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2023

We Care: Civic Engagement Internship
Annual Report

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

Acknowledgment

The We Care: Civic Engagement Internship has been treated as a significant component of the MBA curriculum and carried out thoroughly and diligently at the School of Business Management, NMIMS, Mumbai. We Care team is grateful to Dr. Ramesh Bhat, Vice-Chancellor, NMIMS, for giving us the autonomy to execute the internship.

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Executive Summary

The We Care: Civic Engagement Internship, launched in 2010, develops an immersive experience in building perspectives and competencies in applying management tools to address societal challenges. It augurs their potential and optimism to build an inclusive and sustainable global economy.

The FTMBA (Core) and FTMBA(HR) Batch 2022–2024 internship was scheduled between January 30 and February 22, 2023. In all, 670 students interned with 272 Development Organizations located in 161 cities across 21 States and four Union Territories of India. Two students were placed with the University of Liberal Arts Bangladesh (ULAB) in Dhaka. Students completed their internships under the guidance of their respective organizational mentors and 53 faculty mentors. Students contributed 87,880 person-hours to the social sector.

Students undertook projects aligned with Sustainable Development Goals (SDGs). Prominent among those were SDG 4 - Quality Education (71 per cent), SDG 3 - Good Health and Well-being (49 per cent), and SDG 8 - Decent Work and Economic Growth (40 per cent).

It was interesting to note that 92 per cent (617) were highly satisfied with their internship organizations. The feedback provided by 185 internship organizations is encouraging. From these, 91 per cent (169) expressed high satisfaction with the interns' conduct.

The We Care: Civic Engagement Poster Presentation event was held on March 4, 2023, to celebrate the learning journey of interns. Sixty-seven socially inclined professionals from the Development and Corporate Sectors adjudged the posters. From 285 posters, 36 student teams won prizes worth INR 3.56 lakhs.

Six students availed leaves with prior approval, and 31 students were reported absent during the internship for a minimum of half day to a maximum of 3 days. At the end of the duration, 668 students completed their We Care: Civic Engagement Internship. One student deferred the internship on medical grounds. As one student did not deliver the deliverables on time, the NGO did not issue a completion certificate.

1. About We Care

The School of Business Management, NMIMS, believes students must embed sustainability in their thought processes to become transformational leaders. To orient students to examine and reflect on societal issues and propose innovative solutions, SBM introduced the 'We Care: Civic Engagement Internship' in 2010 with the following objectives:

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

The internship was scheduled between January 30 and February 22, 2023. The Batch comprised of 551 MBA I (Core) and 119 MBA I (HR) students. From these, 668 students were assigned to 272 organizations in 161 cities across 21 States and four Union Territories in India. Two students interned in Dhaka, Bangladesh¹.

The subsequent section summarizes students' profiles.

2. Student Profile

Student data pertaining to their hometown, educational background, work experience, volunteering skillsets, language proficiency, and sector preferences were collated with the help of a Google Form. (Refer to Annexure I)

Table 1: Student Profile

Program	Gender		Age Group		Grand Total	Percentage
	Female	Male	20 years to 24 years completed	25 years and above		
FTMBA (Core)	161	390	363	188	551	82%
MBA - HR	52	66	90	28	118	18%
Grand Total	213	456	453	216	669	

¹ Two students (Mr. Prerit Kala and Mr. Srijan Bhatia) were placed with the University of Liberal Arts Bangladesh (ULAB), Dhaka

2.1 Geographical Spread

SBM Students belonged to 21 States and four Union Territories of India.

Fig. 2.1: Students: Geographical Spread

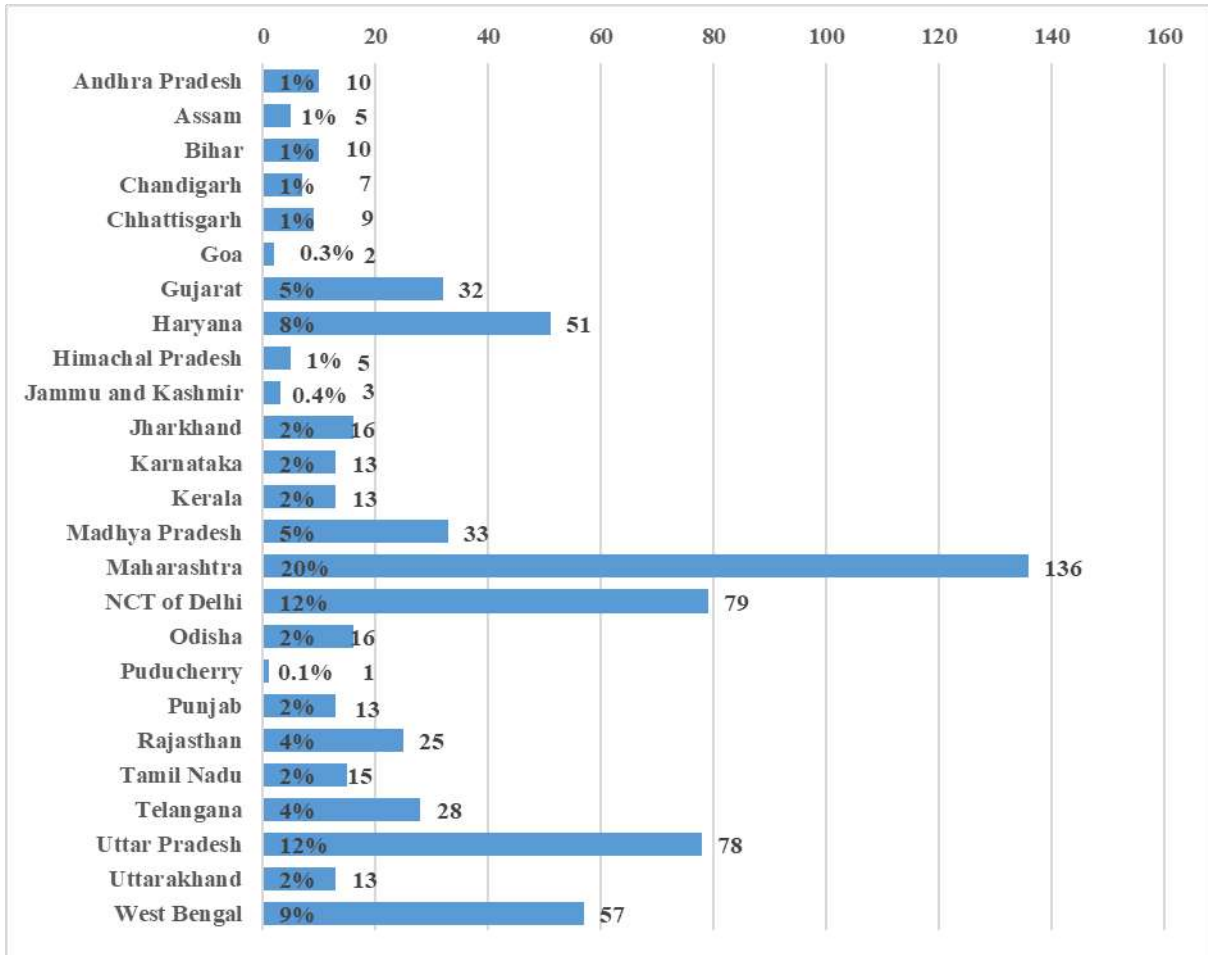
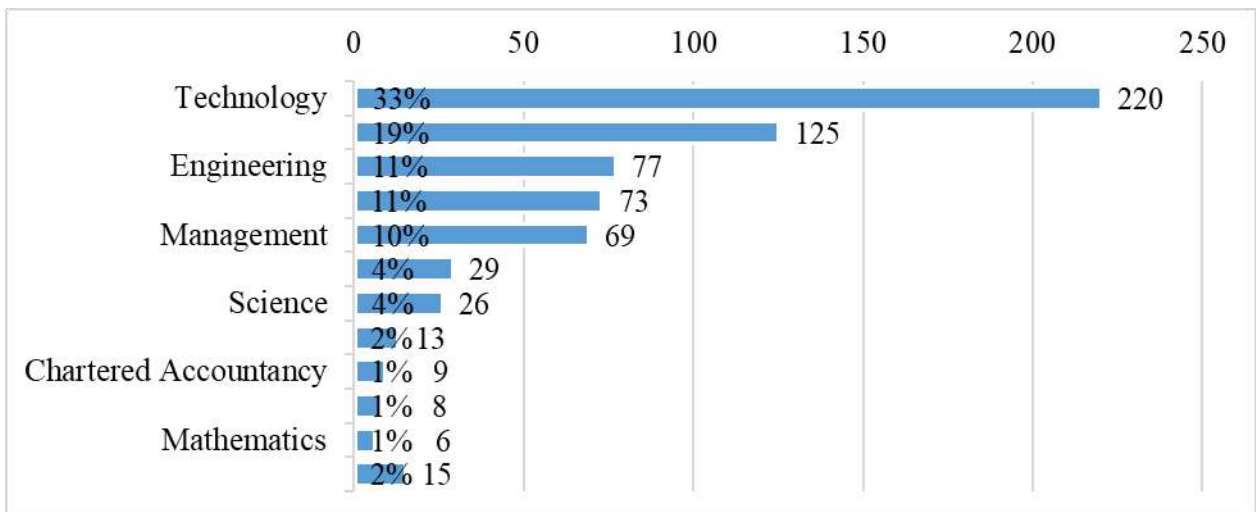


Fig. 2.2 describes the educational background of students.

Fig. 2.2: Educational Background



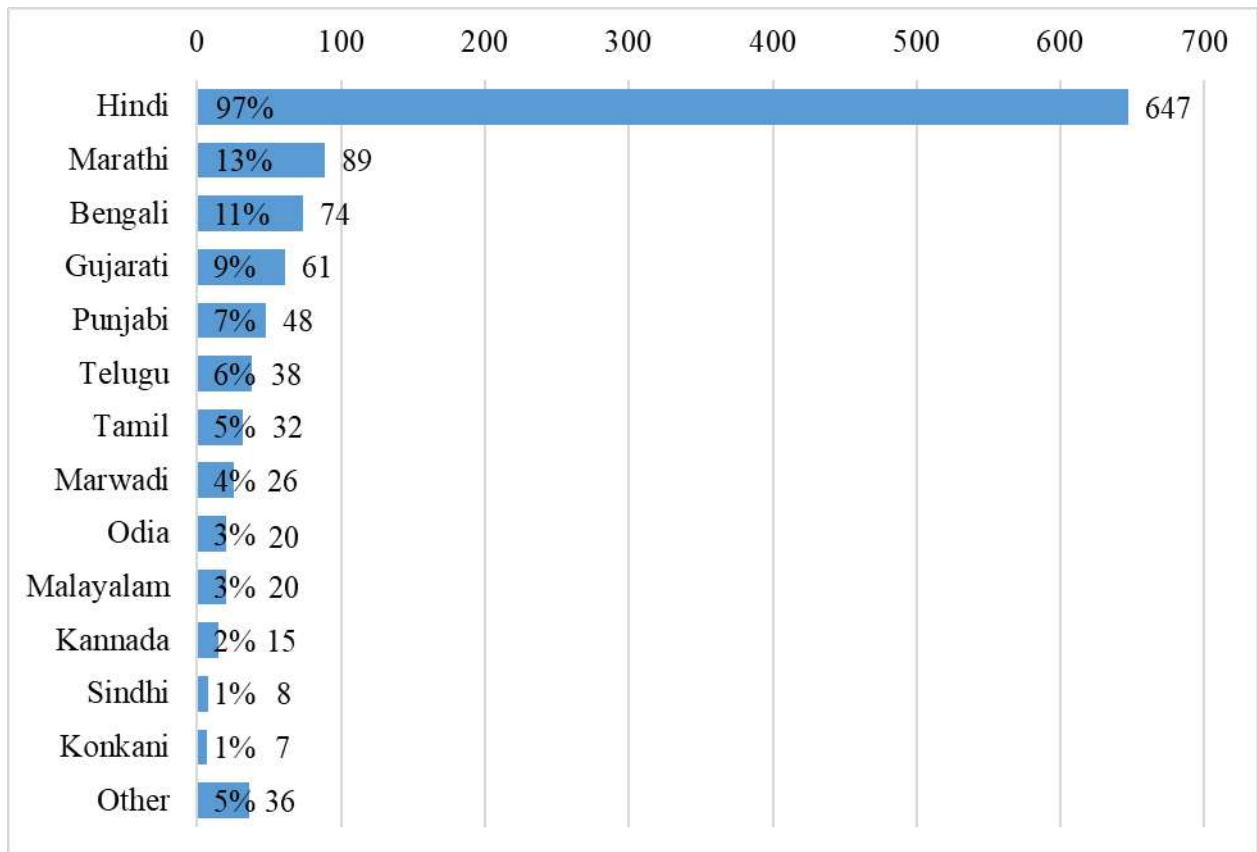
2.2 Work Experience

Data shows that 77 per cent (451) of students had prior work experience. From these, 66 per cent (222 + 219) had two or more years of work experience in varied sectors like IT, operations, accounting/finance/audit, and so on. Around 36 per cent (238) of students had prior volunteering experience in the social sector.

2.3 Linguistic Skills

The linguistic skills possessed by students are presented in Fig 2.3.

Fig 2.3: Language Proficiency

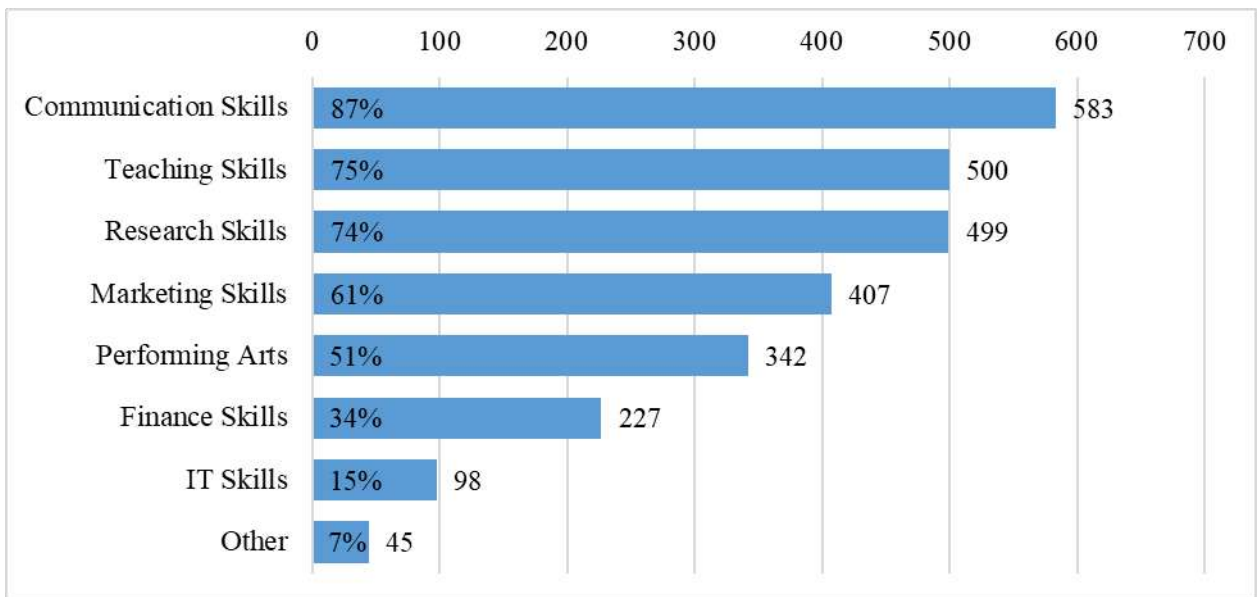


Multiple responses. Total ≠ 670

2.4 Skill Sets

Data on students' skill sets was collected to align with project competencies expected by the Development Organizations strategically. Refer Fig 2.4.

Fig 2.4: Skillsets

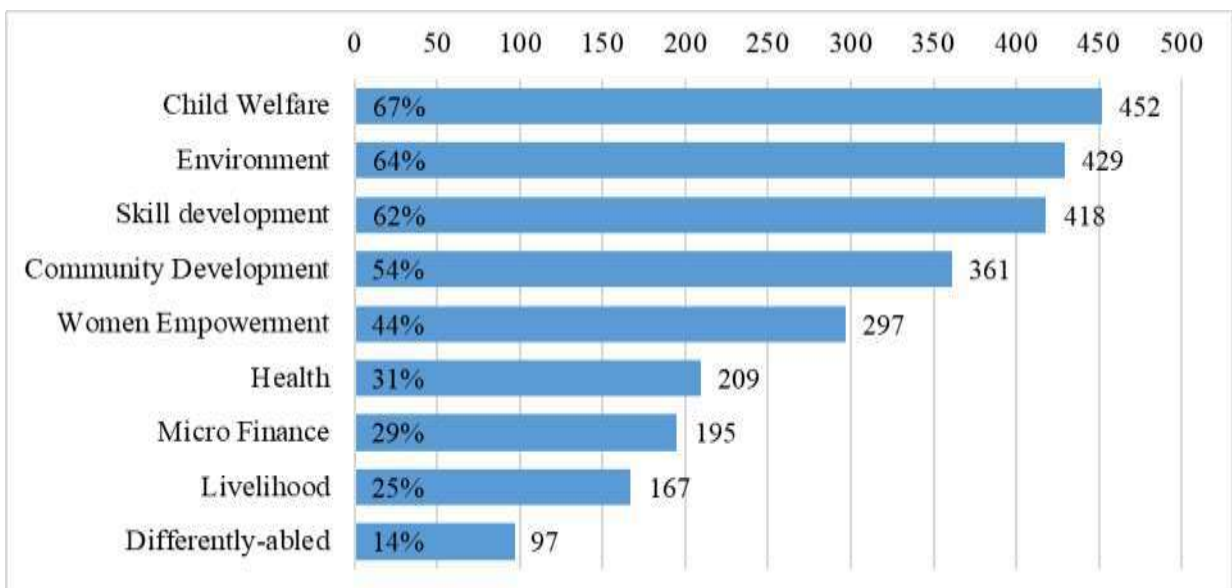


Multiple responses. Total ≠ 670

2.5 Sectoral Preferences

Data on sectoral preferences opted by students for completing their internship is presented in Fig 2.5.

Fig 2.5: Sector Preferences



Multiple responses. Total ≠ 670

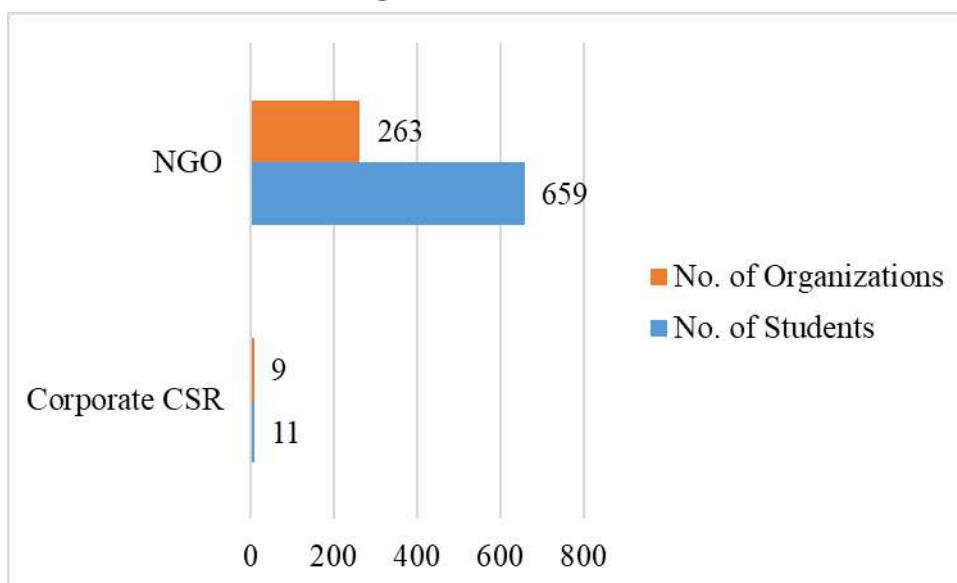
3. Placement Profile

3.1 Placement Distribution of Students

Students were placed in the organizations identified by the Jasani Center of Social Entrepreneurship and Sustainability Management. Out of 670 students, 668 were placed in 271 organizations in 160 cities spread across 21 States and four Union Territories in India, and two students were placed with the University of Liberal Arts Bangladesh (ULAB) in Dhaka, Bangladesh. In all, twenty-three² organizations deputed interns at multiple locations.

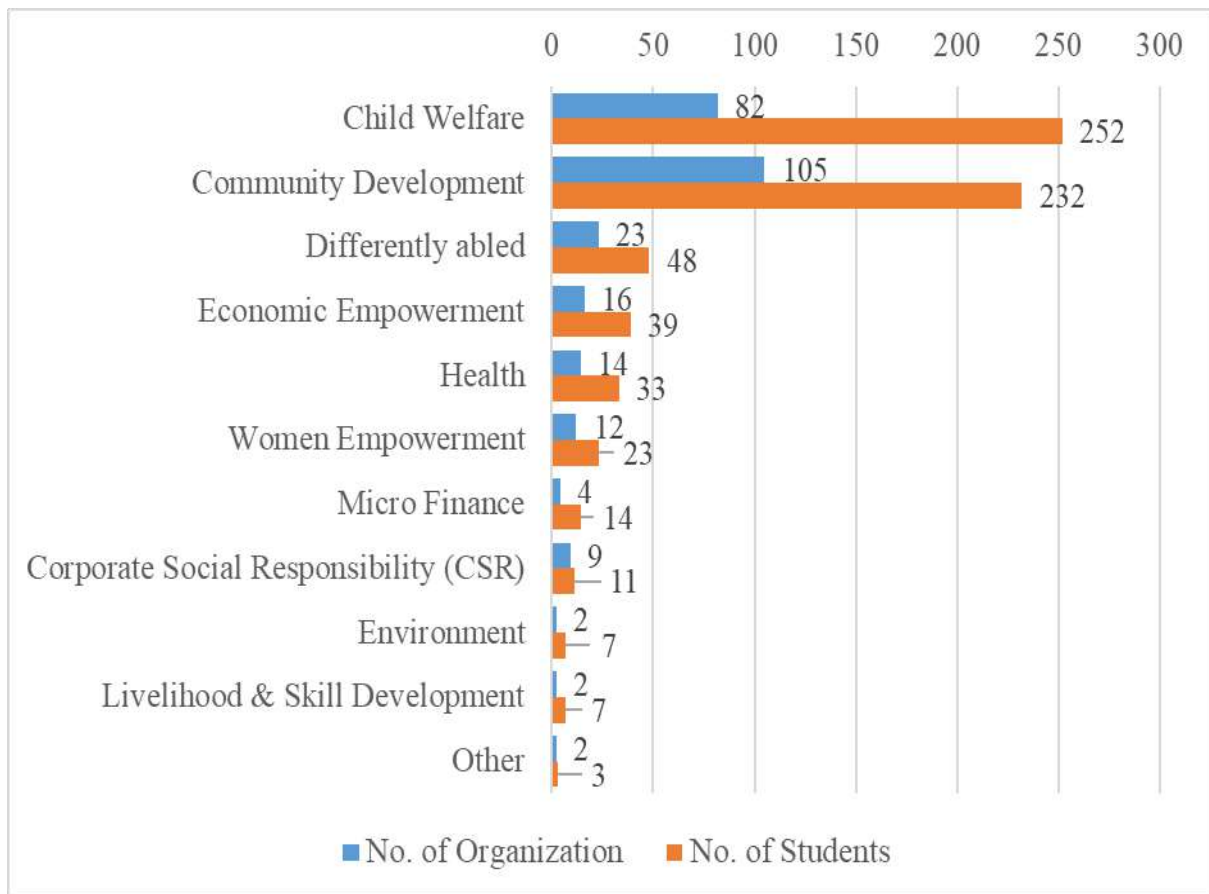
Sector-wise distributions of students and organizations are displayed in Fig. 3.1 & 3.2. Refer to Annexure II for state-wise distribution of students and internship organizations.

Fig 3.1: Cross-Sector



² Placements in multiple locations by Aarohan, Abhivyakti Foundation, Asha Deep Foundation, Asian Sahyogi Sanstha India (ASSI), Association For Social Health In India (ASHI), Childhood Enhancement through Training and Action (CHETNA), Divya Disha, International Association for Human Value (BNY Mellon Project), Jan Sahas Social Development Society, Kisan Sanchar, Literacy India, Love Care Foundation, Make-A-Wish Foundation of India, Milaan: Be the Change, National Association of Street Vendors of India (NASVI), People's Action for National Integration (PANI), Pratham Education Foundation, Salaam Bombay Foundation, Smile Foundation, SOS Children's Villages of India, Sri Aurobindo Society, Welfare Services Ernakulam, Yuva Parivartan Institute of Skill Development [Kherwadi Social Welfare Association (KSWA)]

Fig. 3.2 Development Sector



3.2 Completion of the Internship

Out of 670 students, 668 completed the internship satisfactorily. One student deferred the internship due to medical reasons³. One student could not secure a completion certificate from the organization due to the non-completion of the deliverables⁴.

Refer to Annexure III for the complete schedule for execution of the We Care Civic Engagement Internship.

The methodology followed for the internship execution is explained in the next chapter.

³ Mr. Raj Katak, placed with Salaam Bombay Foundation, Mumbai, who deferred the internship on medical grounds, will be required to complete the internship in the second year of the program.

⁴ The Deepak Foundation in Vadodara declined to grant a completion certificate since Raj Gautam failed to fulfill the deliverables on time.

4. Methodology

4.1 Placement Process

Students were placed in development sector organizations/CSR departments of public and private sector corporations in their respective hometowns. Only six students⁵ were placed outside their hometowns due to the availability of credible NGOs in their region.

4.2 Mentoring

Fifty-three faculty mentors were assigned to mentor the students. Apart from the faculty mentors, four Regional In-charges were allocated for ease of mentorship and monitoring. (Refer to Annexure IV).

4.3 Monitoring

To monitor students' attendance and performance, the We Care Team connected with the organizational mentors on calls. 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.

4.4 Evaluation

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

During the We Care: Civic Engagement Poster Presentation competition, students presented their internship learnings to 67 socially inclined professionals from the Development Sector and Corporate organizations.

4.5 Data Analysis

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

⁵ Four students who were placed in the NGOs located in nearby cities at commutable distance in the neighboring states. Two students were shifted to Mumbai due to non-availability of credible NGO/internship opportunity in their respective hometown.

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, and 3) Reports.

The data from open-ended responses were coded and categorized under appropriate themes. A content analysis technique was used to analyze the data.

Table 2 provides a schedule for the complete execution process of the We Care: Civic Engagement Internship.

Table 2: We Care: Civic Engagement Internship Process Schedule

Internship Execution: Schedule of Tasks	Timeline
Planning	
Initial Planning	May 24 to June 04, 2022
Pre internship activities	
Sourcing internship organizations	June 06, 2022 to January 31, 2023
We Care Orientation Workshops	June 22 to 28, 2022
Collating student details	June 22 to July 11, 2022
Sourcing students' preferences and CVs	July 12 to October 17, 2022
Placement process	July 16, 2022 to January 31, 2023
Appointment of Faculty Mentors	November 05 to 15, 2022
Internship Guidelines/Code of Conduct: Designing & Disseminating	November 14, 2022 to January 31, 2023
Internship execution	January 30 to February 22, 2023
Post-internship activities:	
Feedback from organizations	February 20 to 23, 2023
Feedback from students	February 20 to March 31, 2023
Post-internship assessment (Viva-Voce)	February 27 to March 31, 2023
Poster Presentation	March 4, 2023

The subsequent chapters provide a detailed analysis of the feedback submitted by the 668 students who completed the internship successfully and the 185 internship organizations.

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 VI for the Student Feedback Form.

