

IES's Management College
and Research Centre

IES MCRC
VALUE ADDITION
THROUGH EDUCATION

SETU

(**S**ustainable **E**mpowerment
Through **U**nderstanding)

NGO PROJECTS 2025

ISBN Number :978-93-91044-37-4

Edited By :
Dr. Maithili Dhuri
Prof. Sushma Karwa



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IES's Management College and Research Centre
"Vishwakarma" M.D. Lotlikar Vidya Sankul,
791, S. K. Marg, Bandra Reclamation,
Mumbai - 400 050



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ABOUT THE INSTITUTE – IES MCRC



Indian Education Society (IES), the parent body of IESMCRC, is more than hundred-year-old educational institution imparting education in and around Mumbai through its nineteen campuses, having more than forty thousand students and one million strong alumni. Established in 1998, IES's Management College and Research Centre (IES MCRC) is recognized as a premier business school, committed to academic excellence and value-based education. In our endeavour to shape and develop business leaders, the we offer several full-time courses which include Post Graduate Diploma in Management (PGDM) and Post Graduate Diploma in Management (Pharmaceutical Management) approved by All India Council of Technical Education (AICTE) and Ph.D. Program in Management which is affiliated to the University of Mumbai.

Armed with proficient and experienced faculty members and state-of-the-art academic infrastructure, IES MCRC provides an excellent environment for research and development activities. We offer the latest in management education through a unique pedagogy to enable the students to become successful and socially responsible professionals.

IES MCRC's commitment to "Value Addition through Education" is manifested through a whole spectrum of programs and Industry-oriented activities.

In addition, our students take up various projects with NGOs and organize CSR activities under various platforms. The Institution has produced many distinguished alumni, who have contributed significantly to the industry and the society and earned accolades and respect in their chosen careers.



SETU (Sustainable Empowerment Through Understanding)

NGO Projects – 2025

AN OVERVIEW

The primary goal of these projects was to provide students with valuable opportunities to engage with and contribute to the betterment of underprivileged sections of society. Conducted in collaboration with Non-Governmental Organizations (NGOs), these initiatives emphasized experiential learning to cultivate social responsibility and awareness. The projects encompassed a diverse range of activities designed to enhance students' understanding of social issues while enabling them to make meaningful contributions to community welfare.

As part of their involvement, students conducted educational and socially relevant sessions for underprivileged children, participated in community outreach programs, assisted in the planning and execution of various NGO initiatives, and contributed to content creation for social media, newsletters, and the NGOs' websites. Additionally, they visited project sites, interacted with beneficiaries, evaluated the impact of different NGO interventions, and worked on raising awareness within the community about pressing societal concerns.

The key objectives of these projects were to instill empathy, optimism, and social sensitivity among students while providing them with first-hand exposure to real-world social challenges. Through their active participation, students gained deeper insights into social issues and community development. Furthermore, these projects aimed to enhance essential skills such as leadership, communication, and teamwork, equipping students with a heightened sense of social responsibility.

These projects served as a meaningful platform for students to engage in community service while developing essential skills. Through active participation, students gained a deeper understanding of societal issues,

thereby becoming more responsible and empathetic individuals.

MESSAGE FROM THE DIRECTOR



It gives me immense pleasure to present this compendium, which showcases the commendable efforts of our management students in contributing towards societal welfare through their week-long engagement with various NGOs associated with us. This initiative not only provided our students with a platform to apply their academic learning to real-world challenges but also fostered a spirit of empathy, collaboration, and leadership. I am proud of their dedication and believe that their experiences documented here will inspire many others to contribute meaningfully to social development.

We extend our heartfelt appreciation to the NGOs associated with us for their unwavering support, guidance, and collaboration throughout this project. Their dedication to social causes and their commitment to empowering communities have been truly inspiring. We are immensely grateful for their cooperation and willingness to mentor our students, making this initiative a meaningful and successful learning experience. We hope this partnership continues to grow, creating lasting impacts for everyone involved.

Regards,
Dr. Sapna Modi
Director

FROM THE EDITORS' DESK

We are indeed very happy to present this compendium which is a testament to the remarkable efforts of our students who have devoted a week of their academic journey to engage with various NGOs committed to societal welfare. This initiative has not only bridged the gap between academic theory and real-world challenges, but it has also ignited a spirit of empathy, collaboration, and leadership among our students. This initiative very well aligns with the vision and mission of our institute.

These projects gave our students the unique opportunity to apply the knowledge and skills gained in their academic journey to address real-time issues faced by the communities served by our partner NGOs. Whether they were assisting in the development of sustainable business models, participating in community outreach programs, or contributing to environmental and social welfare initiatives, the students' involvement exemplifies the true meaning of responsible leadership.

