactful Initiatives	Spark Minda Foundation	Noida	Uttar Pradesh
344	Secure Her: Safety, Sanitation, Rights	Astha NGO	Prayagraj	Uttar Pradesh
345	Baseline Survey Report and Need Assessment Survey Under CSR (GIL) Renukoot, Sonebhadra	Grasim Industries Limited	Renukoot	Uttar Pradesh
346	Pathways for Renewal: Re-integration of Juvenile Offenders into the Society	Bharat Sewa Sansthan	Saharanpur	Uttar Pradesh
347	Building Bridges	Social Welfare Department	Saharanpur	Uttar Pradesh
348	SARC- Empowering Young Lives for a Better Future	Social Action and Research Centre (SARC)/Women's Empowerment Center	Varanasi	Uttar Pradesh
349	Education Support-Teaching and Curriculum Development for Children	Umeed Foundation	Varanasi	Uttar Pradesh
350	Emission Reduction Using Solar Energy in Almora	Uttarakhand Seva Nidhi	Almora	Uttarakhand
351	Integrated Farming and Rural Tourism	Balajee Sewa Sansthan	Dehradun	Uttarakhand
352	Digitalization of HIV/AIDS Programme at Bhoomi Sanstha, Haldwani, Uttarakhand	Bhoomi Sanstha	Haldwani	Uttarakhand
353	Promoting Sanitation and Sustainability: Facilitating Bio-digester Implementation in Underserved Areas	Bharat Heavy Electricals Limited (BHEL)	Haridwar	Uttarakhand
354	"Education and Wellbeing For All" at Ramraj Gramodhyog Seva Sansthan	Ramraj Gramodhyog Seva Sansthan	Haridwar	Uttarakhand
355	Addressing Child Labour and Child Begging	Ghanshyam Oli Child Welfare Society	Pithoragarh	Uttarakhand
356	Study of Targeted Interventions of HIV/AIDS at Impart	Impart	Rudrapur	Uttarakhand
357	Empowering Communities: A Journey through Divine Welfare	Divine Welfare Trust	Asansol	West Bengal

Sr. No	Project Title	Internship Organization	City	State/UT
	Trust's Mid-Day Meal Program and Health Initiatives			
358	Empowering Marginalized Communities: Holistic Approaches and Sustainable Solutions	Rural Development Society	Bankura	West Bengal
359	Supporting Educational Activities of Kamakhya Balak Ashram	Kamakhya Balak Ashram	Barasat	West Bengal
360	Building Brighter Futures: Empowering Children	Tejganj Children Welfare Organisation	Bardhaman	West Bengal
361	For A Better Tomorrow	Chinsurah Arogya	Chinsurah	West Bengal
362	CSR Implementations, Digital Cataloguing, and Business Collaborations	Durgapur Sundaram Creative Welfare Society	Durgapur	West Bengal
363	Empowering Young Minds through Interactive Learning	Samaritan Help Mission	Howrah	West Bengal
364	Shaping the Future of Young Minds	Adore India	Kolkata	West Bengal
365	Child Development through Sahyog and Child Development Project	Asian Sahyogi Sanstha India (ASSI)	Kolkata	West Bengal
366	Blood Bank Awareness and Vocational Education for HIV Infected Children	Bhoruka Public Welfare Trust	Kolkata	West Bengal
367	Engagement in Child Welfare through Research, Insights and Actions	Child Rights and You (CRY)	Kolkata	West Bengal
368	Charting Student Challenges: Navigating Education's Terrain	Community Action Society	Kolkata	West Bengal
369	Emergency Care for Geriatric Residents	Hive India	Kolkata	West Bengal
370	Empowering through Education	Hope Kolkata Foundation	Kolkata	West Bengal
371	Unlocking Potential, Expanding Horizons	Indian Institute of Cerebral Palsy (IICP)	Kolkata	West Bengal
372	Recommendations for Holistic Organizational Development	Mass Welfare Society	Kolkata	West Bengal
373	Inside the Impact: A Brief Journey with Right Track	Right Track	Kolkata	West Bengal
374	Execution of Financial Literacy Curriculum for Adolescent Children	Salaam Bombay Foundation	Kolkata	West Bengal