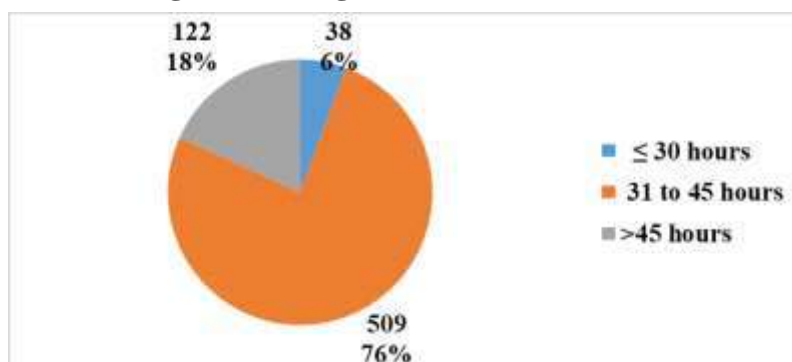
Table 3: Students' Feedback: Objectives and Data Points

Feedback objectives	Feedback data points
a) Examine the opinion of students regarding the level of satisfaction with the internship organizations, project execution, clarity of reporting, the support provided by the faculty mentors, and students' learning from the internship.	<ul style="list-style-type: none"> • Average work hours per week • Satisfaction level concerning internship organizations • Satisfaction level concerning Project Execution • Satisfaction level concerning Clarity for Reporting
b) Recognize unique contributions made by the students, their analytical skills regarding challenges faced by the internship organization, and critical thinking skills to recommend solutions to overcome those challenges.	<ul style="list-style-type: none"> • Unique Contributions • Learning from the Internship • Operational/managerial challenges faced by the organization • Recommendations given by interns to overcome operational/managerial challenges
c) Solicit recommendations from students for strengthening the We Care internship.	<ul style="list-style-type: none"> • Suggestions for improvement of the We Care: Civic Engagement Internship in the future • Support received from faculty mentors

5.1 Hours of Work

The students were expected to devote 7 to 8 hours per day for the project execution duration of the internship. The data in Fig 5.1 highlights that 76 per cent (509) of students worked between 31 and 45 hours per week. In all, students contributed 87,880 man-hours to the social sector during the internship duration.

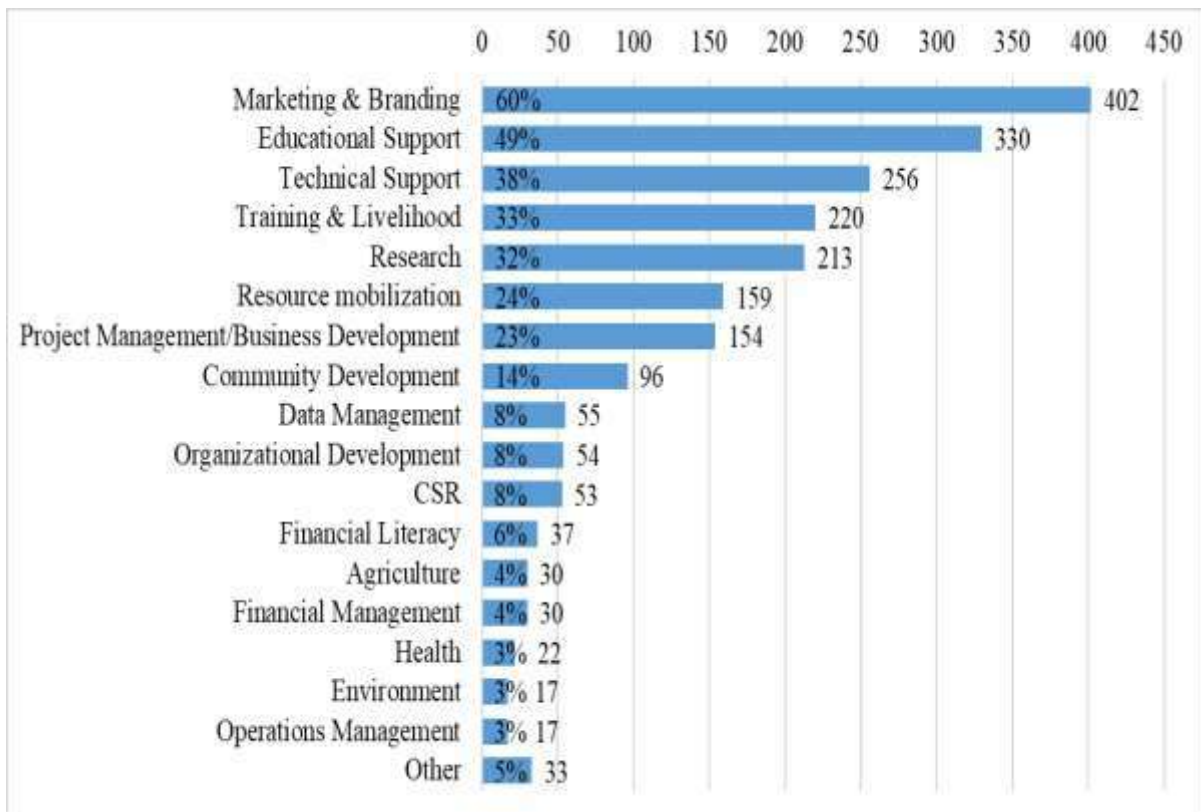
Fig 5.1: Average Workhours Per Week



5.2 Project Undertaken

The data analysis indicates that the internship organizations required interns' support to reach the masses through marketing and branding. As depicted in Fig 5.2, 60 per cent (402) of students contributed to Marketing and branding, followed by 49 per cent (330) of students who provided Educational Support and 38 per cent (256) of students who offered Technical support to the internship organizations. The various project areas covered by the students also include skill development training / creating livelihood support for beneficiaries, primary and secondary research, resource mobilization like volunteering, partnerships/collaborations, CSR funding, project management, business development plans/roadmaps, and so on.

Fig 5.2: Project Categories



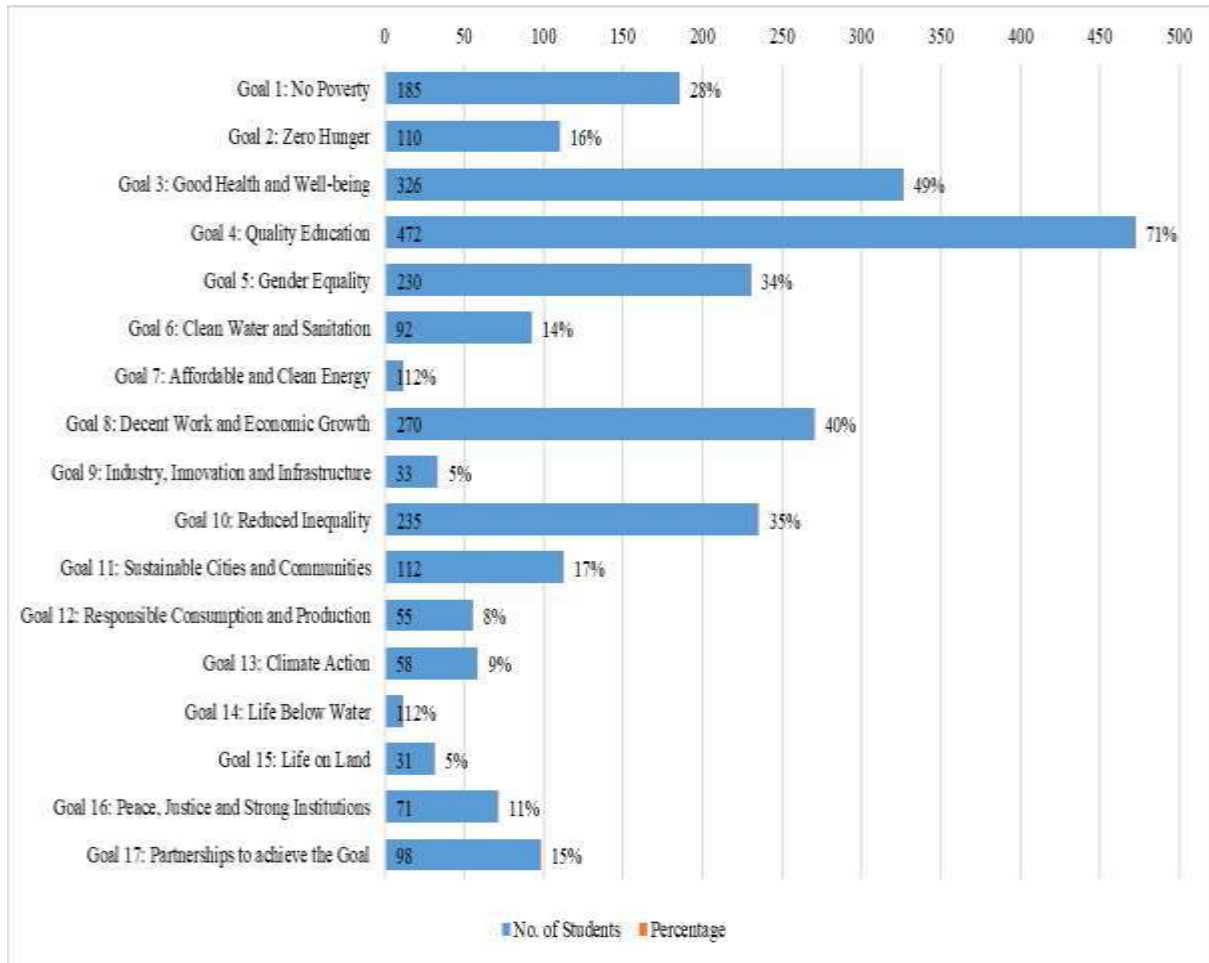
Multiple responses. Total ≠ 669

Annexure VIII enlists the projects undertaken by students.

5.3 Sustainable Development Goals (SDGs) Mapping

Students aligned their project work with various SDGs. As displayed in Fig 5.3, 71 per cent (472) of students mapped their projects with Goal 4 – Quality Education, followed by 49 per cent (326) with Goal 3 – Good Health and Well-being, 40 per cent (270) with Goal 8 – Decent Work and Economic Growth, and so on.

Fig 5.3: SDGs Aligned with Internship Projects

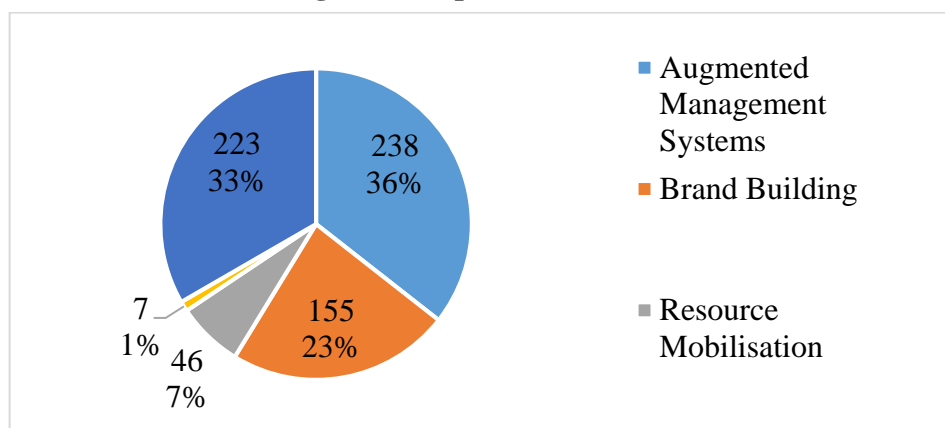


Multiple responses. Total ≠ 669

5.4 Unique Contributions

As displayed in Fig 5.4, students' unique contributions were broadly segregated into five categories. In all, 67 per cent (446) of students handled projects in the area of augmenting organizational systems, branding and marketing, resource mobilization, and setting up new activities. At the same time, 33 per cent (223) of students helped NGOs manage the existing programs.

Fig 5.4: Unique Contribution



Multiple responses. Total ≠ 669

a) Augmentation of the management systems

From 669 students, 36 per cent (237) helped the organizations augment their organizational and operational systems. It included activities like creating/managing the database, digitization, and financial analysis/management. Students were also involved in training/upskilling staff members, creating awareness among beneficiaries about various opportunities and schemes, improving operations, and increasing their social impact.

Students helped their organizations create and manage databases, creating dashboards/reports for the NGOs based on the organized database management system. For instance, Kaushik Chaudhary, placed with Dr. K. R. Shroff Foundation, Vadali, made a comprehensive report on skill gaps and vocational guidance with actual data to help build vocational institutes by the foundation. Gaurav Patil and Nikhil Mokashi, placed with Sangli Mission Society, Kolhapur, supported the NGO team in understanding the threats and types of issues children will face in the years ahead. They presented data to comprehend these threats, including online abuse and harassment.

Sanchita Saha helped Literacy India, Kolkata, create and maintain their database for new students. Debashish Ghosh and Arushi Kothari, placed with Milaan: Be the Change, Gurugram, suggested ways to integrate data from different domains, helped collect secondary data, and assisted in setting up the CRM system. D S Chakravarthy, placed in the Center for Action Research and People's Development (CARPED), Hyderabad, provided a live dashboard to view data seamlessly. Aviral Garg created a database for the proposed CSR activities of THDC India Limited, Rishikesh, to develop infrastructure & tourism in Niti village of Uttarakhand. The database also included the available government policies & budget of all the activities separately.

Students helped the internship organization in the standardization and digitization of the data. For instance, Mihika Sharma, placed with Magic Bus India Foundation, Airoli, reported, "*I standardized the expense heads of one of the programs undertaken in collaboration with*

partners. This helped to simplify partnership budgets and expense calculations. I also helped in navigating a data tracking issue related to student attendance. I also created survey tools to understand the effectiveness of a program for participants and the satisfaction of its trainers". Mayurika Dassani, who interned with Jan Sahas Social Development Society, Bhopal, created online access for submitting information and documents from all locations. This saved time and effort in manually entering the data in registers. Anukool Srivastava converted legacy data to digitalized format in MS Excel for the Ashadeep Association, Mumbai.

Students also helped the internship organizations in financial analysis and management. For instance, Sai Ukesh C designed reports and financial templates for AID India, Chennai. Srijan Bhatia, placed with Wegro- an Agribusiness through the University of Liberal Arts Bangladesh (ULAB), Dhaka, reported, *"I performed financial analysis using current and last year data, formulated financial ratios for the firm, and made financial inferences with the help of ratios to find financial bottlenecks. I also formulated a go-to-market strategy for a new financial product the NGO will launch soon."* Amit Sing Bohra, an intern with Sri Aurobindo Society, New Delhi, mentioned, *"I have worked in auditing where the discrepancies in the accounts were identified by me and forwarded to the seniors, which will improve the accuracy of the financial management in the organization."*

Students contributed to upskilling staff members through training and creating training modules. Tanisha Sarraf, an intern with Aim for the Awareness of Society (AAS), Indore, conducted Google Forms and Excel Data Collection Training for the employees of the NGO. Shashank Reddy Vontela helped staff with technical knowledge at Panchavati Rural Development Society (Panchavati), Hyderabad. Kashish Dhingra, an intern at Conserve India, New Delhi, reported, *"I designed training modules for the upskilling of the workers to become self-sufficient."* Hriday Jamwalan, placed with Vikas Sahyog Pratishtan, Mumbai, mentioned, *"I delivered training on HR policy to the entire staff of 37 employees. I also provided them with a detailed plan for a new performance management system."* Ridhi Uppal, placed in 7islands Business Consultancy LLP, New Delhi, reported, *"I taught how to use ChatGPT when websites are inaccessible or extracting information is tough."* Irram Loladia and Danish Mody, interns with Oscar Foundation, Mumbai, reported that they helped employees craft and understand email writing skills, taught the use of ChatGPT for content creation, and revised the admission process.

Students helped the NGOs create awareness among beneficiaries about various government schemes and market-related information. For instance, Angira Biswas, an intern with Community Action Society, Kolkata, stated, *"I discussed with the beneficiaries about opportunities provided under West Bengal State Council for Vocational Training, admission in Government ITIs, prospects, and so on. I also oriented them about managing personal finances, life insurance, and securing different aspects of life. I spoke to the girls about menstrual hygiene, preventing iron deficiency, securing employable skills, and attaining financial independence, which are not covered under their regular curriculum and training."*

Students contributed to improving the program management operations of the NGOs. Mohit Gupta, an intern with VISHWAS- Vision for Health Welfare and Special Needs, Gurugram, mentioned, *"I contributed to streamlining for Disability Resource Center and community-based research programs."* Parag Garg, placed with the Society for Service to Voluntary Agencies (SOSVA), Chandigarh, stated, *"I provided recommendations for improving the impact of their operations."* Rohit Inamdar, placed in Prangan Foundation, Dombivli, reported, *"I added some functionalities in the master sheet for operational efficiency."* Anis Mulla also helped improve the business operations of the Institute of Rural Credit and Entrepreneurship Development (IRCED), Sangli. Aditya Divakaran, an intern with Welfare Services Ernakulam, Ernakulam, informed, *"I studied the current trends and developments in solar energy and formed a detailed report to share with the Sahrudaya Solar Department."* Keshav Rathi, who was placed in Prayasam, Kolkata, stated, *"I developed the outline for Pubali (A microfinancing tool) so that the funds could be utilized for community development."*

Shobhit Kumar, placed with Mahavir Foundation Trust, Vadodara, mentioned, *"I helped the organization in their 'Open scholarship' program by helping them verify the application form and decide the scholarship amount."* Mridul Tripathi, an intern placed with Environments Support Group, Bengaluru, mentioned, *"I aided in filing and notarizing urgent affidavits seeking immediate action against the erection of statues on Marathahalli Lake and Mathikere Lake JP Park to prevent irreversible damage to the aquatic ecosystem."* Diganta Chakrabarti, an intern with Durbar Mahila Samanwaya Committee, Kolkata, reported, *"I identified how the NGO can use sports, cultural activities, and networking to integrate the children of marginalized communities with the common masses."* Aditi Vohra and Priyansha Batra, interns placed with EFRAH (Empowerment for Rehabilitation, Academic & Health), New Delhi, reported that they applied for Income Certificates for 52 people and EWS school application for 46 Children which helped the community to avail benefits of the government schemes.

b) Brand Building

The brand building included various projects like awareness campaigns, building strategic partnerships, conducting outreach events, content development for social media and website development, and so on.

Awareness campaign activities included the ideation of the campaign. For instance, Adit Sood, placed with Kisan Sanchar, Panchkula, mentioned, *"I helped the NGO in event management and promotion of better methods to clear crop residue."* Shivani Davar, All India Artisans and Craftworkers Welfare Association (AIACA), New Delhi, informed, *"I was involved in ideation for an entire campaign for Women's Day from designing the timeline to idea generation for the social media content, user engagement, and panel discussion. The 'I said Yes' Campaign and contest are instrumental for remembering contributions of women artisans and entrepreneurs."* While Ramit Bajaj, placed in the same organization, stated, *"I helped the organization build strategic partnerships. I identified various organizations who worked to empower Indian artisans and approached them for collaboration and collective work."* Tanishq Goyal, an intern with Jan Sahas Social Development Society, Indore, informed, *"I helped my NGO by giving*

them access to a new construction site through the personal network, where they organized a camp to spread awareness about government schemes to the migrant workers." Anurag Gupta, placed with Make-A-Wish Foundation of India, Jaipur, reported that he expanded the network of hospitals by contacting doctors and surgeons.

Students contributed to enhancing social media presence, content development/success stories for social media/website/events. For instance, Siddharthini, placed with the International Association for Human Value (BNY Mellon Project), Chennai, reported, *"We made posters for the LGBTQ community and organized an event for the transgender community."* Sanyam Sardana, placed with Bosconet, New Delhi, shared, *"We enhanced social media presence, resulting in 400 per cent growth in two weeks, and created a detailed plan of action for a school fundraiser campaign."* Aryamaan Parida, placed in Divya Disha, Secunderabad, stated, *"I provided a voiceover for a one-minute documentary. Explained the AIDA model to the youth from different slums."* Sowmya Sukhtankar, Jwala Mahila Samiti, Indore, mentioned, *"We made reels for their social media content, provided them with research on the topics they wanted, and taught students of an Anganwadi adopted by them."* Piyush Gupta, Salaam Bombay Foundation, Mumbai, reported, *"I shot success stories of children who benefitted from the course."*

Khushi Doshi, placed with Shree Mahadev Educational & Rehabilitation Public Charitable Trust, Surat, reported, *"We contacted a marketing professional who can help the organization after completing our internship and tried to find a payment gateway through which the organization can easily gather payments."* Aaruti Baldwa, an intern with Aim for the Awareness of Society (AAS), Indore, stated, *"I helped the organization formulate Google ads and helped formulate new HR policy."* Kunal Gharad, who interned with Amrapali Utkarsh Sangh, Nagpur, mentioned, *"We have created a social media presence for the NGO through Instagram."* Ojas Bhelsekar, Idea Foundation, Pune, *"I curated a write-up for display/promotions appealing customers to buy sustainable products made by women entrepreneurs."* Sarah Qureshi, placed with Helpers of the Handicapped, Kolhapur, mentioned, *"I made a difference in their Handihelp Foundation by marketing the products made by disabled people. This boosted their confidence and helped them generate revenue. I also helped get approval from the Kolhapur Chemist Association to sponsor medical aids, appliances, and medicines for the disabled."*

Priya Barola, placed with Himalaya Water Service Tatha Vikas Avam Paryavaran Sanrakshan Samiti (HIMWATS), Haldwani, assisted the organization in website development and suggested adding photos and video documentary to increase the reach. Pranav Jain and Shilpi Singh contributed to website development for Disha Sewa Sansthan, Meerut.

c) Resource Mobilization

Resource mobilization included beneficiary mobilization, volunteer mobilization, activities supporting fundraising, etc. For instance, Navin Gopalakrishnan, an intern with Swami Brahmanand Pratishthan, CBD Belapur, stated, *"I assisted by bringing CSR funding from LIC*

through personal contact." Mihika Chitranshi, placed with Khushboo Welfare Society, Gurugram, mentioned, *"I reached out to DLF for fundraising."* Jai Prakash reported raising Rs. 3100/- funding for his internship organization Literacy India, Salkia Howrah. Akshara Vaidhyanathan, an intern at Sakaar Outreach, New Delhi, reported, *"We conducted a Fundraiser event in Connaught Place. I was able to onboard Zephyr, the Western Music Acapella Society of Kamala Nehru College, Delhi University. We gathered a footfall of over 150 people and raised more than INR. 600 /-."*

Pranav Patil, placed with Shree Datta Gramin Va Shahri Vidya Prasarak Mandal, Akola, informed, *"We gathered a potential resource among the farmers who is willing to be onboarded to carry out the fieldwork for the NGO."* Karun Kannan, placed in Divya Disha, Secunderabad, reported, *"I looked for volunteers among my friends for teaching in schools."* Adarsh Khatri, Samaitshala, Ahmedabad, stated, *"I was able to register four organizations without the help of my mentor, which is more than that registered by my other team members."* Gurpreet Singh Bhasin, an intern with AROH Foundation, Noida, reported, *"I conducted a book donation drive from my side in one of the residential societies in Noida to collect books and notebooks for the underprivileged students."*

Paramita Sharma, an intern with AROH Foundation, Noida, stated, *"I contributed to the schools in Mundka to distribute books and stationery. Also, in educating the students and faculties about the importance of education and financial literacy."* Madhura Krishna Murthy Sastry, placed in Sahiti Charitable Trust, Rajahmundry, reported, *"I helped students to get placed in BFSI using personal contacts."* Samridhi Singh, an intern with Yuva Parivartan Institute of Skill Development, Panvel, informed, *"I enabled a Partnership with new NGO Swpanalayay (Jaan Foundation) to provide education and training to runaway girls."* Nancy, placed with Kalyani Education Welfare Trust, Panipat, reported, *"I used personal contacts to get an opportunity to give presentations and take scholarship tests of the students studying in government schools."*

d) Setting up New Activities

Students contributed to setting up new activities. For instance, Bryan David Rafi, placed with Sarathi Development Foundation, Lucknow, mentioned, *"My internship project was a new project for the NGO as well. I made a few unique contributions. As some projects were working in silos, certain initiatives under SDF could work in unison. I suggested that the learning lab can incorporate certain topics associated with climate change. Then, the children learning these things would ideally want to be associated with climate change initiatives in the coming years. I also created templates the NGO can replicate for other projects with minor changes."* Amrisha Sharma, placed in Jwala Mahila Samiti, Indore, informed, *"Our unique contribution was the campaign 'Beyond the Books'. It was about teaching kids how to be socially mindful, like basic mannerisms, public manners, etc. We did this through different games."* Kaustubh Chakravarty, placed in Sakaar Outreach, New Delhi, stated, *"I created a proposal along with fellow interns on a new digital technology education program to be started by the NGO."*

6. Students' Level of Satisfaction

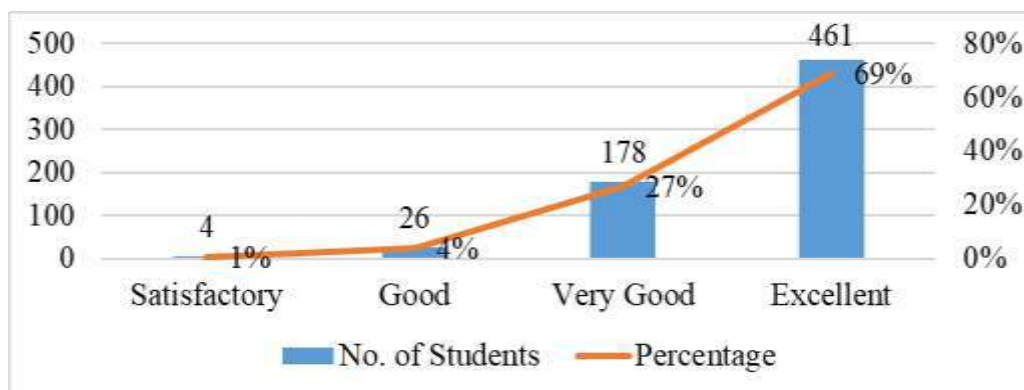
Students' level of satisfaction was assessed on three data points - 1) Internship Organization, 2) Allotment of Projects, and 3) Clarity in reporting. Students were requested to rate the internship organization on these parameters using a five-point Likert scale (1-Poor to 5-Excellent).

6.1 Level of Satisfaction: Internship Organization

Students submitted their quantitative responses about their level of satisfaction with the four variables – (1) Induction about the Organization, (2) Ease of communication with an organizational mentor, (3) Availability of required data/information, and (4) Utilization of your skills by the Organization. As displayed in Fig. 6.1, 69 per cent (461 students) rated their overall satisfaction with the internship organization as excellent. The reasons for the same were attributed to the thorough induction process given by the Organization, open communication systems, and the overall support extended to the students. Further analysis indicates that little more than half, i.e., 53 per cent (356) of students, had an excellent experience with the availability of data/information required for their projects. Around 45 per cent (299) of students reported being accomplished. They felt that the internship organization made optimum utilization of their skill sets.

Only four students expressed a low level of satisfaction due to a lack of clarity on tasks allotted and difficulty in contacting the organizational mentor. They also felt that their skills were underutilized.

Fig 6.1: Level of Satisfaction: Internship Organization



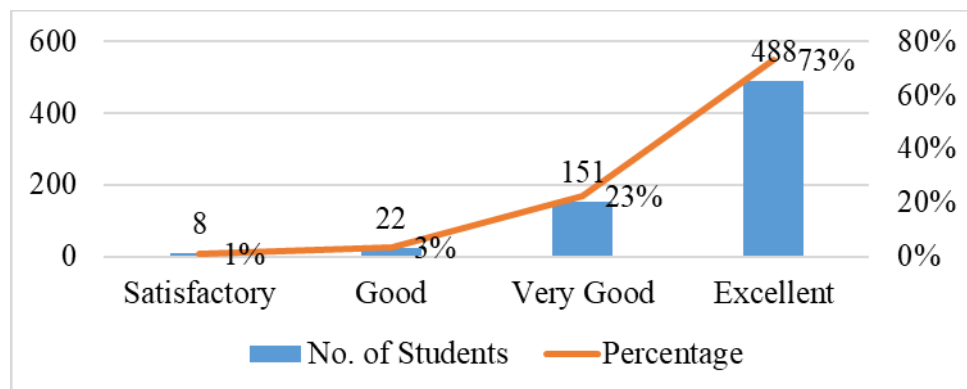
6.2 Level of Satisfaction: Allotment of Projects

Students submitted their feedback about their level of satisfaction on the following aspects: Importance of the project to the Organization, (2) Clarity on expectations from the

Organization, (3) Autonomy given to complete the project, and (3) Support received from an organizational mentor.

As presented in Fig 6.2, 73 per cent (488 students) were highly satisfied with the projects allocated to them. Detailed data analysis indicates that 63 per cent (419 students) reported that the projects assigned to them were of high importance to their internship organization. The students highly appreciated the trust levied by the NGOs in their capabilities. Around 51 per cent (342 students) received clarity on the Organization's expectations. Sixty-five per cent (435 students) expressed having complete autonomy to complete the project. A high level of satisfaction with regard to mentorship support was reported by 64 per cent (426 students). The mentorship support was instrumental in enabling students to deliver high-quality deliverables.

Fig 6.2: Level of Satisfaction: Allotment of Projects



In contrast, one percent (8 students) expressed low satisfaction. They felt that their experience could have been enriched if their skill sets had been optimally utilized. Due to poor organizational mentorship support, they failed to get adequate clarity on the work allocated to them.