We are indeed very thankful to all our NGO partners for their unwavering support and guidance extended to our students while they volunteered with these esteemed NGOs.

As we reflect on the success of this initiative, we look forward to further strengthening our partnerships with these exceptional NGOs. We hope this collaboration continues to grow and evolve, creating lasting impacts not only for our students but for the communities they serve.

Happy Reading!

Regards,
Dr. Maithili Dhuri & Prof. Sushma Karwa

SETU - GENESIS & JOURNEY

NGO projects were introduced as a part of the curriculum for all the first-year students in the academic year 2024-25. This is the second year of organizing these projects. The duration of these projects was 30 hours spread across one week specifically from 24th November to 29th November 2025. The NGO project initiative, Sustainable Empowerment Through Understanding (SETU), aims to socially sensitize students and provide them with a meaningful engagement experience with various NGOs. The objectives of these projects were as follows - to foster empathy, positivity, hope and social sensitivity among the students, to give students first-hand experience and general awareness of the social issues, to enhance students' understanding of social issues and community development and to develop leadership skills, communication skills and teamwork among students.

Over 100 NGOs were approached, and after careful consideration of mutual interests and requirements, all 240 first-year students were successfully placed across 19 NGOs. Before the commencement of the internship, faculty coordinators overseeing the NGO projects personally visited most of the partner organizations. These courtesy visits further strengthened the relationship between the NGOs and IES MCRC.

For the execution of these projects, students were divided into various groups, with each group consisting of a maximum of five members. Each group was assigned a faculty coordinator who maintained regular communication with both the students and the respective NGO representatives. Throughout their internships, students actively participated in diverse activities, including fieldwork, research, and direct engagement with the community. NGO feedback was also taken into consideration during evaluation of the projects.

pon the successful completion of their projects, students were awarded letters or certificates of completion / appreciation by the respective NGOs. Additionally, they submitted comprehensive reports to the college, detailing their experiences and learnings. This hands-on engagement had a profound impact on their personal growth, shaping them into more empathetic and socially responsible individuals.

As a culminating event, an Exhibition-cum-Evaluation for the NGO projects was organized on 19th December 2025. During this exhibition, students showcased their insights and experiences through charts, exhibits, and panels. As a gesture of appreciation and respect for our NGO partners, they were invited to evaluate the projects. The NGO representatives expressed great enthusiasm in assessing the students' work and provided valuable feedback and reflections.

By the conclusion of the project, students had gained a deeper understanding of social issues and community development. They had honed crucial skills such as leadership, teamwork, and effective communication while fostering empathy and a strong sense of societal responsibility. Their engagement with NGOs enabled them to contribute meaningfully, leaving a lasting impact on the communities they served.

In the next section we present to you to you an overview of each NGO and the activities conducted by our students. The NGOs are sequenced in alphabetical order.

ADAPT (Able Disabled All People Together)

About the NGO

- ADAPT was founded in 1972 by Dr. Mithu Alur to address the lack of services and awareness for people especially children with neuro-muscular and developmental disabilities.
- Originally called The Spastics Society of India, the organization was renamed ADAPT (Able Disabled All People Together) around 2007 to reflect a broader, more inclusive vision.
- It is an Indian non-profit and non-governmental organization, working to help people with neuro-muscular and developmental disabilities.
- Headquartered in Mumbai, ADAPT operates multiple centres across India.
- ADAPT provides a holistic set of services including special / inclusive education, therapies (occupational, speech, physiotherapy), counselling, skills training, and support for employment and independent living.
- They run early-intervention and remedial services for children with conditions like cerebral palsy, autism, intellectual, multiple disabilities and learning disabilities.
- Through their skills development centre, ADAPT trains young adults with disabilities in vocational skills and helps with job placement aiming for economic independence.
- They also focus on advocacy, awareness building, and systemic change working to integrate disability-friendly practices in schools, workplaces and society at large.
- Over the decades, ADAPT has helped thousands of children and families: in Mumbai alone, their combined services impact several thousand children and around ten thousand families annually.
- Their model has inspired and helped set up associated societies or resource-centres across many Indian states, giving disabled persons nationwide access to inclusive education and rehabilitation.
- They also run teacher training, parent-sensitization programmes and community-based inclusion training courses working at grassroots, community, and policy levels to enable wide-scale inclusion.
- ADAPT believes that people with disabilities must be treated with dignity and seen as full members of society, with equal rights to education, health, employment and inclusion. Their efforts aren't limited to "rehabilitation" they strive to change mindsets, break social barriers, and build a society where diversity and ability are respected equally.