Sr. No	Project Title	Internship Organization	City	State/UT
375	Hope in Action: Highlights from Smile Foundation's Outreach Programs	Smile Foundation	Kolkata	West Bengal
376	Empowering Young Minds	Turn Stone Global	Kolkata	West Bengal
377	Tide Turners Plastic Project	World Wildlife Fund (WWF) - India	Kolkata	West Bengal
378	Digital Transformation for Educational Empowerment	Friends of Tribal Society (FTS)	Kolkata (Bhowanipore)	West Bengal
379	Conducting Health Camps and Eye Check-up Camps	Association For Social and Health Advancement (ASHA)	Kolkata (Bidhannagar)	West Bengal
380	Drafting Funding Proposals and Supporting the Vocational Training Initiative of Bodhi Peet	Bodhi Peet	Kolkata (Bidhannagar)	West Bengal
381	Empowering Futures through Awareness, Education and Equality	Jayaprakash Institute of Social Change (JPISC)	Kolkata (Bidhannagar)	West Bengal
382	Crafting Duo Ranir Songshar's Growth Strategy for Community Empowerment	Prayasam	Kolkata (Bidhannagar)	West Bengal
383	Building Efficiencies into Family Strengthening Program	SOS Children's Villages of India	Kolkata (Bidhannagar)	West Bengal
384	Empowering Communities: Impact Report of Towards Future's Social Initiatives	Towards Future	Kolkata (Bidhannagar)	West Bengal
385	One Step Towards Equal Opportunity for All	Aranyaj Society	Kolkata (Teghoria)	West Bengal
386	Mentoring of Children with Special Needs	Dantan Manav Kalyan Kendra	Krishnapur	West Bengal
387	Impact of Social Media and Digital Content in Furthering Educational, Cultural and Healthcare Awareness: Case Study of Serampore Betarbani Media Network	Swasthya Bhabna Welfare Society	Serampore	West Bengal
388	We Care Program Engagement at Youth of India, Siliguri, West Bengal	Youth of India Foundation	Siliguri	West Bengal
389	Academic Mentorship of Underprivileged Children	Pather Panchali	Uttarpara	West Bengal

Annexure IX

We Care Internship: Integration of Academic Subjects

Sr. No.	Subject	No. of Students	Per Cent
1	Managerial Communication I	654	65%
2	Corporate Sustainability	524	52%
3	Managerial Communication II	453	45%
4	Organizational Behaviour I	427	42%
5	Marketing Management I	375	37%
6	Ethical Issues in Management	307	31%
7	Human Resource Management	293	29%
8	Organizational Behaviour II	234	23%
9	Marketing Management II	216	21%
10	Business Communication & Analysis	206	20%
11	Strategic Management	186	18%
12	Business Research Methods	166	17%
13	Financial and Management Accounting	154	15%
14	Enterprise Systems in the Digital Age	90	9%
15	Statistical Inference for Decision Making	89	9%
16	Data Analytics for Business	68	7%
17	Industry and Competitive Landscape Analysis	65	6%
18	Production & Operations Management	65	6%
19	Business Analytics	61	6%
20	Microeconomics	59	6%
21	Macroeconomics	57	6%

Sr. No.	Subject	No. of Students	Per Cent
22	Contract, Competition, and Consumer Laws	53	5%
23	Sales and Channel Management	53	5%
24	Financial Statement Analysis	42	4%
25	Corporate Finance	22	2%
26	Financial Markets and Modelling	18	2%
27	Optimization Modelling for Business Decisions	12	1%

Annexure X

Impact: Student's Perspective

(Qualitative feedback from organizations)

I have been living in my city for the past 17 years, but I had no idea about drug abuse in my region. It is a major misconception that drug addicts are very dangerous people. Rather, they can be really helpful and respectful if understood, not marginalized, and given an opportunity. It was my first experience working in a workplace, as my previous internships were at WFH. I created many charts, entered data, filled out documents, and did fieldwork.

- **Samanvay Sharma, Impart, Rudrapur (Uttarakhand)**

I developed a sense of empathy and appreciation for societal contribution in successfully navigating business environments. I realized how much-untapped potential is present in village children in terms of education and expressing themselves. If given proper guidance and resources, it will surely take them to greater heights. I learned of the positive impacts NGOs leave on society in general - be it generating livelihoods, imparting education, maintaining good health and hygiene, etc.

- **Kunal Sharma, Aarohan, Greater Noida (Uttar Pradesh)**

I developed cultural sensitivity and awareness by working with a special community and understanding their unique needs and perspectives. I have developed leadership qualities by taking on responsibilities and initiatives within the organization. I build a professional network by interacting with professionals, volunteers, and other stakeholders involved in the NGO.

- **Mrinank Chopda, Mann - Center for Individuals with Special Needs, Mumbai (Maharashtra)**

Working with Ashray Maze Ghar made me realize how people work selflessly 24 hrs for others' well-being, sacrificing their own.

- **Abhinav Singh Chauhan, Sahbhagi Shikshan Kendra, Jalgaon (Maharashtra)**

Through my internship, I understood there is a big difference between programs to help others and the ground reality. We need to make sure that the solution is sustainable and that the end result continues to sustain itself and does not change with time.

- **Raghav Bansal, Sahyog - Care for You, New Delhi (NCT of Delhi)**

The We Care: Civic Engagement Internship changed my perspective about a few things. It taught me various ways to help people and cleared out my misconceptions about some of the unethical practices prevalent in our society.

- **Naman Jain, Indian Foundation, Bhilwara (Rajasthan)**

I learned about government schemes and programs, which I was unaware of earlier. It allowed me to interact with local businesses, broaden my perspective, and also helped me improve my communication and other interpersonal skills. I also learned the ground realities and conditions the underprivileged disabled students deal with.