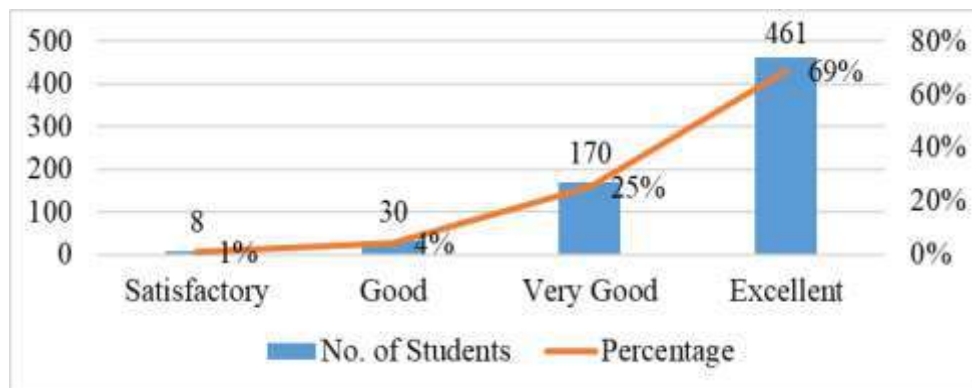
6.3 Level of Satisfaction: Reports

Students were required to submit weekly reports and final reports. Feedback on students' level of satisfaction with the submission of reports was measured through (1) Clarity on the reporting format, (2) Clarity on frequency and mode of reporting, (3) Clarity about submitting weekly reports, and (4) Clarity about the final report.

As depicted in Fig 6.3, 69 per cent (461 students) reported being highly satisfied with the clarity regarding the reporting formats and submission guidelines submitted by the We Care Internship office. They found the guidelines were crisp, user-friendly, and provided sufficient clarity about frequency and mode of reporting.

Eight students reported low satisfaction as the mentor either failed to give clarity or the data required to complete the project.

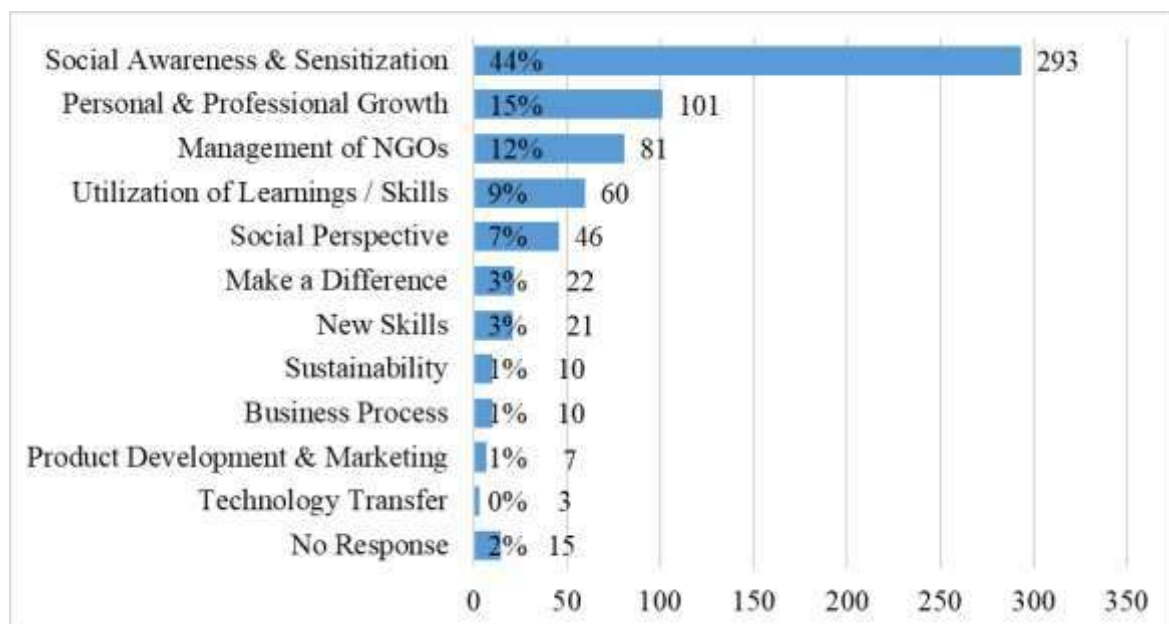
Fig 6.3: Level of Satisfaction: Reports



6.4 Major Learnings

The We Care: Civic Engagement Internship aims to increase students' observational, analytical, and critical thinking skills and socially sensitize them. The feedback data indicates that 99 per cent (660 students) reported having a significant experiential learning experience which has changed their social perspectives and appreciate the relevance of building an inclusive society. Besides, students reported experiencing personal and professional growth because the internship activated feelings of empathy, compassion, and ability to work in diverse settings. See Fig 6.4 for the significant learnings of the students from the internship and further elucidation of the discussion.

Fig 6.4: Internship Major Learnings



a) Social Awareness and Sensitization

Students informed that the We Care: Civic Engagement internship helped them understand the ground realities of their hometown/district. For instance, Ahmad Ali Shahab, placed in Shiv Shiva Sneh Sanstha, Ghazipur, reported, *"It was a unique experience that allowed me to closely observe the ground realities of my district and the problems faced by the less fortunate residents. It also gave me an idea about the development works already in progress."* Tanay Mathur, an intern with Yuva Parivartan Institute of Skill Development, Indore, mentioned, *"The internship helped me in understanding the ground reality of my hometown where I always witnessed the glamour and glory. But, the deep-rooted slums were out of my reach before. Their problems and situations are very different from mine. Working to suggest a beneficial solution for them provided me with inner peace."*

Students understood the value of small contributions, which can significantly impact the lives of the marginalized. Ashwini Kesharwani, an intern at Shikhar Yuva Manch (SYM), Bilaspur, shared, *"Overall, it was a wonderful experience full of learning & development. It provided me with great exposure to the problems faced by local communities. It taught me how small steps can bring a smile to their faces."* Raghav Aggarwal, placed with the Indian National Portage Association (INPA), Chandigarh, reported, *"This experience has humbled me. It has helped me understand the importance of small initiatives and the impact they can create in the lives of less privileged."* Ashish Kumar, placed under the District Council for Child Welfare, Jind, shared, *"The We Care internship has developed in me the ability to bounce back from adversity and overcome challenges. It has made me aware of our responsibility towards our society and to help the needy ones."*

Students got sensitized about various aspects of development sectors. Swetabh Saurav, an intern with Gramin Evam Nagar Vikas Parishad (GENVP), Patna, stated, *"It was a great learning experience for us as we had seen the ground reality of people struggling even to get their basic needs such as clean water and a place to live which we take for granted. I believe it made me more empathetic towards this section of society, and I will not forget this experience."* Sriram Sasank, placed in Sahiti Charitable Trust, Rajahmundry, mentioned, *"It has been a heartfelt experience with involved interacting with diverse people. It helped us understand the problems of unemployed youth and their struggle for quality education."* Swagata Biswas, who interned with the CSR Department of Indian Oil Corporation Limited (IOCL), Kolkata, shared, *"It has greatly sensitized me about the struggles hearing and speech-impaired children face. The road to financial independence for them is tricky, and I am glad I could contribute to it. The chance to interact with these people and to understand them as they struggle to be of value to the society."* Shantanu Mangalam and Vertika Sinha, who interned with Milaan: Be the Change, Lucknow, informed, *"Through this internship, we were introduced well and truly to the reality at the grassroots level. We realized a significant divide between the haves and the have-nots regarding education and further opportunities, which we would not have understood without this internship. During our fieldwork, we understood the unfortunate situations that women have to deal with regularly. The courage with which these women continue to move and not give up was an inspiring experience."*

Jainil Maheshwari, an intern with Gramin Vikas Trust, Palanpur, shared, *"My internship had much fieldwork where I covered about 17 villages. It helped me understand the ground reality through people's perception is very important before drawing out any conclusions, and approaching someone unknown to organize a meeting helped to lessen the fear of the unknown."* Siddharth Sanjay, Bharti Foundation, Gurugram, stated, *"It showed the importance of building rapport with all stakeholders, looking beyond the face value to find underlying reasons, and all in all, it was a unique experience that has a lot to teach in practice than in theory."* Rounak Sarangi, an intern with the Society for Promotion of Art Research into Socio-Economic-Cultural Heritage (SPARSH), Jamshedpur, mentioned, *"I was able to know the ground reality of the students from rural areas. They are way more intelligent than many students their age, but they don't have the resources to succeed. So with this realization, I would grant help to these children in the future for the betterment of society."* Shubham Kumar, placed in the same NGO, mentioned, *"The various visits to the schools run by the SPARSH, Jamshedpur, and the interaction with the school children helped me get a first-hand view of the various issues they face while pursuing education. I got to learn the various mindsets of parents from different backgrounds and how these things play an important role in deciding the future of their students. These minute details can't be read in books and can only be experienced by interacting with parents and children in person."*

Priyanshi Garg, placed with Jan Sahas Social Development Society, Indore, reported, *"We Care internship was a fruitful experience for me. We learned about the issues faced by the migrated workers regarding the attainment of benefits attached to the governmental schemes. For instance, the labor force is sometimes unaware of the advantages of schemes like Aayushman Bharat, registering on e-Shram portal and Sambal portal to improve their quality of life to some extent."*

Rizul Sood, an intern with Gramin Sewa Ashram Shramban, Palampur, shared, *"It was impactful in the sense that I was able to learn about how ground realities. Through interactions with the beneficiaries, I realized that the policies formed at the apex level are not implemented with the same intent. In addition, I got to learn how different organizations (NABARD, banks, NGOs, and SHGs) collaborate to execute a livelihood scheme and create social impact. Our textbook learning cannot substitute this experience. Going to their villages and talking to them also helped me learn the value of humility and gratitude more than any other experience I had in my life."*

Kshiti Pravin Bahirat, placed with Apnalaya, Mumbai, shared, *"We Care Internship was an eye opener to me where I came to know the ground reality of the urban poor of Shivajinagar Chembur. Their everyday life struggles, yet the enthusiasm to do something for themselves and society was mesmerizing. Before going to a Managerial position, we need to understand how different levels of society function so that in the future, we can make our decisions based on it to impact our society and the overall development of India positively. We Care experience will help me to make informed decisions in the future for personal growth and professional growth."*

Harshit Thawani, placed in Blind People's Association, Ahmedabad, shared, *"The internship helped enriching and transformative experience. It allows you to serve the society in a meaningful way. In our case, it changed our perspective toward persons with disabilities. We started to look at them with empathy rather than sympathy. In the future avenues, we will keep them in mind going forward, which will benefit society as a whole."*

Ankit Chaubey, placed with Pratham Mumbai Education Initiative, expressed, *"I got sensitized a lot about the issues that communities face. Coming from a privileged background detaches us from reality. We think life is easy for everyone, but that is not the case. To make any decision in my future Organization, the community and the people living in it will always be the stakeholders for me even if my Organization or my project at the time does not entail them."*

It can be surmised from the above discussion that the experiential learning through the We Care: Civic Engagement internship has been a game changer in igniting feelings of developing an inclusive approach to transforming the lives of the vulnerable population. We hope to go ahead, and some of our students will contribute significantly to creating a sustainable and peaceful world.

b) Personal & Professional Growth

Students felt that working with the internship organizations, especially interacting with beneficiaries, helped their personal and professional growth during the internship. Sachin Garg, who interned with the National Institute of Women Child and Youth Development (NIWCYD), Jabalpur, expressed, *"I can say that the experience has been incredibly enriching. Working with women, children, and youth from diverse backgrounds has given me a better understanding of their challenges and has allowed me to develop empathy toward them. At NIWCYD, I have learned about policies and programs related to their development, and I have been able to help them with my business and communication skills. The opportunity to positively impact the lives of those we serve has been incredibly fulfilling. Overall, working at NIWCYD has allowed me to grow both personally and professionally, and it is an experience that I highly recommend to anyone who wants to contribute to the betterment of society."* Gaurav Patil and Nikhil Mokashi, interns at Sangli Mission Society, Kolhapur, informed, *"Our social internship was an enriching experience that helped us in our professional and personal development. We were able to expand our professional network, gain useful skills, and have a beneficial impact on society."*

Rutwik Patil, an intern with Deenabandhu, Gadag, reported, *"I have learned several important skills and gained valuable experience, including Project Management, Stakeholder Engagement, Teamwork, and Cultural competence. Overall, working on the projects and activities has given me a range of skills, knowledge, and experience valuable in various personal and professional contexts."* Ria Chaudhary, who interned with Deepalaya, New Delhi, mentioned, *"Volunteering with Deepalaya as an intern helped me in the following ways: Professional development – It provided me with opportunities to develop new skills and gain valuable experience in areas such as community development, fundraising, and event planning. Personal growth - It was a transformative experience that helped me grow as an individual,*

develop empathy, and gain a sense of purpose and fulfillment by contributing to a meaningful cause. It also allowed me to build connections with people from diverse backgrounds, including other volunteers, staff members, and community leaders."

Working with the Organization and its stakeholders helped the students grow professionally. Parul Kohli, placed with Smile Foundation, New Delhi, reported, *"I had not worked in an NGO before, and working at Smile Foundation at their Head Office gave me a perfect understanding of much hard work that goes into improving people's lives through an NGO. Also, as a student in the HR domain, I gained good knowledge and experience in recruitment. The best learning was working in an organization with a challenging environment. I learned to be very proactive myself to get results."* Bhavna, who was placed in Kisan Sanchar, Panipat, mentioned, *"Through the We Care internship, I was able to gain hands-on experience, develop professional skills, and understand the challenges and opportunities of working with my Organization. The experience of working with an NGO also gave me a sense of purpose and fulfillment by contributing to a meaningful cause and positively impacting society."* Sagar Tripathi, who interned with Pragatee Foundation, Jui Nagar, stated, *"The internship allowed us to directly interact with below poverty level students, understand their perspective towards organized sector employment, their expectations and the difficulties they face in day-to-day activities. We also understood what is important for donors to support the partner NGO, how to persuade them, and how to present data to them and convince them. It helped me gain first-hand experience in data visualization and data understanding."*

At a personal level, the internship developed various values among the students. Sonia Titus, who interned with Swami Brahmanand Pratishtan, CBD Belapur, expressed, *"I met some incredible children here, who taught me to be patient and humble, come what may. The seed for social work has been sown, and I would like to take this further as I grow in my career."* Samridhi Singh, placed with Yuva Parivartan Institute of Skill Development, Panvel, shared, *"The internship helped me to realize the importance of communication in field execution. I saw how ideas are converted into plans. The real asset was the people who executed it. The plans work well only if they are coherent with the ground-level realities."* Bornini Dhar, an intern at Towards Future, Kolkata, listed her learnings, *"The internship learnings helped my personal growth, and the motivation level of the staff members deeply touched me. I learned how an innovative curriculum for students can make learning more enjoyable. Similarly, having ownership of responsibilities of events, soliciting sponsorships, and partnerships can help in attaining perfection."*

Indrayudh Dey, Hope Kolkata Foundation, Kolkata, mentioned, *"The important learnings from our We Care internship included a deeper understanding of social issues, teamwork, project management, and advocacy. I developed adaptability and experienced a sense of compassion and empathy towards vulnerable populations."*

c) Management of NGOs

Students reported gaining knowledge of the operational management of NGOs. For instance, Anurag Dutta, placed with Citizens Foundation, Ranchi, shared, *"I acquired a comprehensive understanding of the many departments and their operations within the Organization. I recognized the significance of all the administrative effort and documentation underlying an NGO's fieldwork."*

Neha Vats, placed with Catalysts for Social Action (CSA), Mumbai, mentioned, *"We learned what goes into event planning and how things need to be organized and arranged from vendors. I also understood how to create a target audience for the NGO to tie up with corporates for fundraising. The visit to the child care institutions broadened our perspective on how the NGO cares for the children and their daily routine."*

Vidhi, placed in R P Education Society, Rohtak, reported, *"The overall internship was a learning experience for me. It helped me understand the major challenges and workings of microfinance organizations at the grassroots level. I also learned a lot about the routine operational activities of the NGO, the type of segment and problems in the society that they cater to."*

Abhijeet Deodhar, the International Association for Human Value (BNY Mellon Project) intern in Pune, expressed, *"The internship learning was beneficial because we got to know how NGOs work on the ground. We understood how much planning and strategizing is exercised for daily tasks. I was also able to network, which is very essential."*

Sasank Hota, who interned with Make-A-Wish Foundation of India, Hyderabad, mentioned, *"The internship helped me understand the challenges faced at ground level. It made me realize the importance of audits and constant upgradation. The experience gave insight into how an NGO works and what it would look like to collaborate with one."*

Rachna Singh, an intern with Jan Jagran Kendra, Hazaribaug, stated, *"Working with Jan Jagran Kendra as part of HDFC Bank's HRDP Program for Rural Development enabled me to learn about the strategies devised for the effective operation of the initiatives. I got to know how to implement these plans. Numerous research projects, case study formulations, and content development projects also assisted me in understanding the rural development program and decision-making processes."*

Srikanth Giri, placed with Kshamata Transformation Centre, Thane, expressed, *"The We Care internship helped me understand the ground realities of organizations involved in social welfare. Understanding NGO's management processes, stakeholder engagements, and awareness of schemes were crucial learnings from this internship."* Vaasu Gupta, placed with Salaam Bombay Foundation, Bengaluru, informed, *"I learned the effort that NGOs go through to give the students the best possible experience with limited resources."*

Dhruv Kumar, intern with Childline at Himachal Pradesh Voluntary Health Association (HPVHA), Shimla, expressed, *"Since the project assigned was a pilot project for CSR activity funding, participants gained much valuable experience. The amount of time and effort devoted to study and approach was a remarkable way to investigate the fields for funding and requirements."* Sanyam Sardana, placed in Bosconet, New Delhi, shared, *"My experience with Bosconet was enriching and helpful. I learned about the operational activities of successfully running a large NGO network and the fundraising process to sustain activities."* Varun R, placed at SOS Children's Villages of India, New Delhi, mentioned, *"The internship was an opportunity to learn about the working of a non-profit organization. Being placed in the Individual Partnership (IP) domain, I learned about the entire process of fund donation in this domain. I also got to know the channels through which the Organization raises funds and why Partnerships play an important role in such organizations."*

Angira Biswas, placed at Community Action Society, Kolkata, informed, *"Through the We Care internship, I gained a new perspective on how an NGO functions, how its management runs, what difficulties and roadblocks the Organization faces, and so on. There is a stark contrast between a typical corporation and an NGO, especially regarding administration and management, and we understood different facets of that."*

Students got an exposure to examine the nuances between NGOs and their partnership with Government and international organizations. For example, Shashank Reddy Vontela, placed in Panchavati Rural Development Society (Panchavati), Hyderabad, stated, *"I learned how small NGOs take benefit of government schemes and make a difference in the society in achieving different SDGs."* Varuni Pandey, an intern with SAKAR, Bareilly, expressed, *"I was able to gauge the effectiveness of government programs and the role of NGOs in uplifting the rural areas and the effort and work which is still required."* Alope Mukherjee, placed with Jayaprakash Institute of Social Change (JPISC), Kolkata, shared, *"The experience was beneficial since we got to work at the ground level with exposure to various projects for the upliftment of underprivileged sections of society. We gained knowledge about the different social problems and the measures taken by the institute with the help of national and international bodies to create a better society for all. Also, we understood the process of monitoring and assessment they follow to ensure granting sponsorship to the deserving children and utilization of funds for its intended purpose."* Prerit Kala, placed under the University of Liberal Arts Bangladesh (ULAB), Dhaka, stated, *"It gave me international exposure to how NGOs and start-ups are working outside India."*

d) Utilization of Management Learnings / Skills

Students reported that they could apply their management learnings in the field to have a better understanding of social issues. Expressing his sentiment, Aditya Divakaran, placed with Welfare Services Ernakulam, shared, *"The internship helped me gain valuable hands-on experience working in a real-world environment and applying MBA concepts to real-world"*

problems. This practical experience helped me understand the challenges and opportunities in managing operations and marketing a small-scale supermarket."

Kshitij Sharma, placed with Salaam Bombay Foundation, Mumbai, expressed, *"Helping my mentees create pitches for their businesses helped me gain first-hand experience applying the concepts we learn in our MBA course. The opportunity provided also helped me understand this particular market segment."* Abhinav Gupta, placed at Fair Trade Forum – India (FTF-I), New Delhi, mentioned, *"We Care internship helped me to understand the real problems that small businesses face on the ground. I was able to use the marketing skills that I had learned in the classroom into practice."*

Vyankatesh Barve, placed in Idea Foundation, Pune, mentioned, *"I got to apply the statistical and research techniques which we learned in college to a practical scenario which has real implications."* Swasti Bharill, placed in Naya Sawera, Jaipur, shared, *"We were tasked to provide a strategic roadmap to their existing idea of building a sustainable business for their women empowerment initiative, Atmanirbhar. This experience gave us a feel of working in a start-up as we were responsible for all domains: Marketing, Sales, Finance, Logistics, Product Development, and Research and Inventory Management. We were able to implement many concepts learned by us in class and learned a lot in the process."*

Rahul Ganji, placed with Mahita, Hyderabad, stated, *"The academic information that I obtained from classes like Human Resource Management, Managerial Communications, and Organizational Behaviour allowed me to incorporate that knowledge into practice meaningfully."* Divya Verma, who interned at Agnes Kunze Society - Hope Project India, Dehradun, shared, *"The internship gave us an opportunity of the practical application of our theoretical knowledge and skills at multiple facets."*

e) Social Perspective

The qualitative data indicates that the internship has enabled students to have pro-poor and inclusive perspectives. For instance, Raghav Juneja, an intern with Kalyani Education Welfare Trust, Panipat, shared, *"The internship experience gave me a new perspective towards life and people, and how being in a better place gives you the power and responsibility to help others and create an impact in the lives of others."*

Aaryaman Gupta, Community Action Society, Kolkata intern, expressed, *"The internship was beneficial because we interacted with such sections of the society with whom we do not usually interact daily. So we are unaware of their problems. Through this internship, we have developed a much better idea of the life which the poor people lead. This has helped us get a different perspective that is very much needed."*

Avani Jain, placed in Jwala Mahila Samiti, Indore, shared, *"With our MBA experience, it is also necessary to understand the other side of the society. It helps you see a larger picture of*

life. It helps us to understand that we have been given a privileged position. We should respect it and try to give back to society as much as possible because India will only grow further if we lift every section of it along with us." Sagar Srivastava, an intern at Agnes Kunze Society - Hope Project India, Dehradun, expressed, *"The internship places you with organizations working directly at the grassroots. Most of the time, we are oblivious to the beneficiaries' real issues. This internship widened my perspective and helped me understand the ground realities."*

Through the internship, students got to learn about various social issues and their impact on vulnerable communities. For example, Pallavi Tushar Kulkarni, who interned with the CSR Department of Steel Authority of India Limited (SAIL), Burnpur, shared, *"It gave me a perspective as to how CSR activities are carried out and how a big organization like SAIL is taking responsible steps to ensure the well-being of the society. This learning is of immense importance as it has made me aware of the importance of taking along people and society in your growth journey."*

Maharshi Daga, placed with Deepak Foundation, Vadodara, mentioned, *"We Care internship helped me understand the working of the NGO and develop a fresh perspective towards not-for-profit projects. The success indicators are completely different for such projects, and social impact is the utmost priority."* Hriday Kapani, placed in Apnalaya, Mumbai, shared, *"We got a completely new perspective about Mumbai and a whole different picture of it, where we got a hands-on experience of the life and hardships of the urban poor. We also got to learn effective ways of solving these problems and the overall living conditions of the urban poor."*

Gyanvi Gupta, placed with Sarathi Development Foundation, Lucknow, mentioned, *"The learning experience overall was very beneficial as I understood the minute details of climate change as an umbrella term. After conversations with the village people, I gained a lot of insight and newer perspectives. I understood the difference between urgent and important issues, and my mentors also helped us with many learnings and guidance."*

Ujjawal Wadhwa, placed in the same NGO, added, *"Interacting with people from villages of UP, Bihar, and Rajasthan helped me understand the issue at the ground level, and exposed me to new perspectives, and cultures which broadened my understanding of the climate change issue and helped me develop more effective approaches to problem-solving."*

Mohit Gupta, placed with VISHWAS- Vision for Health Welfare and Special Needs, Gurugram, mentioned, *"The experience sensitized me to various topics and gave me a newer perspective on the needs of special children and how important early intervention is for them."* Rachit Garg, placed in Blind People's Association, Ahmedabad, stated, *"It helped me change my perception about people with disability. Secondly, it helped me learn to contribute to the needy so that they can start their livelihood by earning income and being a part of society."* Kashish Vora, placed with the Indian Institute of Cerebral Palsy (IICP), Kolkata, shared, *"Even though I have worked in an NGO before, working at a disability organization was a very new experience. We learned the importance of equality and inclusivity and the various*

achievements of people, no matter their disabilities. It was a very enriching and motivating experience."

f) Make a difference

Students reported being able to 'make a difference' through the internship projects. Explaining this, Kunal Roy, an intern with Purbottar Vikash Parishad, Tinsukia, expressed, "*We Care internship helped me connect with 120 orphans of the organization and do something beneficial for them, which also gave me a sense of meaningfulness.*" Mayank Jain, Apnalaya, Mumbai, stated, "*Making a positive impact on society was one of the major factors that made my We Care internship learning highly beneficial. Through social work, I had the opportunity to make a meaningful difference in the lives of others, whether it was helping someone access essential resources, advocating for social justice, or providing emotional support. Being able to improve people's lives in significant ways left me feeling proud and fulfilled, as I was able to give back to society.*" Raghav Sabharwal, intern at Sahyog - Care for You, New Delhi, mentioned, "*It was an amazing experience as the internship helped us realize the ground reality of what issues face by our country. The ability to contribute to tackling these problems gave me a sense of accomplishment, and I am thankful for this opportunity.*"

Kartikeya Barsode, placed at Navjeevan World Peace & Research Foundation, Nashik, expressed, "*We Care internship has been a rewarding experience that has allowed me to gain hands-on experience in social impact work while also contributing to achieving Sustainable Development Goals. I am grateful for this opportunity and believe that the skills and knowledge I have gained will serve me well in my future endeavors to create a positive social impact.*"

Aarushi Agarwal, placed in Love Care Foundation, Ghaziabad, stated, "*We were able to positively impact the lives of students who faced hardships because of their gap years due to COVID. Moreover, the teachers couldn't give attention to each child, so that is one area we were very helpful in. There were four people in the class, so we could clear every doubt the students had. We got the children to open up and tell us the problems they were facing in studies and gave them probable solutions.*"

Aishna Joshi, who interned with Naya Sawera, Jaipur, shared, "*Before being placed in the Naya Sawera, I had no idea about the extent of the impact that numerous small NGOs present in cities had. I got the chance to closely observe and contribute to the welfare of the marginalized sections of the society, and this in part became a rewarding experience because of the supportive organizational mentor and other staff present.*"

g) New Skills

The internship enabled students to hone their skills and acquire new skills. The feedback data indicates that students developed skills in inventory management, costing, videography, and designing websites. They also learned about social media marketing and various business

models. They could augment their utilize their skills in business development, communication, teaching using technology, critical thinking, and planning skills. For instance, Mannan Shah, an intern with Oscar Foundation, Mumbai, informed, *"I prepared the entire SOP for the Football Event. It taught me to use critical thinking and planning skills. I understood that risk management is essential to run an organization."* Yash Tyagi, an intern with Spandan Samaj Seva Samiti, Khandwa, mentioned, *"The internship exposed me to the social sector. It aided me in developing project management abilities and public speaking skills, such as the capacity to transmit information and engage with various audiences effectively."*

Spandan Chatterjee, placed with Bhoruka Public Welfare Trust, Kolkata, expressed, *"Through our interactions with the community, we understood how to deal with people on these sensitive issues. We learned how to approach people in a respectful and non-judgmental manner and how to listen to their concerns and respond appropriately. We also learned the importance of building trust with the community and working with them to create sustainable change."*

While helping NGO staff, students also got an opportunity to enhance their digital skills. Aashay Jain, placed at Animedh Charitable Trust (ACT), Mumbai, shared, *"Through the We Care internship, I learned more about the data storing techniques in NGOs and ways to clean data in Excel. I got to learn more about the advanced features of Excel for data cleaning."* Swathi Unni, Bal Bhavan Society, Vadodara, stated, *"While working on the project, I explored many options of Google Forms while creating them. It was a fun learning process with trials and errors, lots of brainstorming, and the roadblocks you get while working with Google Forms and how to deal with them. I have become more efficient in working with Canva. Also, video editing was something new I learned through the We Care: Civic Engagement Internship as I always avoided it when I got chances to work on it, thinking it was difficult, but it's not."*

h) Sustainability

A few students got to learn about organic farming, sustainable living, waste management, and sustainable development. For example, Yashraj Shrivastava, ANSH Happiness Society, Bhopal, shared, *"As MBA students, we studied sustainability concepts, but an internship on organic farming and sustainable living has helped us understand its practical implications. By experiencing sustainable practices first-hand, we developed a deeper appreciation for the importance of sustainability and how it relates to business practices."* Paawani Gupta, an intern with People's Action for National Integration (PANI), Balrampur, shared that she got inspiration from the rural women she worked with and understood the importance of prioritizing sustainability.

Mridul Tripathi and Vivek Shrivastava, interns at Environments Support Group, Bengaluru, reported, *"As future leaders, we need to work with all stakeholders. During my internship, I gained valuable insight into sustainable development and the importance of protecting our blue-green commons. The field visits were noteworthy and helped us realize the ground reality and problems. Hence, the experience was enriching."*

i) Business Development

The internship gave me an opportunity for students to examine the eco-system required for start-ups at the bottom of the pyramid. For Instance, Jinesh Chheda, Salaam Bombay Foundation, Mumbai, stated, "*We Care internship introduced me to two new businesses - Photography and home-based beauty service. It helped me understand their market and at what level they operate. I learned about a new market segment and customer preferences. All this helped me to develop a business expansion plan for the mentees and forecasted their one-year revenue.*" Satakshi Dubey, National Institute of Women Child and Youth Development (NIWCYD), Jabalpur, specified, "*This internship learning experience was beneficial in several ways. Firstly, it provided an opportunity to work on a project with clear objectives and a meaningful purpose - improving maternal and child health by promoting millet. The project was divided into two parts, which provided exposure to different aspects of the project cycle. The first part involved understanding the benefits of millet and identifying ways to promote their consumption. In contrast, the second part involved developing marketing strategies to support small and medium-sized businesses and NGOs. It provided a well-rounded understanding of how to approach a project holistically, from research and analysis to implementation and marketing.*"

Tanuj Udani, placed in Mann - Center for Individuals with Special Needs, Mumbai, informed, "*The We Care experience gave me a deeper understanding as to how businesses operate. I got to experience first-hand all the business processes followed by small to mid-sized businesses, along with challenges and solutions for each. Working on this intricate level of business widened my knowledge and exposure towards businesses.*"

Siddharth Kumar, an intern with Kaushalya Foundation, Motihari, mentioned that he learned how FPO, a crucial government initiative, affects farmers. Jainam Varaiya and Shivam Taparia, placed at Shakti Foundation, Surat, shared that they got an opportunity to learn about the challenges that the rural sector faces in setting up businesses.

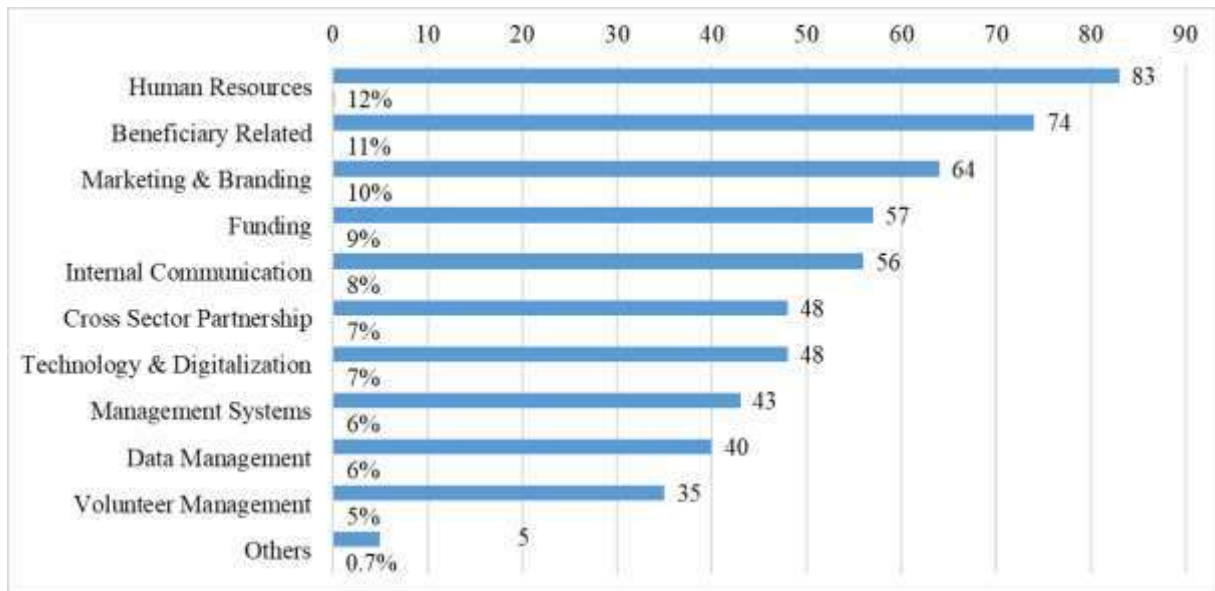
j) Product Development & Marketing

Students could use their product designing and marketing knowledge to support livelihood projects. For instance, Ria Singh, placed in Aftertaste Foundation, Mumbai, shared, "*I learned the practical application of designing products. The BIS Certification helped me understand the quality certification process for products in India, key requirements, and why it is important.*" Shivani Davar, placed at All India Artisans and Craftworkers Welfare Association (AIACA), New Delhi, mentioned, "*I was able to ensure that artisan product details reach the end consumer through marketing efforts, expanding store outreach and partnerships.*"

6.5 Managerial and Operational Challenges

Students observed managerial and operational challenges in their internship organizations. See Fig 6.5.

Fig 6.5: Challenges Faced by NGOs



a) Human Resources

Many NGOs had a paucity of staff. Staff attrition, commitment, and competency were also reported as an area of concern for managing NGO operations. Expressing this further, Chetna Jhamb, placed in SAKAR, Bareilly, observed, "*As my Organization had field work predominantly, it faces staffing issues after COVID since many people left. Operationally, this raises concerns as projects involve daily or weekly meetings with sangathan members, which cannot be done at a wide scale (in all villages) with less staff.*"

Shankar Raj, placed at Trivandrum Don Bosco Veedu Society, Thiruvananthapuram, stated, "*Lack of fixed staff members in any particular project thus affecting the continuity, for example, the underprivileged students were being taught by constantly varying interns which left the children frustrated and lax.*" Jainil Maheshwari, placed with Gramin Vikas Trust, Palanpur, mentioned, "*The fieldwork staff was very bold but lacked pre-planning or proper scheduling of weekly things.*"

Arun, an intern at The Akshaya Patra Foundation, Bengaluru, shared, "*I observed lack of participation of ground-level employees in continuous improvement processes and low level of morale and motivation of blue-collared employees.*" Agni Bandyopadhyay, placed at Blind People's Association, Ahmedabad(Gujarat), observed, "*There is a need for improving the staff*

adequacy in few of the departments which otherwise might create an uneven distribution of workload. Some staff members were unaware of the NGO's vision and mission."

Lokesh Joshi, Impart, Rudrapur, *"Generally, people join them as a platform for learning and later join corporates. It results in a lack of staff with good skills."* Japriish Singh Kohli, placed in Smile Foundation, Kolkata, shared, *"Mobilization of students and faculty was not done appropriately. The center lacked a GDA trainer for the GDA course, and students were also not very motivated to join the courses, although they get an opportunity to upskill themselves and get a placement."*

Anis Mulla, placed in the Institute of Rural Credit and Entrepreneurship Development (IRCED), Sangli, observed, *"The Projects undertaken by IRCED had great potential but lacked proper execution. Because the people in the office worked in traditional ways, which was repetitive and inefficient and lacked motivation."*

Anirudha Joshi, placed with SANGRAM-Sampada Gramin Mahila Sanstha, Sangli, observed, *"As the organization consists of many sex works (or their children) or transgender people who comparatively have less education, especially in English and computers, which is creating hurdles in the simple task of making a report or reading an email."* Keyur Lakhani and Kaushal Bihani, interns at Don Bosco Navajeevan Bala Bhavan, Hyderabad (Telangana), observed, *"Many staff members lack primary computer and IT knowledge. It seems to be a con for an NGO looking to bring its presence online using Google for non-profit."*

Dhruvi Jain, placed at Ek Pahel, Agra, observed, *"Teachers used to resign in between sessions, which hampered the completion of the curriculum for pupils. There was no previous communication with management about this. For women empowerment, even after many registrations, few women showed up to learn as there was no proper communication about their challenges in coming to the campus."*

b) Beneficiary Related

Beneficiaries have multiple needs, and it is difficult for NGOs to meet all their needs. For instance, Hari Nimmala, an intern at Sai Educational Rural and Urban Development Society (SERUDS), Kurnool, shared, *"SERUDS faces operational and managerial challenges such as providing annual medical checkups to elders who participate in the mid-day meals program due to their various medical issues. Although SERUDS aims to address all the issues these elders face, some problems may remain unaddressed throughout the year. Additionally, SERUDS faces the challenge of supporting children in their orphanages who may leave after completing high school without pursuing higher education. This challenge highlights the need for SERUDS to explore ways to provide more support and resources for these children to encourage them to pursue further education."*

Students also realized that beneficiaries have independent thinking abilities. They do not necessarily adhere to NGO requests. There are issues of preferences/choice that beneficiaries exercise, and also, at times, there are communication gaps that further add to the problems. For instance, Shubham Sanghavi, an intern at Sahiti Charitable Trust, Rajahmundry, mentioned, *"It was difficult to mobilize students for a free skill development program as they felt it would be less useful to them."* Chirag Agrawal, placed in Jayaprakash Institute of Social Change (JPISC), Kolkata, observed, *"We found that the work at the Organization sometimes get affected especially in the Family Counselling Center where the parties do not turn up for the joint session on the scheduled date on various occasions. There is difficulty in continuing field visits to underprivileged kids' houses due to their absence. Assigning later dates for revisit becomes challenging as places are scattered in semi-urban areas."* Aryan Tiwari, an intern with Help & Helps Samiti, Raipur, opined, *"I believe it is a challenge to every organization in Chhattisgarh to interact with the tribal population due to the high level of illiteracy and isolation."*

Mayank Sachdeva, an intern with Arsh Yog Evam Jankalyan, Roorkee, shared, *"The difficulty in understanding the beneficiary group to the fullest to achieve maximum awareness was one of the challenges my organization faced."* Pranav Jain, placed in Disha Sewa Sansthan, Meerut, mentioned, *"The pottery cluster aimed to hire people living in nearby villages to work for them. Even though they would have been earning more, they were reluctant to join the Organization."*

Kartik Sabre, an intern with Yuva Parivartan Institute of Skill Development, Nagpur, observed, *"The main challenges the Organization faced were operational. Mobilizing people and finding the target audience at homes to enroll in the courses required a lot of time and effort as it happened from door to door. Moreover, those students who enrolled for free courses did not have any seriousness regarding completing the course."*

c) Marketing & Branding

Due to marginal presence on social media and online platforms, NGOs often face challenges in branding and promoting their causes. This impacts their resource mobilization capacities. Explaining this, Aditi Singhal, placed at Delhi Council for Child Welfare (DCCW), New Delhi, mentioned, *"The program run by the NGO is excellent. However, not many people in the community know the same."* Aditya Kumar, placed with Sakaar Outreach, New Delhi, observed, *"There is a lack of awareness among the people about Sakaar Outreach and their work. They have a few corporate connections."* Anurag Dutta, Citizens Foundation, Ranchi intern, stated, *"The organization had a great deal of room for enhancement in its appearance on various social media platforms, including its website, to increase its visibility to various stakeholders and overall engagement."* Kashish Vora, placed with the Indian Institute of Cerebral Palsy (IICP), Kolkata, opined, *"Even though the organization is doing wonders in terms of services, not many are aware of the organization and the various activities it offers."* Rituraj Nayak and Shivangi Das, interns at Spring Health, Bhubaneswar, observed, *"The main challenge was that the brand had little to no visibility in rural markets. Lack of measurable credibility among rural residents compounded the problem."*

Akshata, placed in Aarohan, Gorakhpur, mentioned, "Aarohan has a textile center where women upcycle sourced material to make items like handbags, etc. They had the inventory but minimal ways to make the products available to the customers as they had no online presence." Ashwini Kesharwani and interns at Shikhar Yuva Manch (SYM), Bilaspur, observed, "One of the major challenges that the Organization was facing was related to the Marketing of the Bamboo Products manufactured under Sfurti Yojna. Through this program, the Organization successfully generated employment among the local communities in the Korba district of Chhattisgarh. However, they were struggling to promote & advertise the Bamboo products that the artisans were manufacturing."

Tanmay Kabra, placed in Adarsh Seva Sansthan, Jamshedpur, mentioned, "There was some lack of communication to the outside world about the good things the Organization has been working for. The Organization recently won an award from the Rotaract Club, Jamshedpur, but the people did not know it because of the lack of proper communication medium." Ujjawal Wadhwa, placed at Sarathi Development Foundation, Lucknow, stated, "The NGO's social media presence is currently limited, hindering its ability to attract potential volunteers and secure funding from organizations to sustain its programs and activities. By utilizing social media to showcase their projects and programs, the NGO can increase visibility and engagement with the public, leading to more volunteers and potential funding opportunities."

d) Internal Communication

A few students reported that besides challenges related to external communication, NGOs also faced challenges to internal communication. Challenges included bureaucratic procedures, micromanagement, poor or delayed communication between field and office staff, internal conflicts, poor employee morale, absence of HR policies, and lack of appropriate standard operating procedures.

Ananya Garg, placed in Alohomora Education Foundation, New Delhi, stated, "One of the major challenges I observed in the Organization was the communication channels. While conducting the event, delayed communication on necessary decisions and the process to be followed sometimes led to confusion." Lavanya Mundra, placed at Shree Mahadev Educational & Rehabilitation Public Charitable Trust, Surat, informed, "I observed delay in decision making due to various approvals required and slow digital adoption." Hari Narayanan, an intern at Welfare Services Ernakulam, Ernakulam, mentioned, "I observed a lack of information flow among members of the Organization. Lack of precise data capturing and handling processes in the Organization, and lack of motivation among the employees."

Parandeep Singh, placed at Connecting Dreams Foundation, New Delhi, observed, "The Organization follows a decentralized approach for managing the projects. It often leads to different kinds of output from different departments, leading to differences in the portrayal of the brand and image of the Organization. The NGO can centralize some tasks; however, having

different people for the same tasks leads to duplication of efforts. Though autonomy is high, at the current stage of operations, the Organization should ensure that the brand communications are standardized."

e) Funding

Students gained knowledge on multiple fund mobilization strategies used by NGOs (crowdfunding, seeking individual and corporate donations, government/international grants, and charity events) and challenges associated with the same.

Avni Taneja, placed with Citizens Foundation, Ranchi, observed, *"My NGO faced challenges in getting funds promised by the government for projects undertaken."* Pragati Mimani, placed at Association For Social and Health Advancement (ASHA), Kolkata, mentioned, *"Post Covid 19, the NGO faced challenges in sourcing government funds. They have to raise funds through individual donors, which is a little difficult."* Rahul Jain, who interned at the Association for the Welfare of Handicapped, Faridabad, observed, *"The NGO was facing some issues related to Mobilization of resources for ease of operations for different ongoing projects. This was due to delay in grant disbursement and reimbursement of funds from the Government."*

Athira, an intern at Childline India Foundation, Kannur, mentioned, *"Inconsistency in the availability of funds impacts the Organization's ability to carry out its activities or appoint psychologist/psychiatrist on a roll. They need to seek out external resources, which can take time and be an obstacle in addressing the needs of the children."*

Aritro Chakravorty, who interned with Child Rights and You (CRY), Kolkata, observed, *"Few clients demand hard copies of all financial and related documentation, which becomes a huge problem."*

f) Volunteer Management

Students reported poor volunteer management practices adopted by NGOs, which negatively impacted the mission of the Organization. For instance, Ahmad Ali Shahab, an intern with Shiv Shiva Sneh Sanstha, Ghazipur, stated, *"The challenge faced by the Organization was lack of active volunteers. Since there are minimal compensatory benefits, there are fewer volunteers for the groundwork."* Ancy, placed at Svaastika, Thiruvananthapuram, mentioned, *"Volunteers contribute to the entire workforce. There are no paid and full-time employees. It requires training the volunteers every time for a specific project, which is inefficient and time-consuming. Also, the volunteers discontinue due to personal reasons, which disrupts the Organization's workflow."*

Anurag Gupta, who interned at Make-A-Wish Foundation of India, Jaipur, observed, *"The major challenge which the Organization faced was the lack of volunteers. The Organization*

wants to grow and expand its operations. It is hindered by the lack of people who can contribute effectively and far-off locations of hospitals. The Organization needs to get volunteers from across the city so that their social work can be expended."

g) Cross-Sector Partnership

Students observed the challenges related to working with government officials and NGO partners.

Prabhleen Khotra, placed at Jan Sahas Social Development Society, Jabalpur, shared, "*Lack of coordination among various government departments, gaps such as unavailability of a dedicated female doctor to deal with cases of rape or sexual violence in government medical colleges, and unawareness of the medical practitioners about the importance of documentation work of any case hindered the smooth processing of cases.*" Aviral Garg, an intern at THDC India Limited, Rishikesh, stated, "*In Vibrant Villages Programme, the major challenge was collaborating with the state government to gain benefits from their ongoing policies.*"

Naga Vishnu Gude, an intern at Social Educational and Economic Development Society (SEEDS), Guntur, observed, "*CHILDLINE has to work in coordination with different departments, e.g., to conduct awareness and rescue drives they have to collaborate with AAHTU, Labour department. In this process, coordination with different departments was a challenge. There were also challenges in funding the Organization, leading to low staff availability.*"

Rishi Raniwala, placed with the CSR Department of DCM Shriram Limited, Kota, noticed, "*Our organization partners with external NGOs to implement various projects. Sometimes, it is important to check the authenticity of the reporting/work done by them to ensure that the financial support is being utilized.*"

Akash Khare, who interned with Aseema, Mumbai, shared, "*I saw how it could be potentially difficult for an organization to reach out to people. People whom the NGO wishes to offer support are unwilling or incapable of accepting it owing to various causes. It may affect outreach activities, and help may not reach those needing it. Also, the Organization faces some bureaucratic obstacles and government red tape, which reduces its efficiency and limits its potential.*"

h) Technology & Digitization

Students reported the inefficiency of NGO operations due to poor technology integration. Lack of IT infrastructure, usage of inappropriate software, staff not equipped with technical knowledge, and absence from online/digital platforms intensified the challenges of the NGOs. For instance,

Arpit Jain, 7islands Business Consultancy LLP, New Delhi, observed, *"One operational/managerial challenge is that the organization's processes are inefficient, and with plans to expand, they need to implement various software solutions to streamline their processes."* Ojas Bhelsekar, placed with Idea Foundation, Pune, observed the NGO's difficulty with managing E-commerce, *"The organization was facing a challenge in choosing the appropriate platform for going online to sell their products due to specific requirements by Amazon/ Flipkart."*

Rahul Shrinivasan, who interned with Aroha, Nagpur, mentioned, *"A lot of digital marketing issues were present in the organization when it came to the selling of the goods being produced by the NGO."* Kavi Tripathi, placed at Human Unity Movement, Lucknow, mentioned, *"A lack on the digital front impacted the process as well as reduced visibility of our NGO on social media, even though the work done by then is phenomenal."*

Anirudh Goel, who interned at Deepalaya, New Delhi, opined, *"A focus on digitalization of records and processes could streamline operations and minimize errors."*

Devesh Attrey, placed in Childhood Enhancement through Training and Action (CHETNA), New Delhi, observed, *"The Organization faces lack of IT infrastructure. All the documentation and other things like attendance are in paper form, which wastes a lot of time."*

Oindrila Dey, an intern at Swasthya Bhabna Welfare Society, Serampore, stated, *"The main operational challenge faced by the Organization is the laid back disposition of the crew members in the editing of the videos, which led to delayed uploads and thus delayed analysis. Another primary challenge was the lack of trained/interested local youth to contribute towards the functions of the NGO. Trained youth is crucial as they can be more adept in data handling and accordingly work on improving the Organization's digital presence."*

Srushti Pande, Prayas–Sevankur, Amravati intern, stated, *"I felt that there was a lack of manpower to handle basic computer-based processes (e.g., Excel, Google sheet, PPT, etc.). Since a significant part of their work depends on this, it led to piling up work and unfinished tasks."*

Viraj Shendure, Institute of Rural Credit and Entrepreneurship Development (IRCED), Sangli, observed, *"The staff performed a lot of manual work which could be automated. The probable reason could be a lack of technical skills. The social media presence of our NGO was zero. The working efficiency of the staff could be improved."*

Yash Agiwal, an intern with Bal Kalyan Sangh, Khunti (Ranchi), mentioned, *"The organization staff had less knowledge of advanced technical skills like PowerPoint presentation and Microsoft Excel."*

i) Data Management

Students identified the need for digitalizing data management practices to improve the operational efficiency of NGOs. For instance, Jyot Karan Singh, placed at Sri Aurobindo Society, New Delhi, mentioned, "*Sri Aurobindo Centre for Arts and Communication (SACAC) typically works on multiple projects simultaneously, each with unique requirements and timelines. They worked with large amounts of data, ranging from financial records to program impact data. Managing and analyzing this data manually was a significant challenge.*"

Sagar Tripathi, who interned with Pragatee Foundation, Jui Nagar, observed, "*Multiple people in the NGO maintained the database. Hence, there was no uniformity in the data. We created a uniform database and linked it to the data visualization software so that any base changes would reflect in the software. We also educated the manager on how to use visualization software to the best capabilities.*"

Tanuj Udani, placed in Mann - Center for Individuals with Special Needs, Mumbai, stated, "*The data that the organization is operating on is sub-optimal with a lack of well-defined workflows for information flow, there have been tremendous attempts to standardize these data caches, but without thorough digital accounting, this seems to be a long-haul.*"

j) Management Systems

A few students reported that NGOs were still founder-centric and lacked management systems. This affected their decision-making and stakeholder engagement processes. The lack of integration of technology made it difficult for NGOs to monitor field operations. The social environment in which NGOs operate to a large extent is unstable, and it impacts the plans made by the NGOs

Students realized that many NGOs lacked planning systems as the environment in which they operate is unstable. For instance, Paawani Gupta, an intern at People's Action for National Integration (PANI), Balrampur, noticed, "*The government level policies change frequently. Hence, the NGO regularly faces challenges of rearranging the entire plan of projects, which sometimes leads to resource wastage.*"

Besides the NGO staff, though they are committed, they lack management competency. This impacts the NGO operations. For instance, Mayank Nalluri, placed at Divya Disha, Hyderabad, observed, "*The organization faced logistical issues with its planning, which could have been done more effectively.*" Lakshay Agarwal, who interned at Naya Sawera, Jaipur, stated, "*Naya Sawera team didn't have a roadmap for product costing for Atmanirbhar and user engagement strategy.*"

6.6 Recommendations

To improve organizational culture and efficiency, students recommended the formation of strategic plans, functional plans, technology integration, and designing appropriate communication strategies. For instance, Arun, an intern at The Akshaya Patra Foundation, Bengaluru, recommended, *"Very detailed recommendations are provided after performing thorough research at the ground level, secondary research and analysis. Some include but are not limited to reduced physical labour through automation, digitalization, promotions, and career development programs, compensation-related actionable plans, upskilling programs, reward systems in different ways, SOPs for kaizen implementation, etc. All the recommendations are duly discussed and brainstormed with process excellence experts, and a prescriptive action plan/ implementation plan has been derived."*

Aditya Dingankar, placed in Hamara Foundation, Mumbai, suggested, *"If the organization can create a proper organizational structure with proper policies for the employees, it would benefit them a lot."*

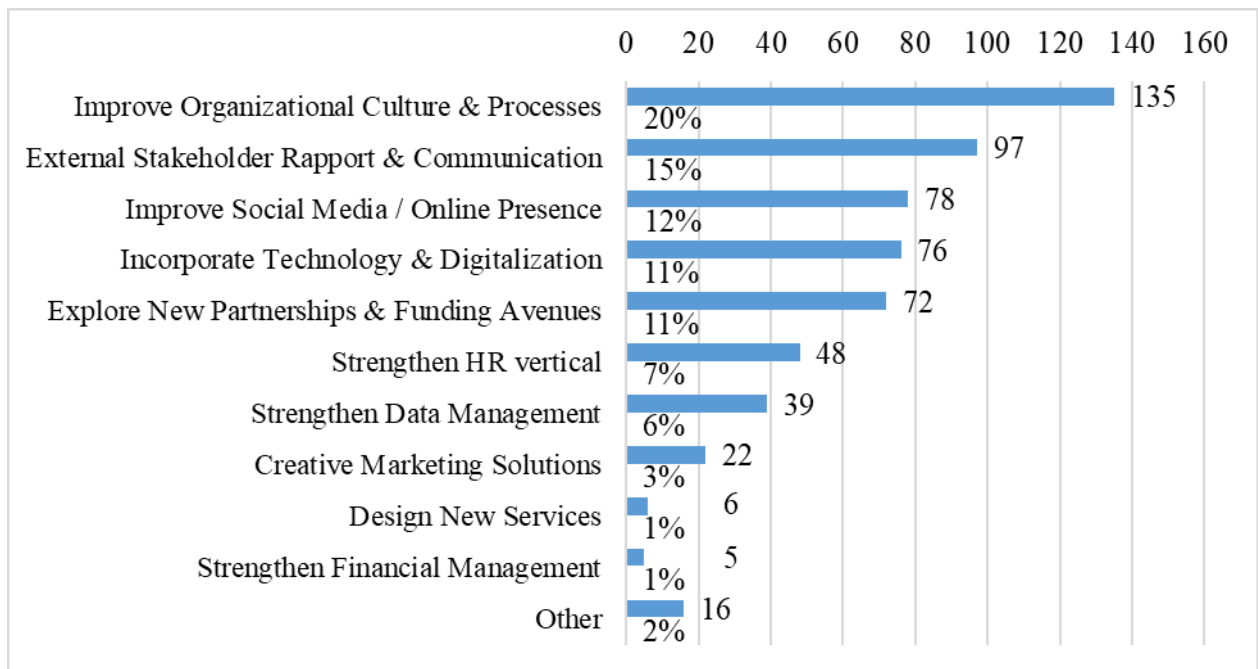
Arnab Panja, placed at Pratham Mumbai Education Initiative, Mumbai, recommended, *"NGO should establish regular communication channels and meetings between teams and departments to ensure effective collaboration and coordination. Implement targeted communication strategies and community engagement activities to address any skepticism or resistance to participation in programs and activities. Develop and implement contingency plans to respond to unforeseen challenges, such as pandemics, to ensure program continuity and the safety of staff and beneficiaries. Foster a culture of innovation, continuous learning, and adaptive management to maintain the Organization's agility in responding to emerging challenges and opportunities."*

Devanshu Kshatri, an intern at United Way Bengaluru, shared, *"I suggested the creation of a communication policy as most communication needs to be written and not verbal. The Organization should use a communication tool to communicate with each other, as most of the verbal communication in the Organization leads to a loss of productivity."*

Shivani Davar, placed at All India Artisans and Craftworkers Welfare Association (AIACA), New Delhi, suggested, *"Maintaining strict timelines can curb the delays. Standards should be set for the number of buyers to be reached and databases to be built. Also, establishing direct responsibility and accountability for the number of international buyers reached out would help. For social media reach, targeted campaigns, paid ads, contests, SEO, and keyword research might help."*

Fig 6.6 enlists various recommendations extended by students.

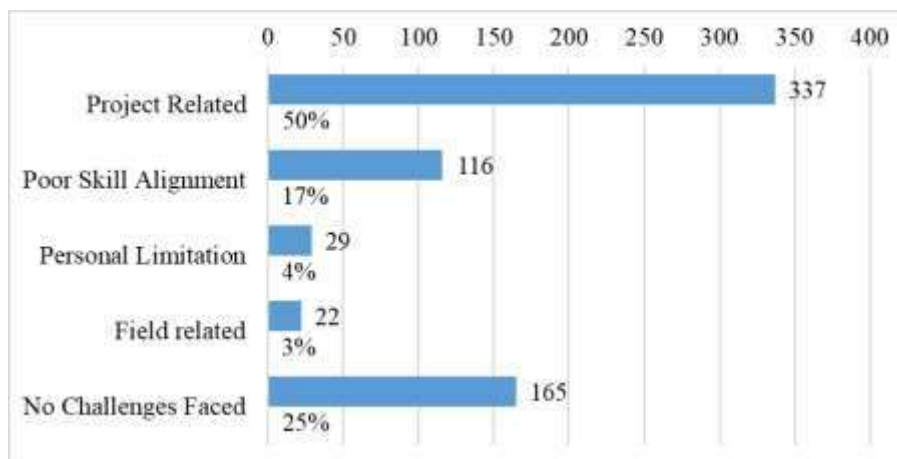
Fig 6.6: Recommendations



6.7 Challenges Faced by Students.

The feedback data indicates that 68 per cent (453) students during the internship faced project-related challenges. These included delays in poor alignment of student skill sets with project allocation, communication barriers, time management, rapport building with beneficiaries, etc.