- **Ayushi Kriplani, Jeevan Jyoti Samaj Sewa Sansthan (JJSSS), Lucknow (Uttar Pradesh)**

There is a big difference between programs to help others and the ground reality. Completing a task is not enough. We need to make sure that the solution is sustainable and that the result continues to sustain itself and does not change with time. I also understood how a small, dedicated team can make a big impact.

- **Raghav Bansal, Sahyog - Care for You, New Delhi (NCT of Delhi)**

Understood the functioning of the lead bank and NABARD, as well as various central government schemes and grassroots challenges of NGOs in implementing them. It honed my research skills as the primary research allowed me to dig deeper into the problem.

- **Rasshi Moondra, Development of Humane Action (DHAN) Foundation, Hosapete (Karnataka)**

I got exposure to how a generation can be educated for the betterment of their future offspring. I learned about the Model of Ken School, which continuously impacts quality education in government schools across the district.

- **Meet Mahendra Shah, Maa Foundation, Chala Vapi (Gujarat)**

I learned to align HR initiatives with the mission and values of the NGO, as well as versatility in the role by simultaneously handling HR functions and enhancing social media presence and strategies implemented to streamline the recruitment process.

- **Ananya, Citizens Foundation, Ranchi (Jharkhand)**

I learned about alternative models of care for children in need and the challenges of operating and financing the projects under SOS. The learning experience motivated me to engage in philanthropy myself to give back to the community.

- **Aveksha Raina, SOS Children's Villages of India, Jammu (Jammu & Kashmir)**

I gained valuable insights about the challenges and strengths of special needs individuals. I witnessed the profound impact of inclusive education on breaking societal stigmas surrounding disabilities and the significance of providing vocational training and education tailored to their abilities.

- **Swethaa R, Arvind Foundation, Chennai (Tamil Nadu)**

I learned to align HR initiatives with the mission and values of NGO versatility in the role by simultaneously handling HR functions, enhancing social media presence, and implementing strategies to streamline the recruitment process.

- **Ananya, Citizens Foundation, Ranchi (Jharkhand)**

Interacting with children to identify their wishes made me realize I'm good at handling children and people in general. I have improved my content writing and communication skills. I also got an idea about how an NGO works from the ground level to the management.

- **Kaushik Appala, Make-A-Wish Foundation of India, Chennai (Tamil Nadu)**

Working with IDEA gave us a deep understanding of social issues, the real-world impact of business decisions, and how they affect budding women entrepreneurs from rural areas. Volunteering in management roles within IDEA taught us flexibility in navigating diverse situations and switching between multiple verticals other than our desired specializations, handling varied environments, resources, and stakeholders, and serving as a business trainer. It also provided us with the opportunity to use and modify our MBA learnings in real-time situations and impart this knowledge to try and empower budding women entrepreneurs through skill-building and fostering sustainable development.

- **Sajal Dubey, Idea Foundation, Pune (Maharashtra)**

Conducting competitor analysis and researching digital fundraising strategies of other NGOs allowed me to gain insights into industry best practices. I enhanced my ability to ensure accuracy and precision in critical administrative and compliance-related tasks. I also helped organize and prioritize work, which are crucial skills in a professional environment.

- **Rhythm Sharma, Bosconet, New Delhi (NCT of Delhi)**

The internship unlocked a new dimension. There were many existing challenges in society of which I was not aware. The internship helped me to know more about the economically challenged.

- **Sabyasachi Chakraborty, Towards Future, Kolkata (West Bengal)**

I got to visit villages and help organize activities, which were experiences that I had never had the chance for before. I realized how many initiatives are being taken for village development and how the pipeline of the process is compromised, thus causing delays and other issues.

- **Riddhima Gupta, Shubhashraya Foundation, Kota (Rajasthan)**

I worked for an NGO Incubation Project and performed Competitive Benchmark Analysis to identify new niche areas to conduct new training. It gave me exposure to doing better research and improving my skills in data visualization and analytical skills, as the information available was limited.

- **Vinuthna Pendyala, Bala Vikasa, Hanamkonda (Telangana)**

I recognized the significance of tailoring organizational strategies to meet the unique needs of everyone (in this case, underprivileged communities). I realized the need to develop empathy and interpersonal skills through interactions with students, families, and community members. Throughout my internship, I also understood the importance of corporate social responsibility in driving meaningful change and making a positive impact on society.

- **Ansh Taneja, Peepal Tree School, Pune (Maharashtra)**

Placed at a government organization, I was able to closely understand different district-level social service schemes that they run and understand how such big initiatives take place. Field visits helped broaden my knowledge of grassroots realities, and engaging with students at school and ladies during the community engagement program was great in terms of helping them in specific ways and learning from them in several small and big ways.

- **Sejal Sundriyal, Social Welfare Department, Saharanpur (Uttar Pradesh)**

I learned how to adapt to different situations and challenges that may arise during the event management experience. How to conduct research, create and write compelling and impactful content for various purposes, collaborate and communicate with different stakeholders, and coordinate and manage the logistics and execution of the events.