Fig 6.7: Challenges Faced by Students



A few students also expressed difficulties in accessing project locations. They felt the infrastructure facilities required to complete their projects were not available.

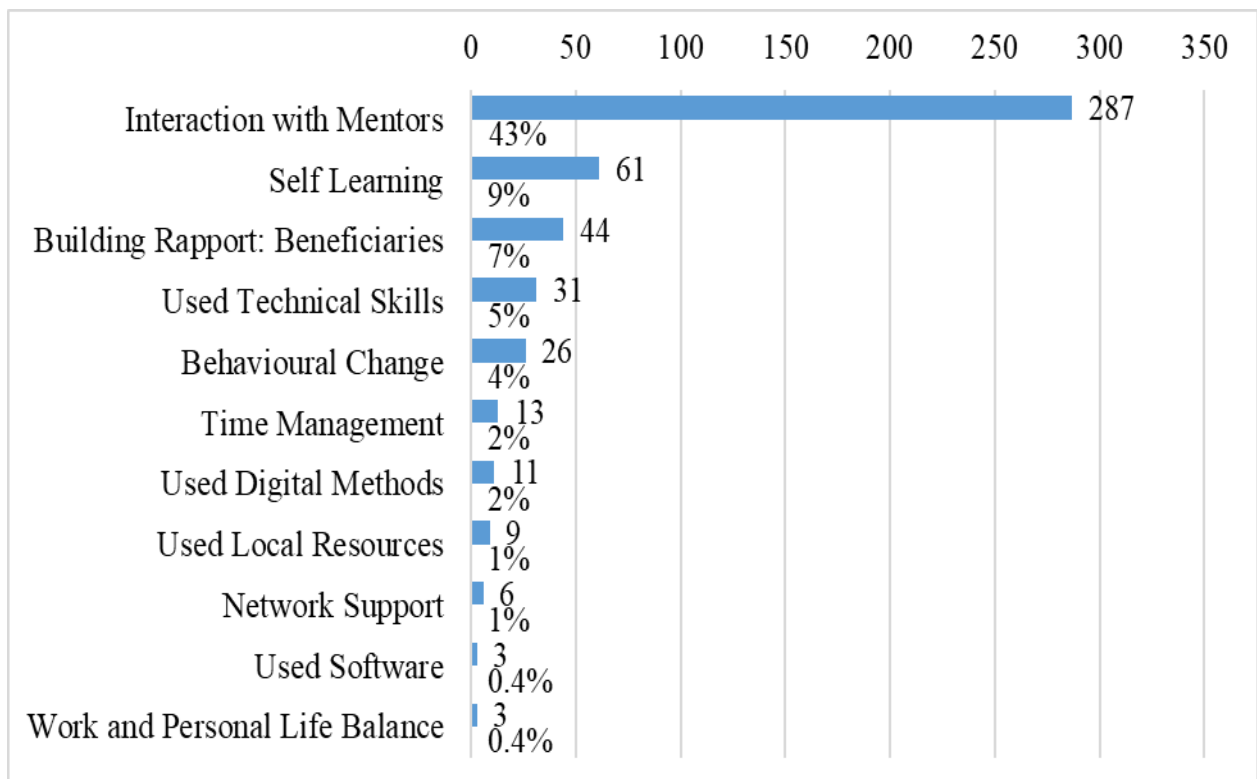
6.8 Strategy to Overcome Challenges

Fig 6.8 indicates mechanisms used by students to resolve their internship challenges. Most of the project-related difficulties were resolved by interacting with the organizational mentor and peers. Explaining this further, Aditi Sharma, placed at Asha Deep Foundation, Ghaziabad, stated, "We overcame challenges through more open communication and requesting our mentor to give us a timeframe regarding data sharing. Asking more questions also helped me to get more clarity on the tasks allotted." Anirban Sengupta, placed in Apnalaya, Mumbai, shared, "Proper communication with my mentor helped me get a clearer idea regarding the work I needed to carry out. Initial understanding through field visits also helped me understand what was needed for the project." Adarsh Khatri, placed with Samaitshala, Ahmedabad, reported, "Challenges like lack of clarity of communication between all the members working on the project were resolved by keeping proper notes, sharing minutes of the meetings, and clarifying every small detail to get things done properly."

Akul Singh, an intern with the Centre for Youth and Social Development (CYSD), Bhubaneswar, shared, "The process of overcoming these challenges involved consistently asking for inputs from our organization's mentor about whether they are satisfied with our approach post, which I consistently demanded more data wherever necessary to reach towards a more finished project."

Akshara Vaidhyanathan, placed in Sakaar Outreach, New Delhi, stated, "I took the initiative, mentioned my skills, and asked the mentor for more work allocation in the appropriate fields."

Fig 6.8: Strategy to Overcome Challenges



a) Self-Learning/Initiative

A few students used their critical thinking skills to complete their projects. For example, Akhila Ram, an intern with Sneha Kiran Of Mysore Spastic Society in Mysuru, shared, *"I used the initial time I had to understand the organization's working and identify areas where I can contribute."* Sasank Hota, placed in Make-A-Wish Foundation of India, Hyderabad, stated, *"Being proactive and clarifying any doubts was the best way I could deal with these. Also, taking an active interest and involving myself in the Organization's various activities apart from the project helped me utilize my skills more and gain a better experience."*

Abhishek Badoni, placed in Asha Deep Foundation, Ghaziabad, reported, *"The details regarding the projects I had to write in the annual report were sometimes delayed. To overcome this, I researched the data on their website and old annual report and did constant follow-ups to get further information."*

Devesh Attrey, placed in Childhood Enhancement through Training and Action (CHETNA), New Delhi, mentioned, *"Majority of the tasks were in the direction of content development for the newsletter. Since I have not done this before, I watched content on the internet to get an idea."*

Harshit Joshi, an intern at Himalaya Water Service Tatha Vikas Avam Paryavaran Sanrakshan Samiti (HIMWATS), Haldwani, reported, *"Taking help from the internet and going through past work done and files of the NGO helped us to understand better what are their expectations from us."*

b) Building Rapport: Beneficiaries

Students realized that forming an emotional connection with beneficiaries is crucial for engaging them in any activity.

Amrisha Sharma, placed with Jwala Mahila Samiti, Indore, mentioned, *"The main challenge occurred during the fieldwork of teaching children. Handling them was a task, but we were able to build a connection with them by gaining their trust in us."* Anjum Jain, placed at Literacy India, Gurugram, shared, *"I developed a standard format to interview students by asking them a mix of fun questions to make them feel comfortable and asking the required data disguised in between so that I can get out their real self. I then developed some mock case studies and got them approved to apply the same pattern further."*

Nandini Mahajan Vasudha Vikas Sansthan, Dhar, reported, *"While coordinating a training program, I observed a lack of enthusiasm among the participants, which became a challenge. To address this, I initiated intensive informal communication before and during the training to better understand the participants' perspectives and identify potential issues. This allowed me to improvise the training program, increasing participants' participation and experience."*

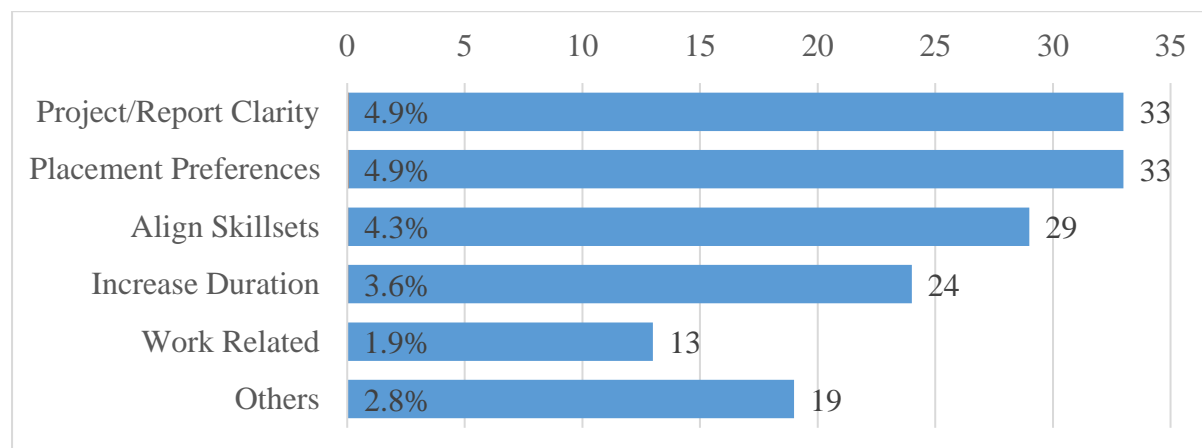
Sachin Garg, National Institute of Women Child and Youth Development (NIWCYD), Jabalpur, shared, "Initially, the instructions regarding our project were unclear as we were given various options. However, as we began to visit the site and interacted with the people there, we gradually understood the problem better. Additionally, we had multiple conversations with Mr. Ramveer Singh, which helped clarify our goals and objectives for the project."

Students also used the local language to communicate with the beneficiaries. Aviral Srivastava, who interned with Diocesan Development & Welfare Society (DDWS), Prayagraj, mentioned, "I took the help of educators and the coordinators to deal with people. Also, I tried communicating in the local language to gain their trust and confidence, and various fun activities among children so that they could open up and share their experiences." Rishabh Bhattacharjee, placed with AVA Foundation, Guwahati, shared, "Rural people were initially very skeptical of the training programs, so it was a challenge to show them the benefits. I got help from my mentor and understood how to appropriately interact with the locals using the local language and being truthful about the cause."

6.9 Suggestions by students

According to 77 per cent (518) of students, the internship was executed well. The suggestions given by the remaining 23 per cent (151) of students are presented in Fig 6.9.

Fig 6.9: Suggestions by Students



a) Projects/Reports Clarity

From 151 students who extended their suggestions, 33 students (4.9 per cent) recommended prior information on projects to be handled and clarity in reporting formats. For instance, Pralav Prakash, placed in Lok Prerna, Deoghar, suggested, "Proper allocation of tasks can be done before the start of the internship as 21 days seem a very short period both for planning and

execution.” Tanushree Daga, placed with Child Rights and You (CRY), Kolkata, suggested, “The outline of the project to be undertaken can be shared with the students before joining our NGO.”

Students gave suggestions to simplify the reporting format. Mihika Sharma, placed in Magic Bus India Foundation, Airoli, suggested, *“Sometimes it gets difficult to fit the several different tasks assigned to us by the organization into a specific project. The organization follows its workflow and might not have one particular project for us. This makes presenting our work in a rigid reporting format difficult. I would suggest allowing students to include all work done by them as individual tasks rather than one broad project.”*

Students also requested only one form of weekly report to avoid duplication. For instance, Akshara Vaidhyanathan, placed at Sakaar Outreach, New Delhi, suggested, *“There can be a single weekly report- either the Google form or the final physical copy.”* Niranjani Tulsian, Asian Sahyogi Sanstha India (ASSI), Kolkata, opined, *“It is a very fulfilling program. I feel that the reports can be submitted only through one mode.”*

b) Placement Preferences

In all, 33 (4.9 per cent) students extended Placement-related suggestions. From these, 1/3rd of students in each category felt that students should be given more flexibility in selecting the NGOs for internship and placement location should be closer to their residence. For instance, Mayank Nalluri, placed with Divya Disha, Hyderabad, shared, *“While I had no issues personally with my We Care: Civic Engagement Internship, please check possibly of including more flexibility in terms of choice of NGO that we can work with. Thus, the experience can be made more fulfilling for each student.”* Prathik Santhanam, placed at Hive India, Kolkata, suggested, *“Organising a session on the various types of NGOs that we may become a part of may give us a better understanding as to which NGO we would like to be a part of before the NGO selection could help.”* Shruti Agarwal, placed with Salaam Bombay Foundation, Kolkata, suggested, *“If the NGO is allocated closer to the residence of the student, then a lot of time can be saved in traveling, and more energy can be focused towards providing the deliverables.”*

Other placement-related suggestions included placements to be done in groups, the freedom to select a city (other than hometown), and recommendations related to monitoring and assessment of internship.

c) Align Skillsets

To get a better experience, 29 (4.3 per cent) students recommended the need for having a better strategic alignment of their skill sets with the NGO requirements. They felt that the organizations could make optimum utilization of their management skills. Abhijay Singh, placed in the Garbage Concern Welfare Society, Mumbai, suggested, *“The organization can be encouraged to provide students with more management-centric projects which help us put*

the theory to practice in a real-world context.” Tanay Mathur, placed at Yuva Parivartan Institute of Skill Development, Indore, shared, “The work was good and gave a great learning experience. It would have been better if the projects allocated were relevant to my intended specialization.” Mayank Nauriyal, who interned with Asha Deep Foundation, Ghaziabad, recommended, “If the students are allocated some other work than mere data collection, it will be better for the students and NGO.”

d) Increase duration

Akshay Jadhav, who interned with Kshamata Transformation Centre, Thane, suggested, *“Allocate more days for the program, from 3 weeks to a full month or more, to be able to solve maximum problems faced by the organization.”* Aditya Vikram Bhardwaj, placed in Navjyoti India Foundation, New Delhi, recommended, *“Duration of the internship may be increased from 21 days to at least one month. It is required to gauge the impact made by students within the NGO. It is too short to understand the NGO’s areas of work, internal workflows, potential project areas, executing the project, and gauging the quantitative impact.”* Kunal Roy, an intern with Purbottar Vikash Parishad, Tinsukia, shared, *“Consider making it a four-week program. One month internship duration is better for the interns to contribute more. Also, some projects might need more time to measure progress than others.”*

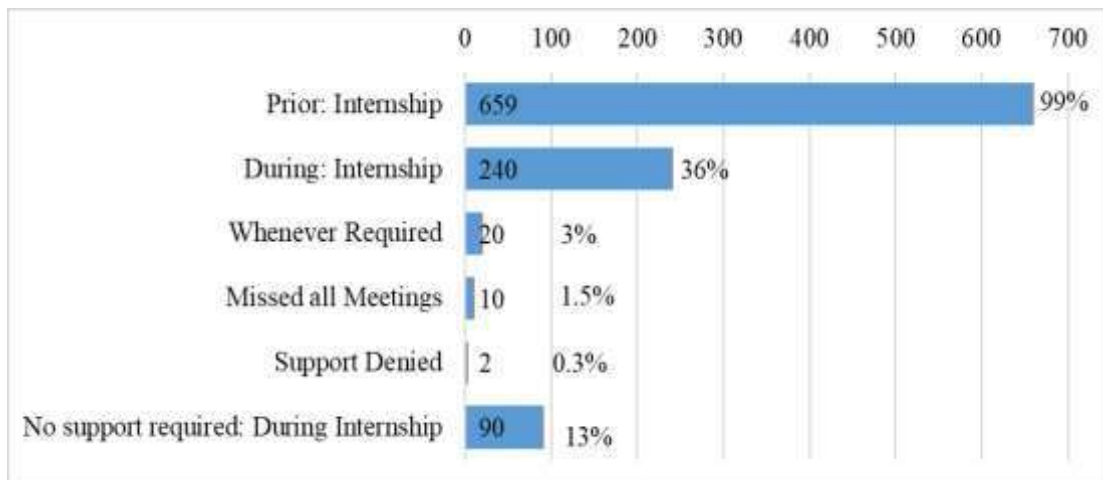
e) Work Related

Work-related suggestions were given by 13 (1.9 per cent) students. From these, seven suggested allowing flexible work hours. For instance, Ahmad Ali Shahab, an intern at Shiv Shiva Sneh Sanstha, Ghazipur, suggested, *“With flexible work arrangement being the new normal, some internship organizations can make more use of the intern in the flexible work arrangement mode. If possible, this should be paid attention to.”* Other suggestions included allocating more field work and engaging students in field research or field activities rather than allotting them with desk jobs.

6.10 Mentorship Support: Faculty

Mentorship support from the faculty mentors is crucial for gaining good experiential learning from the internship. Students were mentored by 53 faculty members of SBM, Mumbai. All students were required to attend pre-internship meetings with their respective faculty mentors. Besides pre-internship meetings, students also contacted the faculty mentors during the internship to seek inputs on project/placement-related matters. See Fig 6.10.

Fig 6.10: Mentorship Support: Faculty



Multiple responses. Total ≠ 669

Further data reveals that 45 per cent (298) of students reported that faculty mentors were prompt in addressing their queries. They were in touch with the mentors through email/telephone/virtual weekly meetings. Only two students reported a lack of support from their faculty mentors.

Qualitative data indicates that students wanted faculty to be more active and engaging. They looked forward to their feedback. For instance, Kishan Kumar, placed with Mann - Center for Individuals with Special Needs, Mumbai, suggested, *“Regular check-ins with faculties would have been a great element to be added to the We Care Internship. This can be done through weekly or bi-weekly meetings with our mentor faculty, where they can provide feedback on their progress and get guidance on any areas where they may need to improve.”* Dhruvi Jain, placed in Ek Pahel, Agra, suggested, *“Apart from weekly Report, a mid-review meeting can also be proposed where faculty members, NGO mentors, and students can connect. They can discuss how we are working and making a quality contribution and how the NGO is focusing upon our proposed solutions.”*

Organizations also felt that interaction with faculty mentors may be arranged. Dr. Hedgewar Hospital, Aurangabad, mentioned, *“We prefer interaction with the faculty mentor in your institute, if possible.”*

The next section provides a detailed analysis of the feedback received from the internship organizations.

7. Organization Feedback

The We Care Internship is strengthened by understanding the organizational mentors' perspectives. Table 4 lists objectives and data to gather input from the organization. See Annexure VII for the Organizational feedback form.

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

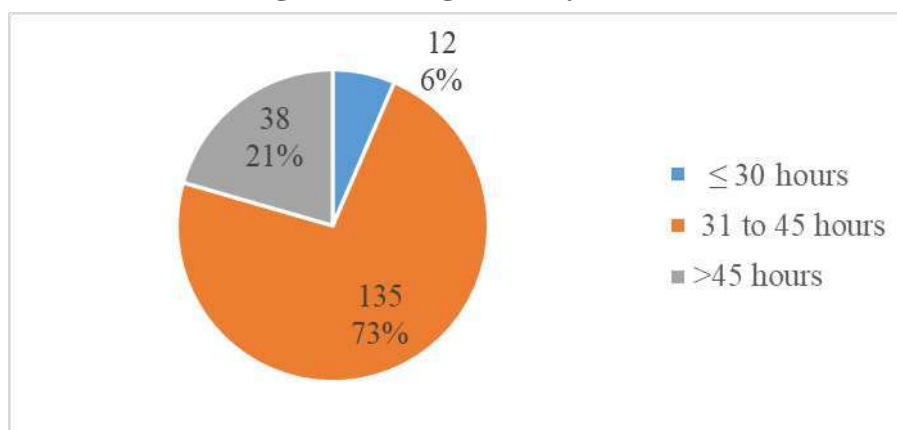
Feedback objectives	Feedback data points
a) Study the views of the internship organizations regarding the level of satisfaction with students' conduct, quality of work, and regularity in reporting.	<ul style="list-style-type: none"> • Mode of the internship. • Average work hours per week. • Satisfaction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

Internship organizations were requested to provide their feedback through Google Forms. Responses were received from 185 (68 per cent) of 272 internship organizations. Analysis of quantitative and qualitative information is presented in this chapter.

7.1 Average Work Hours

Students were expected to work 7 to 8 hours daily during the field internship. The average weekly hours devoted by the students are represented in Fig 7.1.

Fig 7.1: Average Weekly Hours



Data analysis reveals that 73 per cent (135) of respondents reported that, on an average students devoted 31 to 45 hours per week.

7.2 Internship Organization's Level of Satisfaction

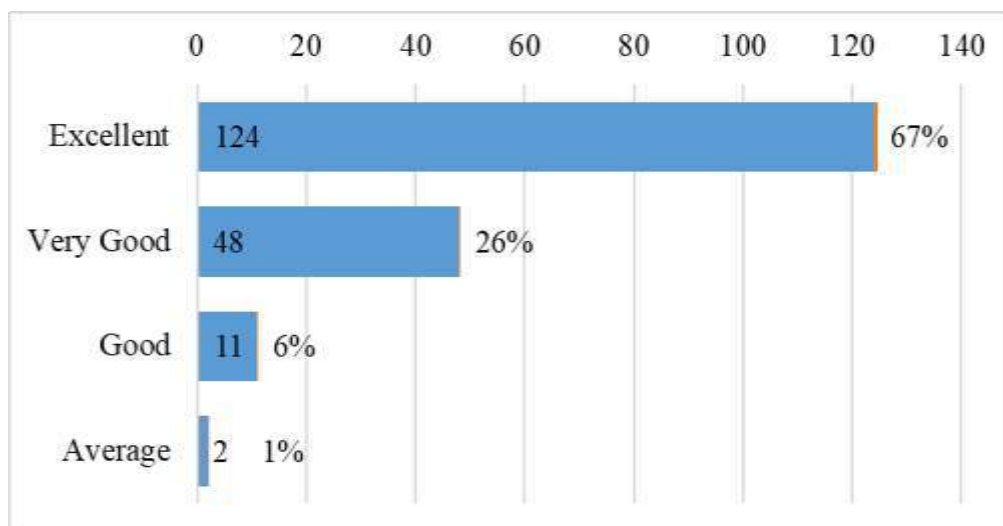
To gauge the internship organizations' level of satisfaction regarding 1) Interns' conduct, 2) Quality of work, and 3) Submission of Reports, a five-point Likert scale ranging from poor (1) to excellent (5) was used.

a) Level of Satisfaction: Interns' Conduct

Data analysis reveals that 91 per cent (169) of respondents were satisfied with the interns' overall conduct. Parameters used to measure the organization's level of satisfaction regarding interns' conduct included 1) Regularity and punctuality in reporting for work, 2) Quality of interpersonal relations, 3) Level of motivation to work with the organization, 4) Interest to learn about the organization, 5) Flexibility displayed in adjusting to the organizational norms.

As shown in Fig 7.2, 67 per cent (124) of respondents had an excellent experience with interns' overall conduct and performance.

Fig 7.2: Level of Satisfaction-Interns' Conduct



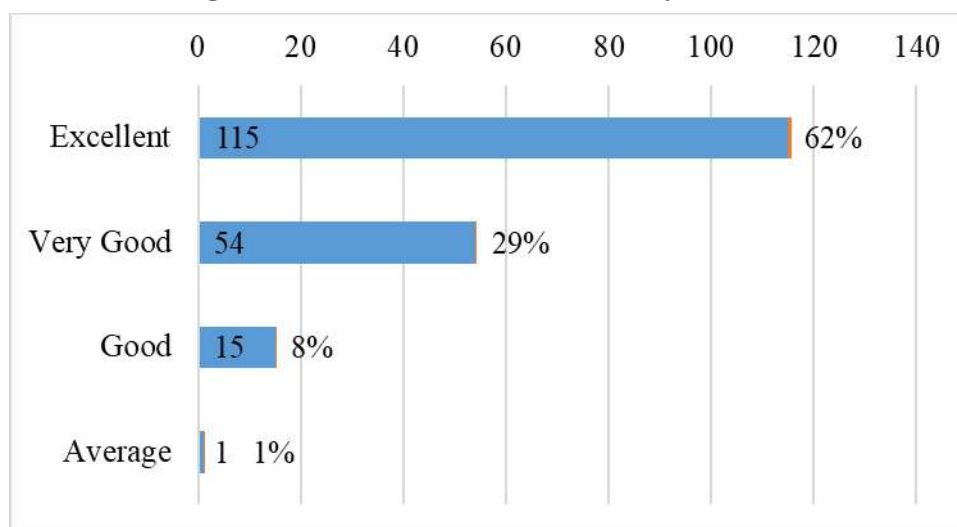
Further analysis shows 55 per cent (101) of respondents felt interns displayed a learning attitude. Fifty-four per cent (100) of respondents felt the interns were highly motivated to work, maintained good interpersonal relations, and adjusted to the organizational culture. Only two respondents felt that interns found it challenging to adapt to the organization's work culture. Regularity in reporting for work was appreciated by 51 per cent (94) of them.

b) Level of Satisfaction: Quality of Work

The level of satisfaction with the quality of work delivered by the students was measured on the intern's ability to 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, and 5) Scope of application of recommendations given by intern.

Data indicates that 62 per cent (115) of respondents expressed high satisfaction. The overall level of satisfaction is presented in Fig 7.3.

Fig 7.3: Level of Satisfaction-Quality of Work



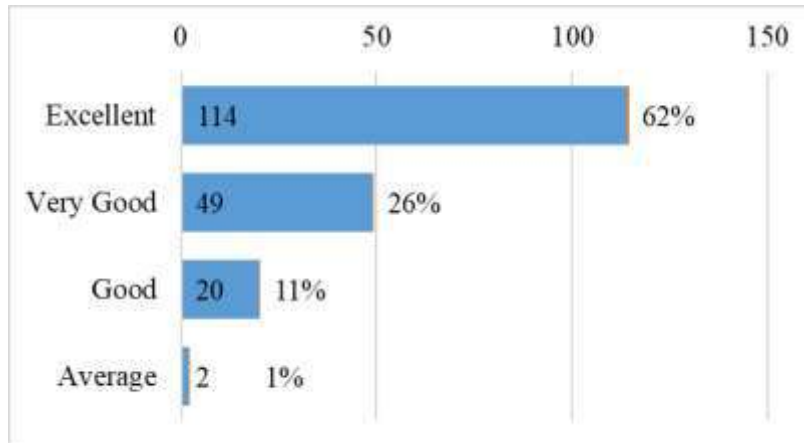
The detailed data analysis indicates that 38 per cent (71) of respondents valued the interns' high innovation levels and ability to contribute creative ideas. Thirty-nine per cent (73) of respondents rated interns excellent for their clarity in designing a plan of action. The quality of tasks performed and deliverables submitted by interns were rated as excellent by 46 per cent (86) of respondents. Thirty-six per cent (66) of respondents shared that the recommendations given by the interns had a high scope of practical application in their organizations.

c) Level of Satisfaction: Reports

To understand the level of satisfaction with the submission of written reports, four parameters were used: 1) Regularity and punctuality in daily reporting, 2) Regularity in the submission of weekly reports, 3) Punctuality in the submission of the final report, 4) Presentation and overall quality of the final report.

As shown in Fig 7.4, 62 per cent (114) of respondents expressed a high level of satisfaction with the reporting practices of students. Only two respondents felt that students did not submit reports on time.

Fig 7.4: Level of Satisfaction-Reports

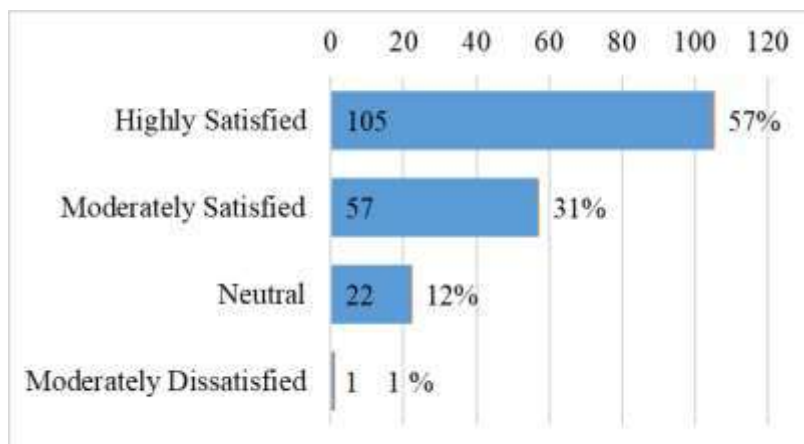


d) Level of Satisfaction: Civic Engagement Learnings

Internship organizations were requested to provide their responses on their level of satisfaction with interns' civic engagement learnings based on - 1) Understanding of social issues and their impact, 2) Understand the role of placement organization in addressing social issues, 3) Understand operational/managerial challenges of the placement organization, 4) Provide feasible (workable) solutions or recommendations to the problems identified, 5) Ability to learn from the internship experience. The responses were measured on a five-point Likert scale ranging from dissatisfied (1) to Highly satisfied (5).

Data shows that Fifty-seven per cent (105) of respondents were highly satisfied with interns' internship learnings regarding social issues, their impact, and the organization's challenges.