- **Ishikaa Gupta, Ek Pahel, Agra (Uttar Pradesh)**

Engaging with students fostered improved communication, which is essential for effective teaching. I was able to recognize the role of empathy and patience in successful educational interactions. Internship enhanced leadership skills through coordination with teachers and planning educational initiatives—fueled commitment to contribute meaningfully to the educational landscape.

- **Tanvi Kaushik, Shiksha Bharti, Hapur (Uttar Pradesh)**

I understood that I'm the blessed one who does not have to think twice before spending a small amount of money; I developed an interest in teaching, which honed my communication skills. I built a positive mindset and have got a new approach to life as I know my problems are nothing compared to the ones faced by others.

- **Devika Bhadbhade, Salaam Bombay Foundation, Mumbai (Maharashtra)**

I had a very enriching experience during my WeCare Internship. I forged a new bond with my team members from my hometown, and together, we were able to apply the concepts we had learned in our MBA course. I got sensitized to the ground realities of our society through surveys. I got to know that these children want to study but do not have the resources to do so. Some so many selfless people work hard every day to make the dreams of these children come true.

- **Supriya Banga, Don Bosco Navjeevan Centre, Chandigarh (Chandigarh)**

By working closely with fellow volunteers, staff members, and community stakeholders, I realized the power of collective effort in driving positive change and making a meaningful impact in the lives of children through education initiatives.

- **Shaurya Grover, Umeed Foundation**, Varanasi (Uttar Pradesh)

I witnessed a strikingly different perspective of the world, realizing how removed we are from reality and how trivial our problems appear in comparison to the broader global context. This experience taught me the importance of resource management, emphasizing the value of people, money, and the resources at my disposal. There's a profound need to contribute more towards such causes, recognizing the eagerness of individuals to learn and the necessity of providing them with a platform to do so.

- **Ritwik Sarkar, Humankind**, Ahmedabad (Gujarat)

The internship helped me to think outside the box, Brainstorm sessions, and propose new ideas, like using digital services to engage unemployed youth, and it taught me to think creatively. It showed me that sometimes, the best solutions come from thinking outside the box. I was able to apply my MBA skills in the real world. My internship experience was a practical application of my MBA education. From project planning to stakeholder engagement, I could see how the concepts I learned in class translate to real-world situations.

- **Animesh Salhotra, Abhivyaakti Foundation**, Amritsar (Punjab)

The internship enabled me to understand the ground realities and the need to address and work for the underprivileged. It taught me the importance of being socially humble. I learned that calm behavior can boost the confidence of mentally disabled children, and they can perform if trained well. Informal education also plays an important role.

- **Ayushi Agrawal, Jeevan Jyoti Samaj Sewa Sansthan (JJSSS)**, Lucknow (Uttar Pradesh)

I gained hands-on experience in conducting counseling sessions for kids and teens in schools and underprivileged areas, applying theoretical knowledge to real-world situations. I improved my teamwork and communication skills through interaction with colleagues, teachers, and supervisors during the counseling sessions. I also developed critical thinking and problem-solving skills by addressing various challenges encountered while providing counseling support to children and teenagers.

- **Ananta Akansh, Society for Animal Health Agriculture Science and Humanity (SAHASH)**, Jamshedpur (Jharkhand)

The internship significantly increased our awareness of the grassroots realities faced by communities CYSD serves. This awareness has impacted us deeply, fostering a greater appreciation for the role of technology in social change and a commitment to leveraging digital solutions for societal benefit. Beyond the technical skills in digital process implementation, we gained valuable experience in problem-solving, project management, and strategic thinking.

These skills are critical for our future careers, especially in fields where technology intersects with social impact.

- **Aradhana Satpathy, Centre for Youth and Social Development (CYSD), Bhubaneswar (Odisha)**

We Care internship helped me understand how the CSR Department works in the company and the different ways the company ties up with organizations to gather data and then do an analysis of the same. I learned about understanding the overall problem statement, selecting the villages for the survey, and selecting the method of research, keeping all the stakeholders in mind. The experience helped me to gain an understanding of carrying out primary research in villages. It taught me how to create a repo with villagers so that we could get accurate information about our problem statement.

- **Meet Shah, Ahmedabad Management Association (AMA), Ahmedabad (Gujarat)**

We Care internship helped me to understand the gap between the awareness of the general population and the means available for them to voice their challenges. Government policies and laws like the 2012 POCSO, Child Labour Prevention Act 2006, SC/ST Act and impact on the communities. The collaborative functioning of various stakeholders, NGOs, Police, CWC, Courts, and SHGs to raise awareness and ensure the delivery of justice.

- **Navneet Choudhari, Jan Sahas Social Development Society, Bhopal (Madhya Pradesh)**

I was able to gain a deeper understanding of social issues and grassroots realities faced by marginalized communities, highlighting the need for targeted interventions through community engagement and advocacy. I learned the importance of community-based and participatory approaches like Bala Sanghas and youth meetings in empowering vulnerable groups through inclusive decision-making. Designing solutions focused on access, awareness, and agency for communities and applying human-centered approaches for genuine empowerment.

- **Nandini Rachamalli, Mahita, Hyderabad (Telangana)**

I learned how to ideate, plan, and execute an impact-worthy plan for three weeks straight; I learned how to conduct engaging sessions for a huge audience and how to engage the crowd using presentations and got in touch with their local language. I learned how convincing - may that be a doctor to conduct a session, a vendor who is providing us pads at a subsidized rate, or donors who contribute to the fundraising activity.”

- **Saloni Kaveri, Prangan Foundation, Dombivali (Maharashtra)**

I had been living in my city for the past 17 years, but I had no idea about drug abuse in my region. It is a major misconception that drug addicts are very dangerous people. Rather, they can be really helpful and respectful if understood, not marginalized, and given an opportunity. It was my first experience working in a workplace. I created many charts, entered data, filled out documents, and did fieldwork.

- **Samanvay Sharma, Impart, Rudrapur (Uttarakhand)**

Social work is not charity. The goal is to make families set on a “sustainable” path of growth. This comes through a scientific way of rapport building, evaluation, livelihood training, mindset changing, and financial training and is very different from just donating support. Actual Social Work actually puts monetary support in place to make sure that the family can survive without any support after five years when the program ends. Every family, every youth, every child is different. The same livelihood support/tutoring support won’t work for everyone. It’s about building rapport and bringing about a mindset change. There is scope for data-driven solutions like location profiling, livelihood scoring, etc., which is a huge space in this sector and can be the scope of MBA students.

- **Ria Biswas, SOS Children’s Villages of India, Kolkata (West Bengal)**

Annexure XI

Impact: Internship Organization's Perspective

(Qualitative feedback from organizations)

More than the internship, I feel all three interns showed excellent teamwork. Their first task was to find a task they could do as a team. They chose something which complements each other's work. I really feel all three showed excellent teamwork and innovation in getting a task done.

- **Manzil Mystics, New Delhi**

The interns dedicatedly worked for the organization. They displayed exemplary performance in conducting surveys and gathered detailed information about the concerned areas and people facing disability. They also suggested innovative ideas for the upliftment of people with disabilities. One of the proposals also recommended a special line of business for the survival of disabled children.

Apart from that, students also helped in selling handicrafts and LED bulbs, for which profit went to the children in the NGO. Their fieldwork also enabled us to determine the market demand for the products.

- **Jeevan Jyoti Samaj Sewa Sansthan (JJSSS), Lucknow**

The interns (Nandita, Sarthak, and Sachit) have diligently helped the children in their co-curricular activities. They have contributed a lot during the short stay; for instance, they taught computers to our children, which was in need at the hour, activity-based learning, which was missing, social interaction with children that boosted their self-esteem, preparation for the X and XII Board Examination, and more.

- **Shiksha Rath, New Delhi**

All three interns have shown immense dedication and have worked towards some of the major challenges of the organization. They have helped us streamline certain functions with the help of technology and tools. They have created a fun & friendly atmosphere. We have always felt that they are part of our team.

- **Bookwallah Organization, Mumbai**

Vinuthna Pendiya is found to be a very genuinely hardworking intern. Her commitment, adaptability, flexibility, and diligence in work is highly appreciated.

- **Bala Vikasa, Hanamkonda**

Interns had strong analytical thinking and fluent communication skills, which smoothly facilitated the coordination and efficient workflow. Overall contributions have been valuable to our team, and we hope they continue to grow and thrive in the future. Good luck !!!

- **Sahbhagi Shikshan Kendra, Lucknow**

Isha, Nikhil, Hitesh, Pranav & Amogh did a great job at IGSSS. They took each assignment seriously and were eager to learn. They were engaging and interactive.

- **Indo-Global Social Service Society, New Delhi**

Our students really enjoyed interacting with the interns as they felt them as their peers. Social interaction and engagement are very important for those with autism. We really appreciate We Care and the interns for their hard work. We request more such programs that really help improve awareness and acceptance of autism in society.

- **Assisted Living For Autistic Adults (ALFAA), Bengaluru**

Interns conducted field surveys for our new Asha Deep Centre. They gathered data from over 80 potential student families. They played a key role in a fundraising campaign, a digital learning campaign, a marketing campaign for donors, and a financial literacy campaign.

- **Mahavir International (Mahavir Foundation Trust), Vadodara**

Gautam played a pivotal role in supporting the team during the baseline survey in Chaugan Gram Panchayat. His expertise in data analytics and dashboard creation greatly assisted the M&E team, contributing significantly to project implementation.

- **Waste Warriors Society, Bir Billing**

Siddharth Verma and Deepank Dhawan Interns did excellent work in a limited period. They designed a superb brochure for the project, which has now been printed and will be used to sensitize other beneficiaries.