Fig 7.5: Level of Satisfaction- Civic Engagement Learnings

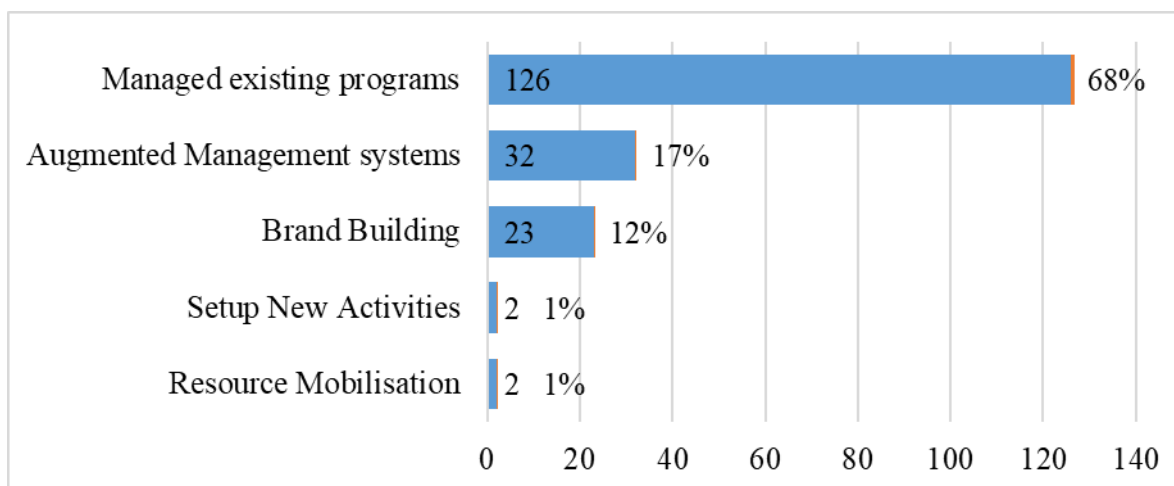


7.3 Contribution by students:

As depicted in Fig 7.6, 68 per cent (126) of students assisted in managing existing programs of the organizations.

Dr. K. R. Shroff Foundation, Vadali, reported, "*Kaushik has prepared a very good report on a skill development project with some data analysis. It will surely help us in our skill center work. His suggestions in the character-building program are also good.*" Diocesan Development & Welfare Society (DDWS), Prayagraj shared, "*The Interns have contributed much in person to running non-formal Slum Schools. They have given a few tips for the better functioning of the Slum schools. The interaction they have had with the children, youth, parents, and the other Slum dwellers has opened a new window for the Slum dwellers to think and reflect.*" Educate Girls, Ajmer mentioned, "*Kishlay's interpersonal skills are good. He got easily involved with the community and the school. He built a platform to share and collect information and data. His project report helps us extend benefits to underprivileged communities.*"

Fig: 7.6: Interns' Special Contribution



a) Augmented Management Systems

Around 17 per cent (32) of organizations felt that the students helped in augmenting their management systems. Animedh Charitable Trust (ACT), Mumbai, shared contributions made by individual students, "*Aashay Jain contributed to analyzing and cleaning our database. He also created trackers and helped in creating management reports. Dhaval Chheda contributed to descriptive data analysis. Both the students created dashboards for efficiently tracking and managing the work under the livelihood project. A major contribution was creating storybooks, games, and storyboards for our early childhood development project. Radhika Sharma researched to understand how an NGO project turned into a social enterprise. She finalized the social media calendar for ACT's communication strategy for all projects for the forthcoming year.*"

Umang, Jaipur, reported, *"Four interns were divided into two groups of two each. Those from finance were asked to analyze sales of products from the vocational training unit. They projected sales, ideas to cut expenses of the unit in 2023-24, and suggestions for improvement. The second group from HR was given the task of evaluating the present HR policy of Umang. They were asked to give suggestions for improvement, develop Job descriptions for various HODs, and suggest solutions to some problems we anticipated. They have been excellent. They worked with so much honesty and commitment that we will use the projected figures given by them in our proposed budget for 2023-2024. The recommendations for HR policy were outstanding, presented in the management committee meeting, and were highly appreciated. A committee of three members will now review the present policy in light of the recommendations given by your students. We highly appreciate the initiative, interest, commitment, and passion with which the students worked. I would give them an A+."*

Towards Future, Kolkata (Dum Dum) mentioned, *"Both the Interns, Bornini & Abhishek, are very good in their work. They not only followed the organization's guidelines, but they also tried to provide some new ideas that were very effective both for the organization and the working team."* Association for Non-Traditional Employment for Women (ANEW), Chennai, shared, *"Mahima, Radha, and Animesh worked collectively by identifying each other's strengths and using them. Work was divided amongst themselves and delivered to satisfaction on time. Besides the assigned work, they also came forward with practical suggestions."*

b) Brand Building

Bal Bhavan Society, Vadodara, shared, *"Both interns created many videos of our specific activities. They actively participated in the Bal Sarjan Project (a program for the children of Corporation School)."* Helpers of the Handicapped, Kolhapur mentioned, *"Sarah Qureshi is an outstanding student. She helped us in preparing PPT and some funding proposals. She also helped us in marketing our sewing products. Overall, she performed very well."* Kalipather Navjeevan Seva Samity (KNSS), Kolkata, mentioned, *"Interns helped us to make our social media presence strong."* SOS Children's Villages of India, Pune, shared, *"Jayesh Saraogi created a video library for the 11th class. He also delivered a motivational speech for 8th class students."*

Urban Tribal and Hill Advancement Society (UTHAN), Dharmashala, stated, *"Interns worked on social media pages for NGO. They designed PPTs and brochures for awareness activities. They actively participated in the awareness camp for child protection and field visits for inspections and awareness."*

c) Resource Mobilisation

Two respondents acknowledged students' efforts in resource mobilization. Mahavir International (Mahavir Foundation Trust), Vadodara, shared, *"The interns brought fresh and*

unique perspectives to our fundraising campaign by giving brilliant insights about donor psychology. They collaborated well in our daily activities to make the work flawless and effortless." Prangan Foundation, Dombivali informed, "Rohit has been diligent throughout his tenure with us. He has taken the initiative in ideation and participating in our sessions. He has played an instrumental role in drafting the annual report and volunteer recruitment."

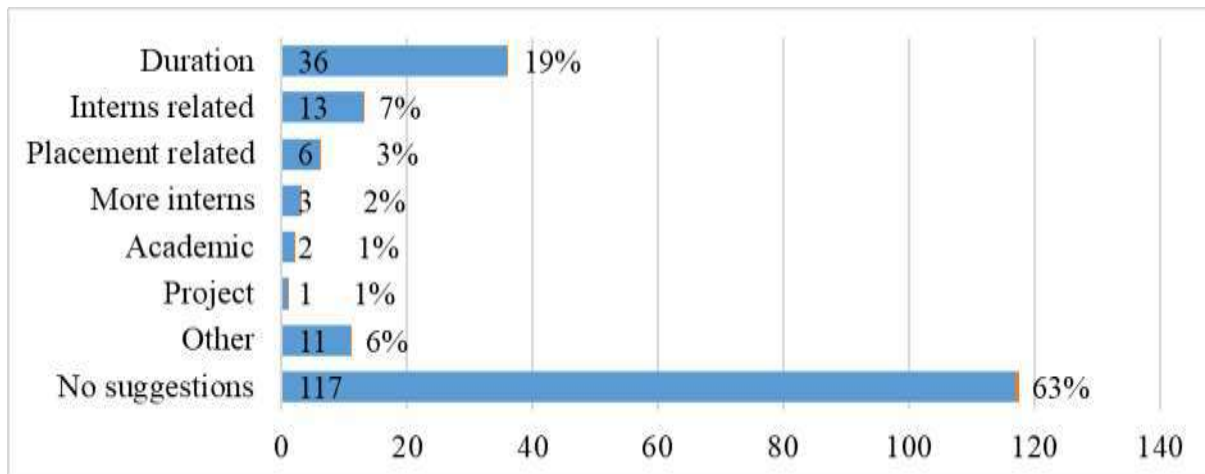
d) Setup New Activities

Even though there wasn't much room to work on new projects, one percent (two) of the students assisted the NGOs in launching their new initiatives. Indian Institute of Cerebral Palsy (IICP), Kolkata, mentioned, "Both the interns gave us few recommendations about the start-up project." SOS Children's Villages of India, New Delhi, shared, "Varun R has submitted a very detailed report on Scoping & Analysis of new territories to initiate fundraising, which is useful."

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

The internship organizations were requested to recommend suggestions for improvement of the We Care: Civic Engagement Internship. The suggestions extended by the respondents are displayed in Fig 7.7.

Fig: 7.7: Suggestions by Internship Organizations



Multiple Responses Total ≠ 185

a) Internship Duration

A little less than 1/5th of respondents felt that the duration of the internship should be increased by at least one month or more.

Ashadeep Guwahati mentioned, *"We request the management to extend their internship period, even if it is through virtual mode. Because the inputs/insight given by interns in management and finance domains are quite useful."* Catalysts for Social Action (CSA), Mumbai, recommended, *"Twenty-one days for an internship is not ideal. If the interns are to be involved in major projects, it is recommended to have them over a month."* Gram Vikas, Berhampur, suggested, *"The institute may consider increasing the internship duration. Three weeks is a very short period for a student to develop an understanding of an organization and tasks. Interns need time to interact with staff members/communities and then get on to the assignment. Given the nature of work done in Gram Vikas, a person needs to get sufficient field exposure before getting onto the task."*

Kshamata Transformation Centre, Thane, recommended, *"The internship period is extremely brief. It puts pressure on the staff already having work obligations and time constraints. Hence, not much can be explained, understood, created, and recommended in a couple of weeks. Innovative solutions and helpful recommendations may not come through without understanding in depth the challenges faced by the organization. Most times, the organization is aware of the problems (that are due to resource limitations) and solutions, too (sometimes). But, if interns can spend considerable time seeking innovative solutions or offering adaptable tools, it can be a game changer for the organization. The organization also loses precious input that could come from a time-intensive relationship."*

Association for Non-Traditional Employment for Women (ANEW), Chennai, informed, *"I would recommend that the internship period be extended by a week or more as often the interns gain more traction after observing how the organization functions for a week."*

Panchavati Rural Development Society (Panchavati), Hyderabad, recommended, *"Some of the issues in the organization need to spend more time on research and documentation. So, if the Internship period is extended to 4 weeks, it may be good for Civic Engagement. It enables more field visits to understand the gross-root issues in Rural Villages."*

b) Field visits/Fieldwork

NGOs recommended that the focus should be on more field visits, which will help students become aware of the ground reality. For instance, Gram Vikas, Berhampur suggested, *"Getting associated with a development organization needs field exposure/orientation in terms of visiting and interacting with the partner communities. That should be made compulsory for the students."*

c) Suggestions for Interns

Organizations felt that interns should focus on completing all the tasks during the internship duration. Prysht, Chandigarh, suggested, *"Interns could have focused more on other tasks shared by the mentor, like finding a new place and opening a new bank account. There was a*

lack of effort, and it could have been delivered more effectively." Society for Humanism and Universal Backward's Habitation Development Activities (SHUBHDA), Ajmer, recommended, *"Students should accomplish targets completely during the internship duration."*

Janhit Foundation, Meerut, suggested, *"Students should come with new ideas, more seriousness, sincerity & enthusiasm."* Conserve India, New Delhi, recommended, *"We Care is a great initiative. However, it would be more helpful for both parties if the students came with more seriousness, sincerity, and enthusiasm. They should not take it as something they must do as part of their coursework."*

Neemuch Sahaj Samaj Utthan Samiti, Neemuch, *"Pre-information about the project and details should be collected as homework. Students should be aware of the importance of community interaction skills."*

A few organizations gave suggestions for the interns. According to Pragati Social Services Society, Karnal, the intern needs to respect and accept the culture of rural villages and be open to learning from it. Samruddhi - A Workskills Training Academy Foundation Society, Nagpur, suggested, *"There should be a sense of competition amongst candidates if placed in the same city with the same organization."*

Blind People's Association, Ahmedabad, mentioned, *"We expect interns' 'Punctuality' and inclination to understand 'Diversity.'"* Jan Shikshan Sansthan, Palakkad, expected interns to develop a more client-centered approach.

d) Placement related

Agnes Kunze Society - Hope Project India, Dehradun, suggested, *"These days, placing a team of interns is preferable to a single student."* Dr. Hedgewar Hospital, Aurangabad, mentioned, *"Institute can send more than one candidate and arrange interaction with your faculty in your institute if possible."*

Swasthya Bhabna Welfare Society, Serampore, recommended, *"Interns can be engaged in various types of interdisciplinary social works interlinked with corporate social responsibility in the near future."* Love Care Foundation, New Delhi, informed, *"This year, additional interns were placed at the last minute. Such surprises should be avoided."*

Agastya International Foundation, Bengaluru; Ek Pahel, Agra; and Garbage Concern Welfare Society, Mumbai, suggested placing more interns.

8. Agenda Ahead

Based on the feedback received from students and organizations, a longer duration of the internship has been reiterated. However, due to our tight academic schedule, increasing the internship duration seems to be difficult.

A few students look forward to having flexible work hours during the internship. This suggestion can be extended to the organization provided they are ready to accommodate the request.

To make optimal utilization of the available time, it will be crucial to work with NGO and Faculty mentors to persuade the students to complete a few pre-internship tasks virtually. For instance, the orientation to the placement organizations can be completed in virtual mode. Similarly, if any data or document has to be studied prior to the internship, that too can be handled well in advance. NGOs, which have been placing our students for more than five years, can easily allot projects well in advance. The Center will encourage all the stakeholders to brainstorm and identify other alternatives for engaging students more effectively.

Annexure I

We Care: Civic Engagement Internship Student Data Form

SVKM's NMIMS
School of Business Management

We Care: Civic Engagement 2023
MBA-Core & MBA-HR (Batch 2022-2024)

Student Data Form

Note: Read this before filling up the form.

1. Duration: 21 working days between January 30 and February 22, 2023.
2. **Kindly submit your hometown address as mentioned in the Aadhar card.** In case you are not residing at the address mentioned in 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 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 locate the same, you shall have to intern in an NGO which 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.
6. Kindly submit the form by EOD on Friday, July 08, 2022. (The link will be closed on July 08, 2022, after the end of the day)

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

1. Name:
2. Gender:
 - a. Male
 - b. Female
3. Age Bracket: (Select an appropriate option)
 - a. 20 years to 24 years completed
 - b. 25 years and above
4. Course: (Select an appropriate option)
 - a. FTMBA (Core)
 - b. MBA - HR
5. Division: (Select an appropriate option)
 - a. FTMBA (Core)
 - b. MBA - HR
6. Roll No (A001 / HR-A001):
7. SAP ID:
8. Student's Mobile No (In case of any change at a later date, pl. update the same with the We Care Office):
.....
9. Hometown / Parents' Current Residential Address:
 - (a) House No./Wing/Building/Society/Street.....
 - (b) City / Town:

- (c) District:
- (d) State:
- (e) Pin code:
10. Parents' contact number:
11. Last Degree:
12. Volunteer Skill Set: (Select the appropriate options)
- i. Communication skills (includes drafting case stories/case studies/reports/mailers/content creation)
 - ii. IT Skills (includes designing software / designing website / developing mobile app)
 - iii. Marketing Skills (includes social media marketing / online branding)
 - iv. Teaching Skills (includes designing curriculum / designing teaching material/delivery of lecture sessions)
 - v. Finance Skills (includes budgeting / financial analysis)
 - vi. Research skills (includes secondary research/data analysis/report writing)
 - vii. Creative Arts (includes designing promotion material/video making)
 - viii. Performing Arts (includes dance/drama/music/drawing/crafts)
 - ix. Other, specify
13. (a) Work Experience: (Select the appropriate option)
- a. No experience
 - b. Up to 2 years
 - c. Above 2 years
- (b) If you have work experience, specify:
Name of the Organization
- (c) Sector: (Select the appropriate options)
- i. Finance
 - ii. Marketing
 - iii. HR
 - iv. IT
 - v. Operations
 - vi. None (Fresher)
 - vii. Other, specify
14. Previous Volunteering Experience in NGO(s)
- (a) Yes
- (b) No
15. 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:			

16. Intended field of Internship: (Give any 4 Preferences)

- i. Child Welfare
- ii. Community Development
- iii. Differently-abled
- iv. Environment
- v. Health
- vi. Livelihood
- vii. Micro Finance
- viii. Rural Development
- ix. Skill development
- x. Women Empowerment
- xi. No Preference

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

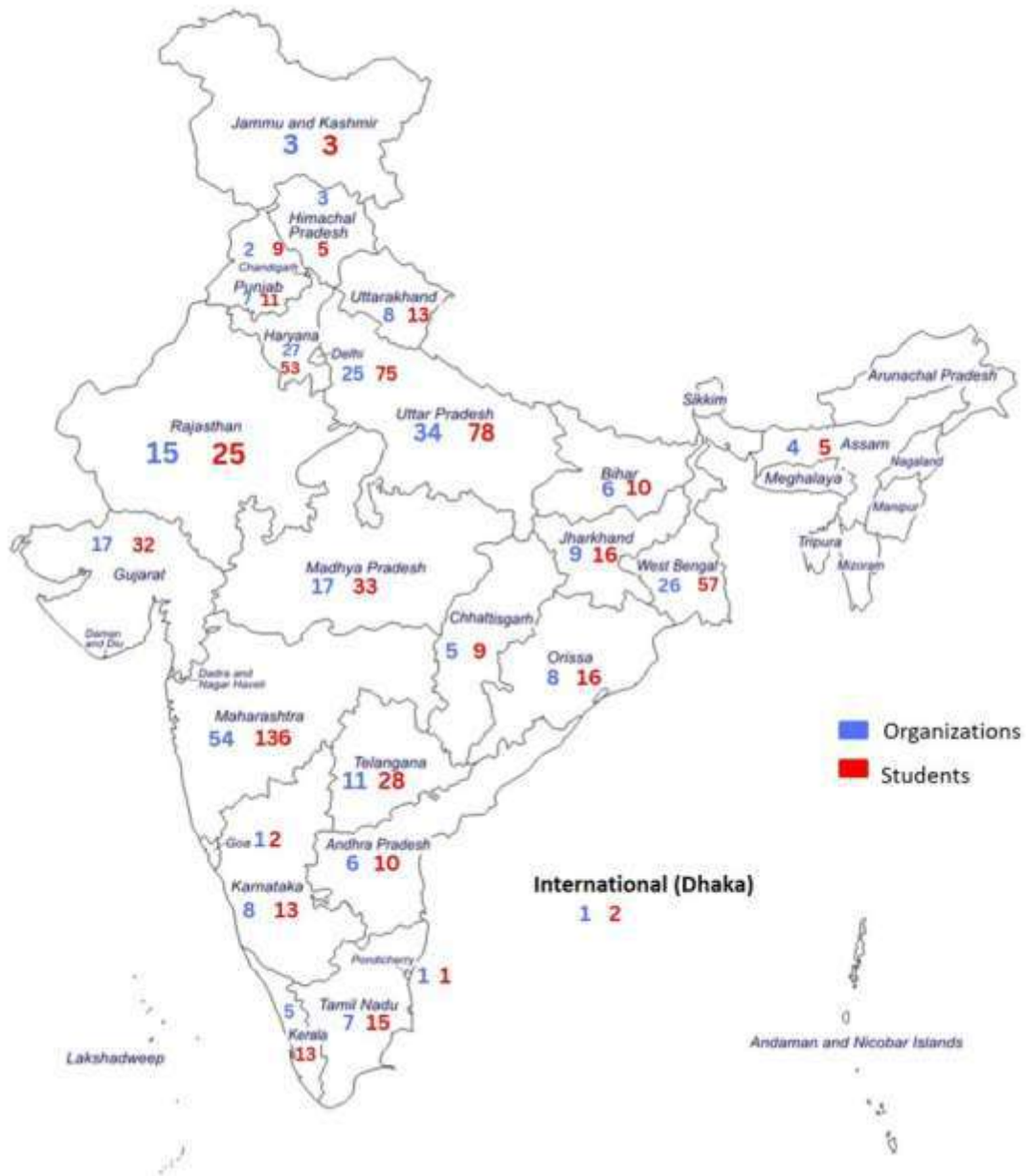
Signature

Name

Date

Annexure II

State-wise Distribution of Students and Internship Organizations



Annexure III

We Care: Civic Engagement Internship Timeline

Internship Execution: Schedule of Tasks	Timeline	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November
Planning																				
Initial Planning	May 24 to June 04, 2022																			
Pre internship activities																				
Sourcing Internship Organizations	June 06, 2022 to January 31, 2023																			
We Care Orientation Workshops	June 22 to 28, 2022																			
Collating Student Details	June 22 to July 11, 2022																			
Sourcing Students' Preferences and CVs	July 12 to October 17, 2022																			
Placement Process	July 16, 2022 to January 31, 2023																			
Appointment of Faculty Mentors	November 05 to 15, 2022																			
Internship Guidelines/ Code of Conduct: Designing & Disseminating	November 14, 2022 to January 31, 2023																			
Internship execution	January 30 to February 22, 2023																			
Post internship activities:																				
Feedback from Organizations	February 20 to 23, 2023																			
Feedback from Students	February 20 to March 31, 2023																			
Post Internship Assessment	February 27 to March 31, 2023																			
Poster Presentation	March 4, 2023																			
We Care Annual Report	March 6 to November 17, 2023																			

Annexure IV

List of Faculty Mentors and Regional In-charge

List of Faculty Mentors

Sr. No.	Faculty Name	No. of Students	No. of NGOs
1	Prof. Abhinav Kumar Sharma	13	6
2	Prof. Aditi Dey Sarkar	13	10
3	Prof. Akshay Khanzode	12	6
4	Prof. Alaknanda Menon	13	10
5	Prof. Amita Shivhare	13	7
6	Prof. Amrita Bansal	13	6
7	Prof. Anupam Rastogi	13	6
8	Prof. Arti Deo	13	7
9	Prof. Arun Sharma	11	7
10	Prof. Ashu Sharma	13	5
11	Prof. Bala Krishnamoorthy	9	2
12	Prof. Bijayinee Patnaik	13	7
13	Prof. Binesh Nair	13	4
14	Prof. Chandan Dasgupta	13	5
15	Prof. Chandrima Sikdar	12	3
16	Prof. Dayanand Shetty	13	5
17	Prof. Geeta D'Souza	13	4
18	Prof. Harikumar Iyer	13	6
19	Prof. Hema Bajaj	11	3
20	Prof. Hema Gwalani	13	8
21	Prof. Hitesh Kalro	13	4
22	Prof. Jacqueline Mundkur	13	6
23	Prof. Kalpana Tokas	13	4
24	Prof. Madhavi Gokhale	13	8
25	Prof. Manisha Sharma	13	5
26	Prof. Mayank Joshipura	13	9
27	Prof. Meena Galliara	10	8
28	Prof. Nafisa Kattarwala	13	3
29	Prof. Neha Sadhotra	13	11
30	Prof. Papiya De	11	9
31	Prof. Payal Trivedi	13	4
32	Prof. Pradeep Pai	13	8
33	Prof. Preeti Khanna	13	9
34	Prof. Preeti Nayal	13	6
35	Prof. Ritesh Haldankar	13	5
36	Prof. Rose Antony	13	4
37	Prof. Sachin Mathur	12	3
38	Prof. Samveg Patel	13	5
39	Prof. Sangeeta Wats	13	5
40	Prof. Satish Kajjer	13	8
41	Prof. Sayantan Khanra	13	4

Sr. No.	Faculty Name	No. of Students	No. of NGOs
42	Prof. Smita Mazumdar	13	3
43	Prof. Smriti Pande	13	4
44	Prof. Somnath Roy	13	6
45	Prof. Souvik Dhar	13	5
46	Prof. Subramania Raja Sulochana	13	5
47	Prof. Sudhanshu Pani	13	5
48	Prof. Sujata Mukherjee (External Faculty)	13	6
49	Prof. Sumant Devasthali	13	8
50	Prof. T. Kachwala	12	5
51	Prof. Varun Rijhwani	13	4
52	Prof. Veena Vohra	10	4
53	Prof. Vivek Subramanian	13	7
	Total	669	307

List of Regional In-charge

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

Annexure V

Rubrics: We Care: Civic Engagement Internship (2023)

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	Total Score
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 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 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 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.	Analyzes knowledge (facts, theories, etc.) from academic study that is relevant to civic engagement and importance of participation in civic life.	

		Has moderate reflective insights or analysis about the aims and accomplishments of the project handled.		
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 academic study that is relevant to civic engagement and importance of participation in civic life.	
Score				

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

Annexure VI

Student Feedback Form

SVKM's NMIMS
School of Business Management

We Care: Civic Engagement Internship - 2023 Student Feed Back Form

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

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

* Required

NMIMS Email Id*⁶

Roll No (A001/HR-A001)*

Name *

Gender*

1. Male
2. Female
3. Other

Programme*

1. MBA
2. MBA HR

Division*

Name of the Internship Organization*

Placement City*

Placement State*

Faculty Mentor*

1. Internship

1.1 On an average how many hours did you work per week*

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

1.2 Project Category* Please select one/more options as applicable

1.3 Unique contribution made by you to the Organization apart from the projects mentioned in Q. 1.3*

1.4 Identify the SDGs which are applicable to the projects which you have undertaken (Select the SDGs applicable to your internship project/s)

⁶ Email id will be automatically captured in the online form

2. Quantitative Feedback - 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 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 final report

3. We Care Learning and Feedback

3.1 Do you feel that We Care internship learning experience was beneficial?*

1. Yes
2. No

3.2 Justify your answer to 3.1.

3.3 Which operational/managerial challenges faced by the organization you observed during the internship

3.4 Recommendations suggested by you to overcome managerial/ operational challenges

3.5 Key challenges faced by you during the internship.

(Please select one/more options as applicable)

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

3.6 How did you overcome the abovementioned challenges?

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

3.8 Suggestions for Improvement of the We Care Internship programme

4. Faculty Mentor Feedback

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

1. Provided inputs before the internship
2. Provided inputs during the internship
3. Intervened and helped me whenever needed
4. Did not provide required support
5. I did not require any support

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

1. Received prompt response from my mentor
2. Faculty Mentor never responded
3. Did not feel the need to contact my mentor

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

1. Before the internship
2. Weekly meetings during the internship
3. I was in touch via email/telephone
4. Did not meet

Annexure VII

Internship Organization Feedback Form

SVKM's NMIMS

School of Business Management

We Care: Civic Engagement Internship - 2023 Organization Feedback Form

We Care Team gratefully thanks you for providing our students with internship support and for guiding them about civic participation.

We Care: Civic Engagement Internship is a mandatory component of our MBA curriculum. We are committed towards improvising this experiential learning of our students for the betterment of society. Your feedback will help us evaluate and further enhance our internship programme. We request you to provide us with your inputs on the students' performance during the internship.

* Required

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

1. Internship

- No. of interns placed
- Do you wish to give individual feedback of each student? If so, mention their name here and your opinion about them.
- If no, go to the next question.