- **Balajee Sewa Sansthan, Dehradun**

All the interns readily embraced the challenge of working in the slum community, demonstrating their commitment and adaptability. They also excelled in collaboration, working effectively as a team. Their dedication to following the organization's rules and regulations further enhanced their contributions. Overall, the organization is highly satisfied with their performance.

- **Navsarjan Trust, Surat**

Shubhee is very prompt and inclusive. As a young leader, we can hire her in the future.

- **Social Health and Education Development Organization, Timarni**

Parth Arora and Shailja's ability to quickly grasp complex digital marketing concepts and apply them to our campaigns was impressive. Their data analysis skills were invaluable in helping us improve our social media traffic and engagement. Their creativity and out-of-the-box thinking helped us develop new and engaging content for our social media channels. Both have a natural talent for connecting with our audience and building relationships. Both of them demonstrated excellent teamwork and communication skills throughout your internship. They were always willing to help each other and collaborate effectively with the team.

- **Reincarnation Association, Ghaziabad**

All three volunteers have significantly enhanced the CSR outreach and refined our approach through their strategic insights and expertise. Neha's adeptness in social media has been instrumental in evaluating our current reach through thorough research and leveraging her expertise in social media management. Sanidhya's efforts in designing brochures, content, and other essential materials have greatly facilitated our presentations to CSR entities, enhancing our communication effectiveness. Additionally, Nachiket's diligent backend work in gathering CSR contacts has been pivotal in maximizing our NGO's outreach potential. Furthermore, their collective participation in weekend beach cleanup activities underscores their commitment to our cause and community engagement. Their combined efforts have undeniably strengthened our organization's impact and effectiveness.

- **Khushiyaan Foundation, Mumbai**

We found Pratyush to be very productive and innovative in every endeavor. With his academic approach and expertise in his field, he helped us design the sustainability plan for DISHA, which is something very important for social development organizations like DISHA. We highly appreciate his contribution in this regard.

- **Disha, Amravati**

Ms. Debika Acharya has demonstrated exceptional dedication during her internship program. She has diligently visited our project locations and gathered over 11 impactful stories of our program participants. She successfully motivated them to share their stories confidently through her ability to connect with the participants. Her efforts have enriched our understanding of the program's impact and inspired others to engage more deeply with our mission.

- **SOS Children's Villages of India, Rourkela**

The interns demonstrated a high level of proactivity and eagerness to learn throughout their tenure. Their active participation in various activities, including official visits to locations such as the police station and community meetings, undoubtedly afforded them valuable insights and practical experiences. Moreover, their readiness to assist with documentation underscores their dedication to assigned responsibilities. Notably, their receptiveness to understanding sensitive subjects such as sexual abuse reflects commendable openness and maturity.

- **Jan Sahas Social Development Society, Bhopal**

All the interns did some work jointly and some work individually. They worked in the office and at the center - for 7-8 hours daily for three weeks and offline. They got an opportunity to interact with ACT beneficiaries at our center directly and were able to create case stories, blog posts, and videos. They contributed across all ACT projects, whether in Mumbai or rural tribal projects. They used their knowledge of technology to produce content, materials, and collaterals. Their contributions are significant for ACT and our beneficiaries and will be carried forward meaningfully to create more impact over the long term. We remain grateful to them as well as to the WeCare program.

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

We generally don't like to have interns. We go to the length of discouraging interns from interning with us. Our experience with college students has been abysmal. However, Anshika and Pratyaksh performance was refreshing. They were punctual and energetic. Willing to accomplish the task we gave them within the timeline. We actually wanted them around; I think that is the best part. They became a part of our team. People liked working with them. I, Siddhartha (who is writing the feedback), in my experience, have learned one definite truth about the work culture—the importance of teammates gelling with each other. Anshika and Pratyaksh were able to do that seamlessly. Wherever they go, they will most likely be the key players in that environment.

- **The Society for Child Development, New Delhi**

The research done by Muskan Saxena is beneficial for us in understanding the field-level situation and planning for the future. We can use research reports to present with stakeholders and advocate for the issues identified in the research.

- **Rajsamand Jan Vikas Sansthan, Rajsamand**

The Civic engagement is a very good initiative of the NMIMS. We observed that the intern who comes for the training genuinely experiences the adversity of the unfortunate and deprived people in the community. We are hopeful that the experience they get will be an opportunity for them to be a part of solving the problems in the future.

- **Delhi Brotherhood Society, New Delhi**

The four interns have their individual expertise and areas of interest, and they contributed accordingly. All of them are keen to learn the social dynamics of the marginalized and underprivileged population. The organization would appreciate having more interns in the future.

- **Right Track, Kolkata**

I think that the key element to being able to work seamlessly with diverse groups of people is to have the ability to be positive. Our work is very demanding, which becomes even more difficult to accomplish because of the type of people we work with. So, being positive is not very easy here, and they were able to do that.

- **The Society for Child Development, New Delhi**

Mr. Hari Govind's internship has made a positive impact. He came up with innovative ideas, an enthusiastic approach, valuable task assistance, improved team dynamics, and developed skills through feedback.

- **Rajiv Youth Foundation, Manjeri**

Raja Anirudh has contributed to the overall digital transformation of Brighter Future. He has worked in digital fundraising, marketing, website, and social media management. Raja created content (presentations, posts, and articles) that helped us improve our processes. His support in revamping the organization's website was crucial. We found his recommendations to be instrumental and practical, and I believe they will reap benefits very soon. He willingly accompanied us to various schools and hospitals for fundraising events.

- **Brighter Future Development Trust, Vizianagaram**

Annexure XII

Prerna Geet (Motivational Song) for the We Care: Civic Engagement Internship

Khud ke khwabon ko pankh lagaa ke, udne mann chale,
Saari Mehnat aur Gyaan ki pothi baandhe hum chale,

Haan chale badh chale,
Zarurat hai jahaan ,
Buniyaad banane , Maati hai jahaan,
Haan Chale hum chale hausle ko liye,
Karz Chukane, Karne Farz adaa!

WeCare, WeCare, Hum Parvah Karte hai
WeCare, WeCare, Sab Saath mein badhte hai .

Hai Hausle Jinke atal, Unke hai Sang chale,
Vikaas ki raah pe Khud ko Samarpit karke hum chale,

Har ek ne hum mein bharosa jagaaya hai,
Jo Seekha ab tak, Sab apnaaya hai,
Vyapaar sambhalne laayak hum bane,
Tann Mann se Desh ko aage badhana hai,

WeCare, WeCare, Hum Parvah Karte hai
WeCare, WeCare, Sab Saath mein badhte hai

Annexure XIII

We Care: Civic Engagement Internship: Glimpses

A) Field Execution



Teaching at the Evening Tuition Centre and the Open Shelter under Navajeeven Bala Bhavan Society, Vijayawada (Andhra Pradesh)



Swachh Bharat Abhiyan Awareness Campaign under The People in Need Foundation (PNF), Guntur (Andhra Pradesh)



Conducting Financial Literacy Session under Salaam Bombay Foundation, Pune (Maharashtra)



Vulnerability Mapping Survey Focused on the Communities of Jogbani and Surrounding Areas of Forbesganj, Purnea, and Araria for Jagran Kalyan Bharti Forbesganj, Bihar



Home Visits under the Entrepreneurship Skills Program under Salaam Bombay Foundation, Pune (Maharashtra)



Conducting Financial Literacy Sessions under Salaam Bombay Foundation, Bengaluru (Karnataka)

Vision

At Navjeeven, we are committed to children who are at risk of being left behind. We are committed to providing them with the support and resources they need to thrive. We are committed to being a part of their lives, and to helping them to build a better future for themselves.

Mission

To empower at-risk children through education, healthcare, and support for a brighter future. #ChildWelfare #EmpowerYouth

About Us

Navjeeven is a non-profit organization that is committed to providing at-risk children with the support and resources they need to thrive. We are committed to being a part of their lives, and to helping them to build a better future for themselves.

DIRECTOR'S MESSAGE

Dr. Ratna Kumar Neelam
Chief Executive Officer

As someone who has spent most of my life in the field of child development, I know how important it is to provide children with the support and resources they need to thrive. At Navjeeven, we are committed to being a part of their lives, and to helping them to build a better future for themselves.

GET IN TOUCH WITH US!

+91-896-2439915
www.navjeeven.org
https://t.me/navjeeven
D.No. 24-3-35, Post Box 507, 1st Lane, Saravalli, Andhra Pradesh, India. Pin: 520002

BUILDING RESILIENCE

NAVJEEVEN BALA BHAVAN SOCIETY

ACTIVITIES

Chiguru Children's Village

Chiguru is a residential facility for children who are at risk of being left behind. We provide them with the support and resources they need to thrive. We are committed to being a part of their lives, and to helping them to build a better future for themselves.

Neethodu

Neethodu is a residential facility for children who are at risk of being left behind. We provide them with the support and resources they need to thrive. We are committed to being a part of their lives, and to helping them to build a better future for themselves.

Bosco De addiction Centre

Bosco De addiction Centre is a residential facility for children who are at risk of being left behind. We provide them with the support and resources they need to thrive. We are committed to being a part of their lives, and to helping them to build a better future for themselves.

TRANSFORM LIVES TODAY

We invite you to join us in our mission by donating to our cause. Your contribution will help us to provide children with the support and resources they need to thrive. We are committed to being a part of their lives, and to helping them to build a better future for themselves.

DONATE NOW TO CREATE AN IMPACT IN A CHILD'S LIFE

Scan Here

Brochure Designed for Navajeeven Bala Bhavan Society, Vijayawada (Andhra Pradesh)

Product Brochure

OUR MOTIVE

At Navjeeven, we are dedicated to empowering women and communities through vocational training, including jute bag making. Quality is our priority, convenience is never an option. Our bags are designed to be both functional and stylish. Your purchase supports this cause and helps provide a livelihood for women in need.