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

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

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

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

1. Regularity and punctuality in reporting for work
2. Quality of interpersonal relations
3. Level of motivation to work with the Organization
4. Interest to learn about the Organization

5. Flexibility displayed in adjusting to the organizational norms

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

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

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

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

2.4 Civic Engagement Learnings* Poor – 1, Average – 2, Good – 3, Very Good – 4, Excellent – 5

1. Understanding of social issues and their impact
2. Understand the role of placement organization in addressing social issues
3. Understand 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' Contribution* (You can mention separate remark for each intern)

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

3.3 Any other information that you may like to share

Annexure VIII

List of Projects Annexure VIII

List of Projects

Sr. No.	Project Title	Organization Name	City	State / UT Name
1	Childline Outreach & Rescue Initiative: Amplifying Awareness	Social Educational and Economic Development Society (SEEDS)	Guntur	Andhra Pradesh
2	Empowering Lives: Case Studies of Transformation through SERUDS' Initiatives	Sai Educational Rural and Urban Development Society (SERUDS)	Kurnool	Andhra Pradesh
3	Rural Empowerment: Identifying Community Needs and Implementing Sustainable Solutions	Association for the Rural Development (ARD)	Nellore	Andhra Pradesh
4	Empowering through Immersive Tutoring	Sahiti Charitable Trust	Rajahmundry	Andhra Pradesh
5	SUD Measures & Syllabus for Day Bridge Schools	Navajeevan Bala Bhavan Society	Vijayawada	Andhra Pradesh
6	Welfare of Women, Children, and Farmers: Designed Funding Proposals for CSR Grants from PSUs	Bapuji Rural Enlightenment and Development Society (BREDS)	Visakhapatnam	Andhra Pradesh
7	Business Development Strategy: Overcoming Reliance on Donations	Ashadeep	Guwahati	Assam
8	Alternate livelihood for Residents in Nearby Forests	AVA Foundation	Guwahati	Assam
9	Designing Compensation Structure, Job Rotation Program, and Digital Marketing Strategy for GrassLooms, Handloom Initiative	Rashtriya Gramin Vikas Nidhi (RGVN)	Guwahati	Assam
10	Social Media Management and Designing CSR Report Template Aligning SDG 17	Purbottar Vikash Parishad	Tinsukia	Assam
11	Mobilization of Street Vendors: Awareness About Policies and Assistance Available for Street Vendors	National Association of Street Vendors of India (NASVI) / Nidan MFI	Bhagalpur	Bihar
12	Empowering Rural India: Facilitating Chalaang & Touch Projects	Vikalp Foundation	Gaya	Bihar
13	Participatory Rural Appraisal for Needs Assessment, Amenity Mapping, and FPO Advocacy.	Kaushalya Foundation	Motihari	Bihar
14	Creating a Marketing Plan for KIIT (Knowledge Institute of Information Technology)	Asian Sahyogi Sanstha India (ASSI)	Patna	Bihar
15	Lighting Lives: Candle-Making Business Development Plan	Gramin Evam Nagar Vikas Parishad (GENVP)	Patna	Bihar
16	Financial Literacy and Awareness About Policies for Street Welfare of Street Vendors	National Association of Street Vendors of India (NASVI) / Nidan MFI	Patna	Bihar
17	Organizing the Annual Function While Creating Content for the Reports	Indian National Portage Association (INPA)	Chandigarh	Chandigarh

Sr. No.	Project Title	Organization Name	City	State / UT Name
18	Breaking Barriers, Inspiring Change: Empowering Women, Promoting Health, and Advocating Awareness	Society for Service to Voluntary Agencies (SOSVA)	Chandigarh	Chandigarh
19	Creating Awareness And Revenue Streams For Sneh Sampada	Sneh Sampada Vidhyalaya	Bhilai	Chhattisgarh
20	Empowering Growth: The Sustainable Bamboo Cluster Project	Shikhar Yuva Manch (SYM)	Bilaspur	Chhattisgarh
21	Impact Assessment of SECL CSR Project of Establishment of Smart Classrooms in Government Schools in Korba District	South Eastern Coalfield Limited (SECL)	Dipka	Chhattisgarh
22	Farming in Climate Change and Self-defence for Rural Women	Help & Helps Samiti	Raipur	Chhattisgarh
23	Family Strengthening Programme	SOS Children's Villages of India	Raipur	Chhattisgarh
24	Creation of Health Cards	Caritas-Goa	Panjim	Goa
25	Employee Satisfaction Research at BPA & Impact Analysis on Digital Hearing Aid & Daisy Player	Blind People's Association	Ahmedabad	Gujarat
26	Enhancing Impact: Leveraging Data, Social Media, and Posters for Effective NGO Operations	Humankind	Ahmedabad	Gujarat
27	Enabling Digital Learning: Content Development and Collaborations	Samaitshala	Ahmedabad	Gujarat
28	Spreading Awareness Among Children on Various Social Issues	Madhuvan Foundation	Anand	Gujarat
29	Women Empowerment and Village Development	Diwaliben Trust	Bardoli	Gujarat
30	To Create a Proposal to Make Gandhinagar a "Happy City"	Udgam Charitable Trust	Gandhinagar	Gujarat
31	Green Community: Eco-bricks Project Awareness Campaign	Chaitanya Charitable Trust	Jamnagar	Gujarat
32	Empowerment in Rural Areas Under Atal Bhujal Yojna	Gramin Vikas Trust	Palanpur	Gujarat
33	Project Life- Increasing Reach to Enhance More Lives	Saurashtra Medical & Educational Charitable Trust	Rajkot	Gujarat
34	Need Assessment of Newly Added Areas of the Organization	Navsarjan Trust	Surat	Gujarat
35	Issues Faced by the SHGS in Surat District	Shakti Foundation	Surat	Gujarat
36	Designing CSR Exchange Portal, Marketing and Branding	Shree Mahadev Educational & Rehabilitation Public Charitable Trust	Surat	Gujarat
37	Child Education, Skill Development, and Vocational Guidance	Dr. K. R. Shroff Foundation	Vadali	Gujarat
38	"Enabling Opportunities: Online Registration, Impactful Pitch Decks, Engaging Social Media, and Strategic Proposals"	Bal Bhavan Society	Vadodara	Gujarat
39	1. Integrated Empowerment and Impact Assessment Framework for SHG Women's Products 2. Returns on Investment Analysis for Safe Motherhood Initiatives	Deepak Foundation	Vadodara	Gujarat
40	Digital Marketing and Crowd Funding for Teaching Support at Mahavir International	Mahavir International (Mahavir Foundation Trust)	Vadodara	Gujarat

Sr. No.	Project Title	Organization Name	City	State / UT Name
41	Increasing NGO Visibility through Primary Survey and Web-designing	Andhajan Seva Trust	Veraval	Gujarat
42	Open Shelter Home: Educational Support and Awareness Campaign	District Child Welfare Council (DCWC)	Ambala City	Haryana
43	Understanding Sai Trinity Organization's Activities and Creating Awareness	Sai Trinity Organization	Bahadurgarh	Haryana
44	Awareness, Data Collection, and Process Streamlining	Adarsh Samaj Sahayog Samiti	Faridabad	Haryana
45	Scopes for Improvement in Child Education and Age Care at AWH	Association for the Welfare of Handicapped	Faridabad	Haryana
46	Educational Support: Vidya-Educational Awareness through Technological Advances	Prakash Deep Trust (Prakashdeep)	Faridabad	Haryana
47	Curation of Educational Videos for Class Xth CBSE to Facilitate SOS Children's Village's Rural Education Efforts	SOS Children's Villages of India	Faridabad	Haryana
48	Human Rights Awareness with National Human Rights Commission (NHRC), and Research: Current State of Karnal	Aarohan	Gurugram	Haryana
49	Teaching and Developmental Facilitation of Primary and Senior Wing	Bharat Memorial Charitable Trust, "Neev"	Gurugram	Haryana
50	Assessing Issues of Tardiness in Government Schools and Efficiently Managing Tasks for Finance and Partnership Teams	Bharti Foundation	Gurugram	Haryana
51	Helping Hands - Engaging Specially Abled People	Khushboo Welfare Society	Gurugram	Haryana
52	Marketing Research, Brand Management, and Digital Activation for a Rural Women's Production Group	Lady Bamford Charitable Trust (JCB's CSR arm)	Gurugram	Haryana
53	Crafting Success Stories at Literacy India	Literacy India	Gurugram	Haryana
54	Developing Customer Relationship Management (CRM) Dashboard	Milaan: Be the Change	Gurugram	Haryana
55	Vishwam Sadan AIIMS - CSR Impact Assessment	Power Grid Corporation of India Limited	Gurugram	Haryana
56	Social Media Marketing for the UPAY Fellowship Program	Underprivileged Advancement by Youth (UPAY)	Gurugram	Haryana
57	NIOS and Margam: Empowering Children, Youth & Women through Education	VIDYA	Gurugram	Haryana
58	VISHWAS Vidyalaya and Community Outreach Activities	VISHWAS- Vision for Health Welfare and Special Needs	Gurugram	Haryana
59	Study on Childline 1098 and Supporting Field Activities	District Council for Child Welfare	Jind	Haryana
60	Access to Justice: Awareness of Safety Against Sexual Abuse	M. D. D. Bal Bhavan	Karnal	Haryana
61	Women and Child Development Program: Beneficiary Feedback	Pragati Social Services Society	Karnal	Haryana

Sr. No.	Project Title	Organization Name	City	State / UT Name
62	Nurturing Change: Empowering Individuals for Sustainable Agriculture and Environmental Awareness	Kisan Sanchar	Kurukshetra	Haryana
63	Strengthening Human Resource Policy and Digital Marketing	Association For Social Health In India (ASHI)	Panchkula	Haryana
64	Nurturing Change: Empowering Individuals for Sustainable Agriculture and Environmental Awareness	Kisan Sanchar	Panchkula	Haryana
65	Education, Training, and Employment Initiatives for Students and Job-Seekers	Kalyani Education Welfare Trust	Panipat	Haryana
66	Nurturing Change: Empowering Individuals for Sustainable Agriculture and Environmental Awareness	Kisan Sanchar	Panipat	Haryana
67	Management of SHGs in rural areas and Social Media Marketing	R P Education Society	Rohtak	Haryana
68	Empowering and Saving Minds: Enhancing Lives of the Specially Abled through Education and Skill Development Initiatives	Disha	Sirsa	Haryana
69	Creating a Marketing Roadmap for UTHAN	Urban Tribal and Hill Advancement Society (UTHAN)	Dharamshala	Himachal Pradesh
70	Self-Help Groups Bank Linkage Program Under NABARD's Micro Credit Loan and Promotion of Joint Liability Groups Scheme	Gramin Sewa Ashram Shramban	Palampur	Himachal Pradesh
71	Awareness Campaign on Substance Abuse: Designing Proposal for Grants	Himachal Pradesh Voluntary Health Association (HPVHA) (Childline)	Shimla	Himachal Pradesh
72	Child Marriages: Study on Causes and Solutions	Childline India Foundation	Jammu	Jammu & Kashmir
73	Financial Literacy Campaign	CRISIL Foundation	Sopore	Jammu & Kashmir
74	Childline: Outreach Programs	Hemophilia Society (Childline)	Udhampur	Jammu & Kashmir
75	Feedback Surevey : ' <i>CCL Ke Lal Ladali</i> ' Program	Central Coalfields Limited (Coal India Limited)	Barkakana, Ramgarh	Jharkhand
76	Research: Empowering the Tailoring Industry	Literacy India	Bokaro	Jharkhand
77	Digital Transformation: Lok Prerna	Lok Prerna	Deoghar	Jharkhand
78	Mica: Creating New Opportunities for Jharkhand	Bal Kalyan Sangh	Giridh (Dhanbad)	Jharkhand
79	Finding the Condition of Children's Education in Rural Areas of the Khunti District After Covid-19 and the Underlying Cause of their Existing Performance	Bal Kalyan Sangh	Khunti (Ranchi)	Jharkhand
80	Holistic Rural Development Programme (HRDP)	Jan Jagran Kendra	Hazaribaug	Jharkhand
81	Devising a Proposal for Kishlay, a Creche Facility to Support Working Parents and Ensure a Place for Safe Childhood	Adarsh Seva Sansthan	Jamshedpur	Jharkhand

Sr. No.	Project Title	Organization Name	City	State / UT Name
82	Facilitating Education for Underprivileged and Tribal Children, Career Counseling, and Women's Small-scale Entrepreneurship	Society for Promotion of Art Research into Socio-Economic-Cultural Heritage (SPARSH)	Jamshedpur	Jharkhand
83	Organisational Profile, Objectives & Impact of HR in Development Sector	Citizens Foundation	Ranchi	Jharkhand
84	Content Creation - Reporting and Social Media	Agastya International Foundation	Bengaluru	Karnataka
85	Skill Development for Underprivileged Students: Financial Literacy	Salaam Bombay Foundation (Cube Academy Private Limited)	Bengaluru	Karnataka
86	Importance of Sustainable and Equitable Development and Living with Help of Research and Analysis	Environments Support Group	Bengaluru	Karnataka
87	To Enhance the Productivity of TAPF Kitchen by Improving the Participation Level of Blue Collared Workers in Continuous Improvement Processes	The Akshaya Patra Foundation	Bengaluru	Karnataka
88	Study: How United Way Bengaluru is Bringing People Together to Restore Lakes	United Way Bengaluru	Bengaluru	Karnataka
89	Enriching Lives through Curriculum Development, Event Planning and Continuous Improvement at Deenabandhu	Deenabandhu	Gadag	Karnataka
90	New Age Branding and Awareness through Video - Empowering the Organization	Sneha Kiran Of Mysore Spastic Society	Mysuru	Karnataka
91	Insights Into Impactful Projects by Manuvikasa	Manuvikasa	Sirsi	Karnataka
92	Optimizing Inventory Management and Marketing for a Small-scale Organic NGO Store	Welfare Services Ernakulam	Ernakulam	Kerala
93	Childline 1098: Promoting Child Welfare and Protection	Childline India Foundation	Kannur	Kerala
94	Beneficiary Feedback, Case Studies Documentation, Assessment & Business Motivation Classes for the Trained Students.	Jan Shikshan Sansthan	Palakkad	Kerala
95	Collaboration with Other NGOs	Svaastika	Thiruvananthapuram (Trivandrum)	Kerala
96	Ideation and Implementation of AWAKE Project at MSK Nagar	Trivandrum Don Bosco Veedu Society	Thiruvananthapuram (Trivandrum)	Kerala
97	Empowering Children's Rights: Case Documentation, Counselling, and Impact Assessment in Childline	Aarambh Education & Community Development Society	Bhopal	Madhya Pradesh
98	Seeding Prosperity: Orchestrating Excellence in Operations, Risk Mitigation, Quality Control, and Marketing at Anant Mandi	ANSH Happiness Society	Bhopal	Madhya Pradesh
99	Education, Protection, and Upliftment of Women and Children	Jan Sahas Social Development Society	Bhopal	Madhya Pradesh
100	Women's Wings: Pioneering Safe Tourism in Madhya Pradesh	Vasudha Vikas Sansthan	Dhar	Madhya Pradesh
101	Synergy Gram Organizational Structure and Artisans Profiling	Synergy Sansthan	Harda	Madhya Pradesh

Sr. No.	Project Title	Organization Name	City	State / UT Name
102	Creating a Child-Friendly World	Aim for the Awareness of Society (AAS)	Indore	Madhya Pradesh
103	Raising Awareness for Different Career Streams to Underprivileged Students	Bhartiya Grameen Mahila Sangh	Indore	Madhya Pradesh
104	Worker Protection, Safe Migration and Mental Health: Awareness and Data Collection	Jan Sahas Social Development Society	Indore	Madhya Pradesh
105	Beyond the Basics: Learning Beyond Books	Jwala Mahila Samiti	Indore	Madhya Pradesh
106	Need Assessment Study: Skill Development in Indore City	Yuva Parivartan Institute of Skill Development [Kherwadi Social Welfare Association (KSWA)]	Indore	Madhya Pradesh
107	Study on Kishori Balika Karyakram(KBK) and Migrant Worker Protection Programmes	Jan Sahas Social Development Society	Jabalpur	Madhya Pradesh
108	A Study on Unlocking the Potential of Millets for Optimal Child and Maternal Health and Supporting Organizations through Marketing Strategy for Business Expansion	National Institute of Women Child and Youth Development (NIWCYD)	Jabalpur	Madhya Pradesh
109	Branding the Farmer Producer Organization ALIVE (Alternative Livelihood in Village Entrepreneurship)	Manav Jeevan Vikas Samiti	Katni	Madhya Pradesh
110	Community-based Malnutrition Management	Spandan Samaj Seva Samiti	Khandwa	Madhya Pradesh
111	Creating Engaging and Informative Content for the Website of “Dharti” that Would Effectively Communicate the NGO’s Mission, Vision, and Impact to the Visitors of the Website.	Dharti Gramoththan Evam Sahbhagi Gramin Vikas Samiti	Morena	Madhya Pradesh
112	Childline: Awareness, Execution and Documentation	Neemuch Sahaj Samaj Utthan Samiti / Sahaj Samiti	Neemuch	Madhya Pradesh
113	Childline Volunteering & Empowering Women SHG	Vidisha Social Welfare Organisation (VSWO)	Vidisha	Madhya Pradesh
114	Enhancement of Curriculum, Assessment Data, and Physical & Digital Infrastructure	Academy of Learning and Development	Andheri	Maharashtra
115	Implementation of Menstrual Hygiene Management Program	Ambuja Cement Foundation	Andheri	Maharashtra
116	Project Nanhe Kadam, Project Donna, Project Sahaj, Project Saksham, Project WASH, Project Shakti	Animedh Charitable Trust (ACT)	Andheri	Maharashtra
117	Educational Support and Career Guidance for Underprivileged Children	Ashadeep Association	Andheri	Maharashtra
118	Monitoring Evaluation Accountability & Learning for Habitat	Habitat for Humanity	Andheri	Maharashtra
119	Supporting Teachers: Enhancing Classroom Instruction through Visual Aids and Delivering Remedial Lessons for Students	Aseema	Bandra	Maharashtra
120	Research on Learning Management Systems (LMS)	Light of Life Trust	Bandra	Maharashtra

Sr. No.	Project Title	Organization Name	City	State / UT Name
121	Process Improvement: Mobilisation of Youth - Research and Data Analysis	Yuva Parivartan Institute of Skill Development [Kherwadi Social Welfare Association (KSWA)]	Bandra	Maharashtra
122	Maximizing Impact through Perfume Marketing	Vijay Krida Mandal (VKM)	Bhandup	Maharashtra
123	Project 1: Citizenship and Human Rights. Project 2: Health and Disability	Apnalaya	Chembur	Maharashtra
124	Oscar Foundation: Risk Assessment Survey, Developing SOPs and Case Studies	Oscar Foundation	Fort	Maharashtra
125	Organizing Campaigns and <i>Tarang</i> Event Celebrating Twenty-Two Years' Journey of the NGO	Catalysts for Social Action (CSA)	Ghatkopar	Maharashtra
126	Evaluating and Improving HR Processes & Improving IT Capabilities	Vikas Sahyog Pratishthan	Goregaon	Maharashtra
127	Empowering Social Impact by GCWS through Integrated Marketing Strategies	Garbage Concern Welfare Society	Kandivali	Maharashtra
128	Capacity Building in Content, Digital Marketing, Tech Advancement for Admin Work, Pitch Decks, etc	Srujna	Kandivali	Maharashtra
129	Operations and Marketing Strategy Improvement for Handmade Notebooks	Aftertaste Foundation	Malad	Maharashtra
130	Planning and Execution of Residential Camp. Documenting Financial & HR Policy and Life Story of Underprivileged Children.	Hamara Foundation	Mumbai Central	Maharashtra
131	Illuminate Innocence: Empowering Children, Ensuring Rights	Pratham Mumbai Education Initiative	Nariman Point	Maharashtra
132	1) Providing Financial Literacy to 8th-10th Standard Students; 2) Mentorship to Underprivileged Entrepreneurs	Salaam Bombay Foundation	Nariman Point	Maharashtra
133	Digital Marketing and Performance Improvement at Karmann and Mann Foundations	Mann - Center for Individuals with Special Needs	Vile Parle	Maharashtra
134	New Implementation Pathways Within Life Skills Space	Magic Bus India Foundation	Airoli	Maharashtra
135	Graphical Assessment Reports of Students' Classroom Performance	Swami Brahmanand Pratishthan	CBD Belapur	Maharashtra
136	Resource Acquisition, Fundraising, and Content Development	Prangan Foundation	Dombivali	Maharashtra
137	Optimising Process Workflow and Output Decisions at Pragatee Foundation	Pragatee Foundation	Jui Nagar	Maharashtra
138	Increasing Visibility: Promotion and Fundraising	SAPREM (Social Aspiration for Participatory Reforms by Evolved Manpower)	Kalyan	Maharashtra
139	Teaching and Development of Underprivileged Children	Manjari Charitable Trust	Kharghar	Maharashtra
140	Transforming the Future: CSR and its Impact on The Surrounding Villages	Reliance Industries Limited	Nagothane	Maharashtra

Sr. No.	Project Title	Organization Name	City	State / UT Name
141	Designing a Mobilization Strategy to Increase Efficiency and Impact in Panvel	Yuva Parivartan Institute of Skill Development [Kherwadi Social Welfare Association (KSWA)]	Panvel	Maharashtra
142	Higher Education Aid for Hearing and Speech-Impaired Students	Sujaya Foundation	Seawoods, Vashi	Maharashtra
143	Pitch Deck for Fundraising, Budget Planning, and Social Media Analysis	Kshamata Transformation Centre	Thane	Maharashtra
144	Integrated Village Development Programme (IVDP) Process Document	Tata Motors Limited	Thane	Maharashtra
145	Empowering Lemon Producing Farmers through Shareholder Engagement	Shree Datta Gramin Va Shahri Vidya Prasarak Mandal	Akola	Maharashtra
146	Content Development and Data Management	Prayas - Sevankur	Amravati	Maharashtra
147	Competency Mapping	Dr. Hedgewar Hospital	Aurangabad	Maharashtra
148	Designing HR Policy and Managing Social Media	Marathwada Gramin Vikas Sanstha	Aurangabad	Maharashtra
149	Childline Project: Working on 3 'C's - Catalyse, Collaborate, and Communicate	Sapthasrungi Bahuudyshiya Mahila Sanstha	Dhule	Maharashtra
150	Streamlining Operations with the Power of Data	Vardhishnu - Social Research & Development Society	Jalgaon	Maharashtra
151	Enhanced Marketing: Digital and Non-digital Channels	Annapurna Sevabhavi Santha	Karad	Maharashtra
152	Mobilizing Resources: Proposals and Pitching for Corporate Funding	Helpers of the Handicapped	Kolhapur	Maharashtra
153	Enhancing ChildLine's Impact on Underprivileged Children	Sangli Mission Society	Kolhapur	Maharashtra
154	Transforming IRCED: Empowering IRCED through Enhanced HR Recruitment, Amplified Online Presence, and Revamped Vision-Mission	Institute of Rural Credit and Entrepreneurship Development (IRCED)	Sangli	Maharashtra
155	Fundraising and Self-Sustainable Model for Amrapali Utkarsh Sangh	Amrapali Utkarsh Sangh	Nagpur	Maharashtra
156	Enhancing digital outreach of Aroha NGO and RangResha Product Range	Aroha	Nagpur	Maharashtra
157	Study of Exploration of Nagpur's Industrial Landscape	Samruddhi A Workskills Training Academy Foundation Society (Samruddhi - A WTA Foundation)	Nagpur	Maharashtra
158	Study of Process Improvement and Skill Development in Nagpur	Yuva Parivartan Institute of Skill Development [Kherwadi Social Welfare Association (KSWA)]	Nagpur	Maharashtra
159	Empowering Marginalized Communities through Outreach Programs and Child Protection Initiatives	Navjeevan World Peace & Research Foundation	Nashik	Maharashtra
160	Empowering Futures: Enhancing Work Readiness and Placements for Vulnerable College Students	International Association for Human Value (BNY Mellon Project)	Pune	Maharashtra
161	Impact Assessment: Umang Project's LMS	Idea Foundation	Pune	Maharashtra

Sr. No.	Project Title	Organization Name	City	State / UT Name
162	Empowering Futures: Promoting Financial Literacy Among Underprivileged Students	Salaam Bombay Foundation	Pune	Maharashtra
163	Online Educational Library for Classes 9th - 12th	SOS Children's Villages of India	Pune	Maharashtra
164	Empowering HIV/AIDS Students through Skill Development & Counselling	Sparsh Balgram	Pune	Maharashtra
165	Survey: Loss of Learning Due to COVID-19	Swadhar IDWC	Pune	Maharashtra
166	Digital Literacy and Productivity: Empowering Staff with Computer Basics and Essential Software Training	SANGRAM Sampada Gramin Mahila Sanstha	Sangli	Maharashtra
167	Study, Planning, and Execution Support for Outreach Activities	Mukesh Patel Charitable Trust	Shirpur	Maharashtra
168	Sectoral reports: Education, Healthcare, IT and Skill Development in India, and Circular Economy Data Ecosystem in Philippine	7islands Business Consultancy LLP	New Delhi	NCT of Delhi
169	Market research: Expanding Artisan Relations, Industrial Partnerships, and Store Outreach to Domestic and International Markets	All India Artisans and Craftworkers Welfare Association (AIACA)	New Delhi	NCT of Delhi
170	Empower Up: A Crowdfunding Drive for the Empowerment of the Youth	Alohomora Education Foundation	New Delhi	NCT of Delhi
171	Transforming Lives through Redevelopment of Sanjay Amar Colony	Association For Social Health In India (ASHI)	New Delhi	NCT of Delhi
172	Enhancing the Social Media presence of Bosconet	Bosconet	New Delhi	NCT of Delhi
173	Content Development and Documentation for Street Intervention for Protection of Children (STRIFE) Project	Childhood Enhancement through Training and Action (CHETNA)	New Delhi	NCT of Delhi
174	Expanding Digital Footprint through Social Media and Website	Connecting Dreams Foundation	New Delhi	NCT of Delhi
175	Sustainable Solutions for a Greener India: Empowering Communities through Conserve India	Conserve India	New Delhi	NCT of Delhi
176	Transforming Education of Specially-abled: Resource Mobilization and Marketing	Deepalaya	New Delhi	NCT of Delhi
177	Impact Study: Feasibility and Operational Efficiency of Pre-School Preparatory Program (PWK)	Delhi Council for Child Welfare (DCCW)	New Delhi	NCT of Delhi
178	Women's Empowerment through Education and Skill Training	EFRAH (Empowerment for Rehabilitation, Academic & Health)	New Delhi	NCT of Delhi
179	Enhancing Livelihoods and Trade Opportunities for the Underprivileged and Handicapped	Fair Trade Forum – India (FTF-I)	New Delhi	NCT of Delhi
180	Digital Literacy at Village of Hope	Hope Foundation	New Delhi	NCT of Delhi
181	Sarva Siksha Abhiyan: Educational Support	Love Care Foundation	New Delhi	NCT of Delhi
182	Enhancing Visibility: Social Media and Content Creation	Muskaan	New Delhi	NCT of Delhi

Sr. No.	Project Title	Organization Name	City	State / UT Name
183	Me to We Journey of Children: From Self Introspection to Knowing about Society	Nav Srishti	New Delhi	NCT of Delhi
184	Brand Integration and Social Media Management	Navjyoti India Foundation	New Delhi	NCT of Delhi
185	Designing Annual Reports, Staff Training, Fund Raising & Social Media Strategies	Nipun	New Delhi	NCT of Delhi
186	Drafting Annual Plan, Promotional Materials, and Corporate Linkages for Project Women Sanitization and Hygiene (WOSH)	Prerna Social Development and Welfare Society	New Delhi	NCT of Delhi
187	Making a Holistic Impact - Sahyog Care for you	Sahyog - care for you	New Delhi	NCT of Delhi
188	Increasing Visibility for Computer Literacy Programs, Social Media, and Fundraising	Sakaar Outreach	New Delhi	NCT of Delhi
189	Empowerment Through Education, Technology, and Sports: A Holistic Approach to Social Impact	Salaam Baalak Trust	New Delhi	NCT of Delhi
190	HR - Recruitment & Employee Engagement	Smile Foundation	New Delhi	NCT of Delhi
191	Identification of Potential Corporate Donors and Creation of an Educational Resource e-library for Underprivileged Children	SOS Children's Villages of India	New Delhi	NCT of Delhi
192	Educating the Underprivileged Section of the Society	Sri Aurobindo Society	New Delhi	NCT of Delhi
193	Water Site Inventory Management	Gram Vikas	Berhampur	Odisha
194	Maximizing Organizational Potential through Skill Development, Disaster Management, Human Resources and Finance	Centre for Youth and Social Development (CYSD)	Bhubaneswar	Odisha
195	Enhancing the Marketing Strategies and Distribution Channels of Spring Health	Spring Health	Bhubaneswar	Odisha
196	Transforming Lives: A Comprehensive Approach to Homelessness Rehabilitation	Vikash	Bhubaneswar	Odisha
197	Counseling and Documentation for the Children in Shelter Home-Basundhara	Basundhara	Cuttack	Odisha
198	Understanding Childline Operations and Documentation	Socio Economic Health & Agricultural Development Association (SEHADA)	Jharsuguda	Odisha
199	Access to higher education: Creating an Offline Video Library	SOS Children's Villages of India	Rourkela	Odisha
200	1. Watershed Management: Implementation of Participatory Rural Appraisal (PRA). 2. Arhar Minikit Project: Research & Farmers Field Day Presentation 3. Diversion-based Irrigation: Survey and Report for NABARD	ADARSA	Sambalpur	Odisha
201	Organizing WaterFest 2023 and Events for Awareness of Water	Sri Aurobindo Society	Puducherry	Puducherry

Sr. No.	Project Title	Organization Name	City	State / UT Name
	Conservation and Creation of a Volunteer Management Portal			
202	Prevention and Early Detection of HIV/AIDS: Awareness and Welfare Activities	Abhivyakti Foundation	Amritsar	Punjab
203	Building Bridges: Empowering Education and Enhancing Elderly Care	Manav Sehyog Society (MSS)	Jalandhar	Punjab
204	Developed the Project Lifecycle for a Biomass Briquette Unit (Market Research to Investor Pitching to Future Scoping)	Society for Action in Community Health (SACH)	Ludhiana	Punjab
205	Nurturing Change: Empowering Individuals for Sustainable Agriculture and Environmental Awareness	Kisan Sanchar	Mohali	Punjab
206	Children's Education and Welfare	Pryshth	Mohali	Punjab
207	AIDS Awareness Campaign	Abhivyakti Foundation	Tarn Taran	Punjab
208	Nurturing Change: Empowering Individuals for Sustainable Agriculture and Environmental Awareness	Kisan Sanchar	Zirakpur	Punjab
209	Study on Determining Beneficiaries of Govt. Social Security Scheme Benefits in Khori, Kavalai, and Gudha Villages	Educate Girls	Ajmer	Rajasthan
210	Fundraising and Social Media Management	Society for Humanism and Universal Backward's Habitation Development Activities (SHUBHDA)	Ajmer	Rajasthan
211	Creating Fundraising Proposals for NGO	Society for Public Education, Cultural Training and Rural Action (SPECTRA)	Alwar	Rajasthan
212	Driving Change: Strengthening Education through Digital Literacy Integration	Stark Foundation	Bikaner	Rajasthan
213	Government Scheme Awareness	Prayas	Chittorgarh	Rajasthan
214	Promotional and Creative Aid Development	Disha	Jaipur	Rajasthan
215	Upskilling and Research at I-India, Jaipur	I-India	Jaipur	Rajasthan
216	Volunteer Mobilisation- Getting Volunteers Who are Willing to Contribute to the Cause	Make-A-Wish Foundation of India	Jaipur	Rajasthan
217	Atmanirbhar - Women Empowerment Initiative	Naya Sawera	Jaipur	Rajasthan
218	Reviewing and Updating the Internal Structure and HR Policy - Financial Management of Work Training Unit	Umang	Jaipur	Rajasthan
219	Procedures to Implement HR Policies	Vishakha	Jaipur	Rajasthan
220	Community Development & Child Helpline	Jai Bhim Vikas Shikshan Sansthan	Jodhpur	Rajasthan
221	CSR through Water Conservation and Waste Management	DCM Shriram Limited	Kota	Rajasthan
222	Navrang Program for Denotified Tribes (Supporting the Indigenous Denotified Communities)	Gramin Shiksha Kendra	Sawai Madhopur	Rajasthan

Sr. No.	Project Title	Organization Name	City	State / UT Name
223	Process Standardization	Tara Sansthan	Udaipur	Rajasthan
224	End-to-End Analysis and Recommendations on the Organisation's Operations in Schools	AID India	Chennai	Tamil Nadu
225	Youth and Disabled Employability Programme	Asha Deep Foundation	Chennai	Tamil Nadu
226	Automated Module Tracking, Course Plan Design, Document Revamping, Fieldwork, and Teaching Sessions to First Generation Female Graduates	Association for Non-Traditional Employment for Women (ANEW)	Chennai	Tamil Nadu
227	Underprivileged Community Development	International Association for Human Value (BNY Mellon Project)	Chennai	Tamil Nadu
228	Recruiting Volunteers for Wish Identification	Make-A-Wish Foundation of India	Chennai	Tamil Nadu
229	Youth Model United Nations for Greater Chennai Corporation (GCC) Schools	Teach For India	Chennai	Tamil Nadu
230	Innovative Teaching Methods for Children	Centre For Action And Rural Education - CARE	Erode	Tamil Nadu
231	Exploring the Impact of E-learning on the Learning Outcomes and Advancements of Children with Hearing Impairments	Ashray Akruiti	Hyderabad	Telangana
232	Understanding Child Participation for Planning Child-Friendly School and Transportation	Center for Action Research and People's Development (CARPED)	Hyderabad	Telangana
233	Creating Value in Bastis through Digital Newsletters and Primary Research	Divya Disha	Hyderabad	Telangana
234	Helping NGO for Children and Youth at Risk in Hyderabad with Google for Non-profit and Google Ad-grant Ecosystem	Don Bosco Navajeevan Bala Bhavan	Hyderabad	Telangana
235	Benchmarking of CSR Reports and Construction of Matrix to Evaluate a CSR Proposal	Dr. Reddy's Laboratories	Hyderabad	Telangana
236	Social Media Strategy, Fundraising Campaign, and Book Donation Campaign	Hyderabad Council of Women's Welfare	Hyderabad	Telangana
237	Empowering the Future: A Campaign for Child Education and Women Empowerment	Indian Development Foundation (IDF)	Hyderabad	Telangana
238	Making Women Students Industry-Ready	Mahita	Hyderabad	Telangana
239	Making a College Database of Potential Volunteers for Make-A-Wish, Hyderabad	Make-A-Wish Foundation of India	Hyderabad	Telangana
240	Fellowship Model Designing: Program for Active Engagement of Volunteers	Panchavati Rural Development Society (Panchavati)	Hyderabad	Telangana
241	Creating Value in Bastis through Digital Newsletters and Primary Research	Divya Disha	Secunderabad	Telangana
242	Empowering Minds and Hearts: Bridging the Gap through Education and Women's Empowerment"	Ek Pahel	Agra	Uttar Pradesh

Sr. No.	Project Title	Organization Name	City	State / UT Name
243	Social Media: Content Development and Marketing	The Mother's Foundation	Agra	Uttar Pradesh
244	Child Rights: Awareness Campaign and Field Visits	People's Vigilance Committee on Human Rights (PVCHR) [Janmitra Nyas] (Childline)	Badaun	Uttar Pradesh
245	Developing Rural Women as Agricultural Entrepreneurs	People's Action for National Integration (PANI)	Balrampur	Uttar Pradesh
246	Mid-review and Impact Assessment of Project: "Ending Discrimination and Violence Against Girls and Women"	SAKAR	Bareilly	Uttar Pradesh
247	Empowerment of Women by Removing Educational Barriers in Tarun Region of Ayodhya, Uttar Pradesh	People's Action for National Integration (PANI)	Faizabad	Uttar Pradesh
248	Annual Report, Newsletter & PPT Documentation	Asha Deep Foundation	Ghaziabad	Uttar Pradesh
249	Inspire, Educate, Empower: Teaching and Creating a Tailored Curriculum for Underprivileged Students	Love Care Foundation	Ghaziabad	Uttar Pradesh
250	Empowering through Education	Empowering Minds (EM)	Ghaziabad (Vaishali)	Uttar Pradesh
251	Developing Proposal: Establishing a School for Underprivileged Kids	Reincarnation Association	Ghaziabad	Uttar Pradesh
252	1) Educational Support to the Underprivileged Children 2) Market Study on Banana Processing	Shiv Shiva Sneh Sanstha	Ghazipur	Uttar Pradesh
253	SkillsSpectrum: Empowering Through Excel, Soft Skills, and Spoken English	Kalyan Foundation	Gonda	Uttar Pradesh
254	Business Development for Turmeric Powder	Gorakhpur Environmental Action Group (GEAG)	Gorakhpur	Uttar Pradesh
255	Human Rights Awareness with the National Human Rights Commission (NHRC) and Content Development	Aarohan	Greater Noida	Uttar Pradesh
256	Empowering Education and Development: Enhancing Skills and Embracing Digital India	Shiksha Bharti	Hapur	Uttar Pradesh
257	1) Impact Assessment: WASH program in Hardua, Paldev, Amaha, Tedhee, and Patmania 2) Digital Marketing Training for farmer producers in Shivrajpur	Shramik Bharti	Kanpur	Uttar Pradesh
258	Study on Reducing Youth Access to Tobacco Products	Subhash Children Society (Childline)	Kanpur	Uttar Pradesh
259	Organizing Cancer Awareness workshops and Fundraising drives	Caring Souls Foundation (CASOF)	Lucknow	Uttar Pradesh
260	Gurukul (HCL UDAY): Educational Support and Life Skills Enhancement	Childhood Enhancement through Training and Action (CHETNA)	Lucknow	Uttar Pradesh
261	Food Bank- Proposal Development and Fundraiser	Ehsaas	Lucknow	Uttar Pradesh
262	Enhancing Child Protection and Advocacy: Empowering Communities through Research, Outreach, and Digital Engagement	Human Unity Movement	Lucknow	Uttar Pradesh
263	Evaluating the Impact of Girl Child Development Initiatives	Milaan: Be the Change	Lucknow	Uttar Pradesh

Sr. No.	Project Title	Organization Name	City	State / UT Name
264	Developing Social Tools to Raise Climate Change Awareness in Rural India	Sarathi Development Foundation	Lucknow	Uttar Pradesh
265	Educational Support for Children with Special Needs	Kalyanam Karoti	Mathura	Uttar Pradesh
266	Disha Sewa Sansthan's Reach Project-Increasing Online Visibility	Disha Sewa Sansthan	Meerut	Uttar Pradesh
267	Designing Annual Report 2022-23	Janhit Foundation	Meerut	Uttar Pradesh
268	Jan Chetna-Public Awareness Campaign	Manav Utthan Society	Moradabad	Uttar Pradesh
269	Annual Report - Formulation and content writing	AROH Foundation	Noida	Uttar Pradesh
270	Sale of Educational Products of Bharat Learn	Bharat Learn	Noida	Uttar Pradesh
271	Education & Rehabilitation of Children in Slums	Diocesan Development & Welfare Society (DDWS)	Prayagraj	Uttar Pradesh
272	Learning Camp: Improving Attendance and Academic Performance of Students	Pratham Education Foundation	Sitapur	Uttar Pradesh
273	Business Development at ASSI	Asian Sahyogi Sanstha India (ASSI)	Varanasi	Uttar Pradesh
274	Training the Childline Counsellors and Educational Support in Off-site Teaching Camps	Gandhi Adhyan Peeth	Varanasi	Uttar Pradesh
275	Designing and Running a Campaign on Child Sexual Abuse	Social Action and Research Centre (SARC)/Women's Empowerment Center	Varanasi	Uttar Pradesh
276	Family Support Program and Family Like Care	SOS Children's Villages of India	Bhimtal	Uttarakhand
277	Hope Project: Digitization, Designing Forms, and Staff Training	Agnes Kunze Society - Hope Project India	Dehradun	Uttarakhand
278	Farmers Produce Organization (FPO) & LEDP	Balajee Sewa Sansthan	Dehradun	Uttarakhand
279	Fundraising Proposal Writing and Social Media Content Development	Himalaya Water Service Tatha Vikas Avam Paryavaran Sanrakshan Samiti (HIMWATS)	Haldwani	Uttarakhand
280	Research on Education & Skill Development, Content Creation, and HR policies	Khwaahish	Kashipur	Uttarakhand
281	Framework for Vibrant Villages Programme: Infrastructure Development and Tourism Promotion for Niti Village	THDC India Limited	Rishikesh	Uttarakhand
282	Spreading Awareness for Rehabilitation Centres	Arsh Yog Evam Jankalyan	Roorkee	Uttarakhand
283	Reducing HIV AIDS Spread and Drug Abuse through Digitization	Impart	Rudrapur	Uttarakhand
284	Development of Training Program for Distressed Women	Minority And Community Development Service	Berhampore	West Bengal
285	Creating a Project Report on the Learning Points about Different CSR Activities Undertaken by IISCO, SAIL, Burnpur	Steel Authority of India Limited (SAIL)	Burnpur	West Bengal
286	Empowering Aspirations: Customized Case Studies and Guided Learning for Student Success	Literacy India	Chingrighata (Sealdah)	West Bengal

Sr. No.	Project Title	Organization Name	City	State / UT Name
287	Maximizing Outreach and Impact for DSCWS	Durgapur Sundaram Creative Welfare Society	Durgapur	West Bengal
288	Content Development for Parents' Counselling Sessions, Conducting Feedback Survey, and Increasing Visibility of SAHAS	Speech And Hearing Action Society (SAHAS)	Durgapur	West Bengal
289	Website Designing for Don Bosco Ashalayam	Don Bosco Ashalayam	Howrah	West Bengal
290	Educating and Enabling Growth in Young Minds	Asian Sahyogi Sanstha India (ASSI)	Kolkata	West Bengal
291	Organizing Blood Donation Drive, Child Marriage Awareness Campaign, and Designing Brochure for Snehneer Project	Bhoruka Public Welfare Trust	Kolkata	West Bengal
292	Budgeting, Organizing, and Auditing at Child Rights and You:	Child Rights and You (CRY)	Kolkata	West Bengal
293	Aspire Today, Achieve Tomorrow: Empowering Children through Health, Education and Vocational Guidance	Community Action Society	Kolkata	West Bengal
294	Empowering and Promoting Sex Worker Welfare and AIDS Prevention	Durbar Mahila Samanwaya Committee	Kolkata	West Bengal
295	Financial Policy & Fundraising Norms	Hive India	Kolkata	West Bengal
296	Need Assessment for Life Skill IT Units and Data Management in Sponsorship Software for Effective Outreach	Hope Kolkata Foundation	Kolkata	West Bengal
297	Field Testing of the Website, Social Media Marketing, and Ideas for Start-Up	Indian Institute of Cerebral Palsy (IICP)	Kolkata	West Bengal
298	Impact of Project Ananta on its Stakeholders	Indian Oil Corporation Limited (IOCL)	Kolkata	West Bengal
299	Creating a Sustainable Model for an NGO Using Digitization	Kalipather Navjeevan Seva Samity (KNSS)	Kolkata	West Bengal
300	Empowering Aspirations: Customized Case Studies and Guided Learning for Student Success	Literacy India	Kolkata	West Bengal
301	Youth Skill Development and Employability Training through STeP	Smile Foundation	Kolkata	West Bengal
302	Enhancing Financial literacy	Tomorrow's Foundation (Partner Salaam Bombay Foundation)	Kolkata	West Bengal
303	1. Review: Plantation Drive Organized by Lexmark International (India) Ltd., Tracking of Migratory Birds in Hooghly District 2. Preparation for Earth Hour '23	World Wildlife Fund (WWF) - India	Kolkata	West Bengal
304	Anaemia Free Adolescent Girls - Digital Awareness Campaign and On-Site Monitoring.	Association For Social and Health Advancement (ASHA)	Kolkata (Bidhannagar / Salt Lake City)	West Bengal
305	Community Empowerment: Integrating Family Counselling, Homeless Shelter Support, Healthcare Assessments, and Social Defence Training	Jayaprakash Institute of Social Change (JPISC)	Kolkata (Bidhannagar / Salt Lake City)	West Bengal

Sr. No.	Project Title	Organization Name	City	State / UT Name
306	Pubali- Business Development and Social Media Marketing	Prayasam	Kolkata (Bidhannagar / Salt Lake City)	West Bengal
307	Sponsorship Proposal, Digital Marketing and Event Organization	Towards Future	Kolkata (Dum Dum)	West Bengal
308	Empowering Aspirations: Customized Case Studies and Guided Learning for Student Success	Literacy India	Salkia Howrah	West Bengal
309	Study on Multifaceted Initiatives Like Rainwater Harvesting, Vaccination Drives, and Serampore Betarbani	Swasthya Bhabna Welfare Society	Serampore	West Bengal
310	Marketing and Strategy Development	University of Liberal Arts Bangladesh (ULAB)	Dhaka	Bangladesh

Annexure IX

Impact: Student's Perspective (Quantitative feedback from students)

“The learning experience was beneficial as ‘MBA’ is all about business. However, this experience taught me to bind with the farmers who are key stakeholders in the economy of India. Understanding farmers’ problems and learning how to work in a village has added value to my life. It also challenged my critical thinking abilities.”

- Anugrah Hiwale, Shree Datta Gramin Va Shahri Vidya Prasarak Mandal, Akola (Maharashtra)

“My internship revolved around waste management. Knowing how massive the issue is while visiting various locations and sites, it becomes evident that composting is the key to a sustainable future. Learning sustainability practically while studying it in trimester II was a beneficial experience.”

- Karina Sethia, placed in Garbage Concern Welfare Society, Mumbai (Maharashtra)

“Volunteering has been an incredibly enriching experience for me. Through working with inspiring individuals, I have learned to prioritize the needs of society over my desires. This selfless approach has exposed me to our communities’ many issues and fostered personal growth and development. Every day, I strive to improve myself thanks to the valuable lessons and experiences gained through volunteering.”

- Mann Merani, Yuva Parivartan Institute of Skill Development, Mumbai (Maharashtra)

“All over the world, Leprosy Patients are shunned. They are not allowed to live with the general public. HOPE Foundation provides them with a place to stay and takes care of them like their kids. A lesson here is Leprosy (inactive) is not contagious, but a smile is. Interactions while teaching the kids basic and advanced Excel taught us that not everything gets served to you on a silver platter. You need to take some pain to reach your goal.”

- Mehak Nagpal, Hope Foundation, New Delhi

“I had the opportunity to work on various projects and initiatives that helped me develop my skills and learn new things. I am truly grateful for the support and guidance extended by my mentor throughout my internship and the trust they placed in me to take on important tasks and responsibilities. I got to work on multiple projects ranging from ideating cultural content for social media to seeing the grassroots reality of water scarcity. If not for this internship experience, I might not have ever been able to be this close with the rural communities.”

- Drishtanto Nath, Swasthya Bhabna Welfare Society, Serampore (West Bengal)

“Overall, the We Care Internship was extremely beneficial as it provided the opportunity to understand laws and regulations w.r.t. child protection and welfare schemes of the country. It helps build a better network. You’ll often find that departments are smaller at a non-profit organization, and there is more room for you to work outside your specific job description.”

- Neha Mathur, Gandhi Adhyan Peeth, Varanasi (Uttar Pradesh)

“The internship helped me with another perspective of management. Facilitators at my NGO were managing kids with low capital and effective design thinking.”

- Mayank Taneja, Bharat Memorial Charitable Trust, "Neev", Gurugram (Haryana)

“I got exposure to diverse perspectives. The NGO works with diverse populations. Their work often involved addressing complex issues that require creative solutions. Interning at AROH exposed me to different perspectives and approaches to problem-solving, which can broaden my understanding of the world and enhance critical thinking skills.”

- Rakshit Bhat, AROH Foundation, Noida (Uttar Pradesh)

“We Care: Civic Engagement Internship taught me to get motivated by the ones who care about others’ well-being. It is a myth that NGOs are an unorganized sector. I also learned a lot about disaster management and how an organization works.”

- Sagyan Sonalika, Centre for Youth and Social Development (CYSD), Bhubaneswar (Odisha)

“We belong to a very privileged part of the society. Working with the artisans under Project Donna enabled me to understand how difficult, but at the same time, important it is to stand up for yourself. Other projects also humbled me. Earlier, I used to think that the way to help an NGO would be to contribute through money. But now I have understood that there are many ways, be it small or large, in which everyone can contribute to an NGO.”

- Anushka Inamdar, Animedh Charitable Trust (ACT), Mumbai (Maharashtra)

“Our assigned objective was to develop a strategic roadmap for the Atmanirbhar initiative, which aims to establish a sustainable business model centered around empowering women. As a result of this opportunity, we gained firsthand experience working in a startup environment, assuming full responsibility for various domains. We successfully executed several strategies by applying the concepts we had learned in class. We learned a great deal throughout the process. Ultimately, this project provided invaluable experiential learning and a deeper understanding of the multifaceted challenges of establishing and managing a sustainable business.”

- Lakshay Agarwal, Naya Sawera, Jaipur (Rajasthan)

“My internship at Durgapur Sundaram Creative Welfare Society (DSCWS) was an enriching experience. I had the opportunity to witness their skill training programs and saw first-hand the incredible products made by underprivileged individuals. Throughout my time with DSCWS, I gained valuable insight into how social work is conducted. I was impressed by the compassion and dedication demonstrated by Ms. Aditi Sarkhel, the leader of the organization. Her commitment to helping those in need, particularly women, is truly inspiring. I am grateful for the opportunity to have been a part of such an important organization, and I know that the work being done by DSCWS will continue to have a positive impact for years to come.”

- Animesh Paul, Durgapur Sundaram Creative Welfare Society, Durgapur, West Bengal)

“The learning that we get in class is on a theoretical level and too perfect. What happens on the ground and what are the different situations one faces is something that cannot be taught via lectures. One has to deal with them in real life or at least observe how organizations tackle

such situations. Also, working in an NGO is not just about completing “Projects”. It goes way beyond that. You need to be the mentality change in people to reap the fruits of these projects, which takes time.”

- Abhishek Saha, Reliance Industries Limited, Nagothane (Maharashtra)

“We studied sustainability as MBA students. An internship in organic farming and sustainable living has given us a better understanding of its real-world applications. We gained a greater understanding of the significance of sustainability and how it connects to business processes by directly experiencing sustainable activities.”

- Rachit Wadhawan, ANSH Happiness Society, Bhopal (Madhya Pradesh)

“I got hands-on experience with Business development and marketing when volunteering for NGO’s exhibitions. Pitching for and selling their products in such a short time helped me cultivate my marketing and communication skills. We also brainstormed for a unique notebook design. The product was later taken to the exhibition and sold out. So we knew that the new design worked and helped the NGO in a colossal way.”

- Prachi Mehta, Aftertaste Foundation, Mumbai, (Maharashtra)

Annexure X

Impact: Internship Organization's Perspective

(Qualitative feedback from organizations)

“We wish to appreciate the We Care team's meticulous handling and good communication.”

- Association for Non-Traditional Employment for Women (ANEW), Chennai (Tamil Nadu)

“Rituraj was innovative and forthcoming with ideas. Shivangi had ideas and views on how to implement certain practices. She was willing to go the extra mile to ensure timely task completion. Though she had sprained her ankle on the first day of her field visit, she ensured that she did all her field visits and reported to the office regularly.”

- Spring Health, Bhubaneswar (Odisha)

“Interns’ contribution is vital in enhancing social media presence and exploring fundraising options available in it. Corporate-centric presentation for extending support for the construction of Ashadeep's permanent structure and exploring ideas will help strengthen Ashadeep's self-sustainable activities.”

- Ashadeep, Guwahati (Assam)

“The Interns have contributed much in person to running non-formal Slum Schools. They have given a few tips for the better functioning of the Slum schools. The interaction they have had with the children, youth, parents, and the other Slum dwellers has opened a new window for the Slum dwellers to think and reflect.”

- Diocesan Development & Welfare Society (DDWS), Prayagraj (Uttar Pradesh)

“The four interns worked with so much honesty and commitment that we will use the projected figures given by them in our proposed budget for 2023-2024. The recommendations for HR policy were outstanding, presented in the management committee meeting, and were highly appreciated. A committee of three members will now review the present policy in light of the recommendations given by your students. We highly appreciate the initiative, interest, commitment, and passion with which the students worked. I would give them an A+.”

- Umang, Jaipur (Rajasthan)

“Samarth learned and did all the work very well during his internship. His suggestions in the social sector are useful for the organization. His work is commendable for the organization.”

- Asian Sahyogi Sanstha India (ASSI), Varanasi (Uttar Pradesh)

“I found Varun R. very dedicated, innovative, and hardworking during his internship. He has completed the task assigned to him with flying colors. I am sure he is going to be on the asset side of any organization he would be associated with in the future. My best wishes to him.”

- SOS Children's Villages of India, New Delhi

“All of the interns worked well and helped in the successful implementation of all our plans. They conducted themselves well and contributed to their maximum potential.”

- Kalyani Education Welfare Trust, Panipat (Haryana)

Annexure XI

We Care: Civic Engagement Internship 2023: Glimpses

Field Execution

	
<p>Study of the intervention reports at Railway Childline and awareness campaigns at Guntur mirchi yard, HUL warehouse, retail store under SEEDS, Guntur (Andhra Pradesh)</p>	
	
<p>Interaction with vendors during the internship with NASVI, Patna (Bihar)</p>	<p>Interaction with villagers during the internship with Vikalp Foundation, Gaya (Bihar)</p>
	
<p>Meeting with the ICT ministry to understand the startup ecosystem in Dhaka, with authorities of the University of Liberal Arts Bangladesh (ULAB), Dhaka (Bangladesh)</p>	<p>Visited NGO Gana Unayan Kendra in Northern Bangladesh to grasp the groundwork culture of NGOs</p>



Case profiling, employee satisfaction survey, and documentation support during Aadhar Camp with Blind People's Association, Ahmedabad (Gujarat)



Observing a remedial session at a Government Primary School and a visit to a local Anganwadi with Deepak Foundation, Vadodara (Gujarat)



Village survey and identification of all Anganwadis in the village under Gramin Vikas Trust, Palanpur (Gujarat)



Primary research through group discussion and interviews under Navsarjan Trust, Surat (Gujarat)



Promoting the next event on Instagram of Udgam Trust, Gandhinagar (Gujarat)



Lake cleaning by student volunteers with Svaastika, Thiruvananthapuram, Kerala



Primary research for Andhjan Seva Trust, Veraval (Gujarat)



Discussing issues faced while running their enterprise via SHG Route at Devadh village, Shakti Foundation, Surat (Gujarat)



Meeting with I.A.S. Mr. B.K. Vasava, District Development Officer (DDO) Surat, to understand government efforts in uplifting women through SHGs Under Shakti Foundation, Surat (Gujarat)



Street Play with the staff members of SOS Children's Village, Faridabad (Haryana)



Conducted motivational classes for the students of 'CCL ke Lal Ladli' - Central Coalfields Limited, Ranchi (Jharkhand)



Field visit to Tipu's Drop and Bhoga Nandeeshwara temple with Environment Support Group, Bengaluru (Karnataka)



Candlelight vigil-Death of STP worker during internship with Environment Support Group, Bengaluru (Karnataka)



Books distribution for students under Literacy India, Bokaro Steel City (Jharkhand)



Blue Green Workshop with Environment Support Group, Bengaluru (Karnataka)



Awareness Campaign with Bhartiya Grameen Mahila Sangh, Indore (Madhya Pradesh)



Drive against malnutrition under Spandan Samaj Seva Samiti, Khandwa (Madhya Pradesh)



Beyond The Books (education through games), Learn The Basics (teaching Aanganwadi students of classes 1st to 5th) under Jwala Mahila Samiti, Indore (Madhya Pradesh)



Session at Jasola Village to spread awareness about the issue of Child Marriage among young girls - EFRAH, New Delhi, NCT of Delhi

Interacting with the women leaders and women participants of Self Help Groups to gain insight about their functioning and activities, EFRAH, New Delhi, NCT of Delhi



Setup Canopy for exhibition of 100% pure mustard oil expelled by the NGO itself in Oil expeller unit, SACH NGO, Ludhiana (Punjab)

Teaching Students, Disha Foundation, Jaipur (Rajasthan)



Giving details about Anganbadi Yojna, PRAYAS, Chittorgarh (Rajasthan)

Giving details about Nari Suraksha Yojna, PRAYAS, Chittorgarh (Rajasthan)



Giving details about Pension Yojna, PRAYAS, Chittorgarh (Rajasthan)



Women menstrual hygiene campaign, Naya Sawera, Jaipur (Rajasthan)



Campaigning at Valliammal College - ANEW, Chennai (Tamil Nadu)



Campaigning at Presidency College - ANEW, Chennai (Tamil Nadu)



Motivation session for women – Mahita, Hyderabad (Telangana)



Mock interview to help women ace – Mahita, Hyderabad (Telangana)



Analyzing the condition of children's education in rural areas in Khunti District after Covid-19 during the internship with Bal Kalyan Sangh, Ranchi (Jharkhand)

Poster Presentation



Annexure XII

We Care: Civic Engagement Internship 2023: Media Coverage

■ राजप्रेष्ठ ■ सत्यवाच ■ सर्वसम्पन्न ■ जड़ दिली से प्रजापति



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(स्त्रियों की दास्तों)

बच्चों के शारीरिक मानसिक विकास के लिये अमूल दूध, पारले का बिस्किट और प्रारंभिक शिक्षा देने का काम जारी



मुरैना । शारीरिक रूप से कमजोर बच्चों को बेहतर पोषण के लिये अमूल दूध, पारले बिस्किट और प्रारंभिक शिक्षा देकर बच्चों का शारीरिक एवं मानसिक विकास किया जा रहा है। यह कार्य धरती संस्था द्वारा जीवदया फ़ाउन्डेशन के सहयोग से मुरैना नगर निगमके वार्ड क्रमांक 44 में बसी सपेरा बस्ती व आदिवासी विकासखण्ड पहाड़गढ़ ब्लॉक के ग्राम खडरियापुरा, निचली अहराई, मानपुर, बघेवर में मिल्क प्रोजेक्ट की शुरुआत की गई थी। जिसमें आंगनवाड़ी के चयनित बच्चों को 200 ग्राम अमूल का दूध व पारले बिस्किट नियमित रूप से प्रतिदिन दिए जा रहा है। धरती ग्रामोत्थान एवं सहभागी ग्रामीण विकास समिति के कार्यकर्ता प्रतिदिन इन बच्चों को 2 घंटे प्रारंभिक शिक्षा से जोड़ने का कार्य बखूबी कर रहे हैं जिससे बच्चों के जीवन में बदलाव भी देखा जा रहा है। धरती संस्था से नितिन शिवहरे व सहयोगी काव्या अग्रवाल ने कार्यक्रम की जानकारी को साझा करते हुए बताया कि प्रतिदिन संस्था के कार्यकर्ता बच्चों को दूध, बिस्किट और प्रारंभिक शिक्षा देने का कार्य कर रहे हैं, जिससे बच्चों का शारीरिक और मानसिक विकास हो सके। महिला एवं बाल विकास विभाग उनकी पूरी टीम मिल्क प्रोडक्ट के अभियान में धरती संस्था के साथ मिलकर पूरा सहयोग कर रही है, ताकि हमारे जिले के बच्चे स्वस्थ और शिक्षित हो सकें।

द्वी द्वी शाक्यवार्

Featured in the local newspaper, imparting elementary education to Anganwadi kids, Dharti Gramoththan Evam Sahbhagi Gramin Vikas Samiti, Morena (Madhya Pradesh)