JUTE BAGS

FL STRIP ORANGE BAG ₹80.00	MINI FLOWERS PURSE ₹150.00	PURPLE EDGE SAND BAG ₹180.00	TREE PRINT RED BAG ₹270.00
BLUE DESIGN CREAM BAG ₹80.00	NAVY PURSE ₹150.00	YELLOW FLAP SLING ₹200.00	ORANGE EDGE BAG L ₹300.00
YELLOW STRIP BLUE BAG ₹80.00	RED LARGE CARRY BAG ₹150.00	RED STRIP CREAM BAG ₹200.00	PINK LAPTOP BAG NL ₹300.00
BROWN HASH BAG ₹100.00	ONE FLOWER RED BAG ₹150.00	FLOWER PRINT ORG BAG ₹200.00	CREAM LAPTOP BAG ₹350.00
	FLORAL RED BAG ₹150.00	ORANGE STITCH BAG ₹220.00	CUSTOMISABLE PRINT ₹150.00
		MINI FLOWERS BAG ₹250.00	

DESIGNS CAN BE CUSTOMIZED AS PER REQUIREMENT AND PRICES CAN BE NEGOTIATED ACCORDINGLY. ORDER US BY CALLING OR WHATSAPP: +91 8212566774. Your purchase would help us in providing a quality life to the children in need.

Brochure for Navajeeven Jute Bags under Navajeeven Bala Bhavan Society, Vijayawada (Andhra Pradesh)

Increase the visibility of Navajeeven Bala Bhavan Society, Vijayawada (Andhra Pradesh), by Leveraging Their Social Media Account.



Financial Literacy Session under Salaam Bombay Foundation, Bengaluru (Karnataka)



Financial Literacy Session under Salaam Bombay Foundation, Bengaluru (Karnataka)



Financial Literacy Session under Salaam Bombay Foundation, Bengaluru (Karnataka)



Financial Literacy Session under Salaam Bombay Foundation, Bengaluru (Karnataka)



Creating Students and Teachers Profiles for Empowering Minds, Ghaziabad (Uttar Pradesh)



Financial Literacy Session under Salaam Bombay Foundation, Bengaluru (Karnataka)



Awareness Campaign on National Education Policy (NEP) 2020 Society with Animal Health, Agriculture, Science, and Humanity, Kurukshetra (Haryana)



MNERGA (Mahatma Gandhi National Rural Employment Guarantee Act) Impact Assessment in Villages in the Hospete Block with DHAN Foundation, Hosapete (Karnataka)



Launch program at Shimla with the Himachal Govt and HIMCOSTE



Sustainable construction



Made Eco-bricks with plastics



Addressed students about sustainability at GSSS Kahlog, Solan



Sustainable farming and park cleanup



Made bio enzymes in a resourceful way



Composting at zero-landfill office

Strengthening the Himcoste's Green Corp Program in 9 districts of Himachal Pradesh under EarthJust Eco System, Solan (Himachal Pradesh)



Field visits to enroll underprivileged kids in an activity base, multigrade teaching program under ANK, New Delhi



Mental Health Camp under Delhi Council for Child Welfare, New Delhi



Interaction with beneficiary with Vishwas India, Gurugram (Haryana)



Teaching Mathematics at Girls Hostel under Community Action Society, Kolkata (West Bengal)



Skill Training with Empowerment for Rehabilitation, Academic & Health (EFRAH), New Delhi



Organizing skill development workshops at Janhit Society for Social Welfare, New Delhi, under STEP (Support, Training, and Employment Program) of Smile Foundation



Conducting Training Sessions for Computer Students and remedial Classes for Kids under Sahyog Care for You, New Delhi



Conducting Training from BSF, CRPF, and Delhi Police with Members of Sahyog Care for You, New Delhi



Comprehensive Community Survey in Nilothi Village for Strategic Planning at We Serve to All Foundation, New Delhi



Stray Awareness Workshop with Swatantra Talim, Lucknow (Uttar Pradesh)

Observing the social initiatives undertaken by Grasim Industries Limited, Grasim Industries Limited, Renukoot (Uttar Pradesh)



Educational Support in *Saksham Ki Pathshala*, at Saksham: A Helping Hand Foundation, Ghaziabad (Uttar Pradesh)



Conducting Teachers Training and Skill Development Program at Tapovan Education Foundation, Ghaziabad (Uttar Pradesh)



Conducting Peer Learning Workshop for Students at Tapovan Education Foundation, Ghaziabad (Uttar Pradesh)



Conducting Activity-based Learning sessions at Shiksha Rath, New Delhi



Primary Research on the Impact of Shramik Bharti's Nature Farming Initiatives



Interacting with SHG Members to help Pragati Rath, Nagra (Uttar Pradesh) in Strengthening SHG Governance



Interacting with Beneficiaries for Drafting Success Stories for Social Action for Knowledge building & Awareness Raising (SAKAR), Bareilly (Uttar Pradesh)

B) Poster Presentation