Objectives of the Project

- To understand the operational framework of a disability-focused NGO, including service delivery models in education, rehabilitation, and community outreach for children and young adults with neuro-muscular and developmental disabilities.
- To gain practical exposure to inclusive education systems, by observing how

ADAPT integrates differently-abled children into mainstream academic environments through its National Resource Centre for Inclusion (NRCI).

- To analyze the organizational structure and management practices of ADAPT, including coordination across its centres (Colaba, Dharavi, Bandra, Chembur) and collaborations with other state-level spastics societies.
- To assist in ongoing projects and support administrative functions, such as documentation, data collection, volunteer coordination, or program facilitation, thereby understanding the day-to-day operations of a social sector organization.
- To develop insights into the challenges faced by persons with disabilities, and to understand how NGOs advocate for disability rights, awareness, and inclusion at community and institutional levels.
- To explore the financial and resource management aspects of a non-profit organization, including funding sources, donor engagement, budgeting, and allocation of resources for special education and therapy services.
- To enhance interpersonal and communication skills by interacting with children, parents, therapists, and special educators, and learning cross-functional teamwork in a socially sensitive environment.
- To reflect on the social impact created by ADAPT, and to connect this understanding with broader MBA themes such as CSR, social entrepreneurship, inclusive leadership, and sustainable development.
- To contribute meaningfully to awareness and advocacy initiatives, through participation in campaigns, content creation, or community interaction activities promoted by ADAPT.
- To develop a socially responsible mindset, and understand the importance of empathy, inclusion, and ethical leadership in an organizational context.

Details of the work done

- Assisted teachers in classrooms by helping children with lessons, homework, and revision, adapting methods to each child's pace and learning ability and preparing charts, and other resource material for the teachers to aid in teaching.
- Engaged students in creative activities like painting, crafts, and decorations, helping them express themselves and build confidence.
- Supported music and dance sessions, encouraging active participation and enhancing children's coordination and social skills.
- Helped organize events and activities like fridge magnet painting, baking cookies etc. and also sports related activities thereby gaining experience in teamwork, planning, and managing group activities.
- Interacted closely with children during gift and chocolate distribution, fostering meaningful connections and spreading joy.
- Improved the ambience of the classrooms by painting Christmas related theme on the glass of doors and windows thereby elevating the moods of all with bright colorful paintings.

Photographs



ADVITYA

About the NGO

Advitya, established in August 2000, is a creative and therapeutic centre dedicated to adults with intellectual and developmental disabilities such as Down's syndrome, Autism, Cerebral Palsy, and related conditions. The organisation serves individuals who require personalised care and attention, particularly those who find it challenging to adapt to larger special institutions due to their unique needs or advancing age. At Advitya, each individual is welcomed as a valued member of the Advitya family and is supported in a nurturing, inclusive environment.

All students at Advitya are above 18 years of age and participate in structured occupational therapy programmes. These programmes focus on engaging individuals in meaningful and productive activities, particularly through the creation of handcrafted products. By involving students in vocational and skill-based work, Advitya aims to provide them with a sense of purpose, responsibility, and achievement while also enhancing their independence.

Advitya encourages its students to explore their imagination and creativity through thoughtfully designed activity modules. These activities are aimed at developing fine motor skills, eye-hand coordination, concentration, and emotional balance. The centre strongly believes in the therapeutic power of colours, music, movement, and storytelling, which are extensively used as tools to promote mental well-being, self-expression, and emotional stability.

The overarching aim of Advitya is to enhance the quality of life of individuals with different abilities by recognising and nurturing their individual strengths. The organisation strives to build confidence through vocational engagement, offer families a strong and reliable support system, and create awareness and acceptance within society about inclusion, dignity, and equal opportunities for all.

Objectives of the Project

- Understanding Inclusive Practices
- Supporting Skill Development
- Promoting Physical and Emotional Well-being
- Enhancing Social Interaction and Teamwork
- Providing Individual Support
- Ensuring a Safe and Positive Environment
- Understanding Animal-Assisted Therapy
- Building Trust and Professional Skills

Details of the Project

During the internship at Advitya NGO, the students played an active and supportive role in the day-to-day functioning of the centre. Their involvement went beyond observation and included direct participation with students under the guidance of staff members.

Day 1: Orientation & Inclusive Learning

- Introduction to Advitya NGO, students, and staff
- Understanding different abilities and individual needs
- Learning the importance of empathy, patience, and positive reinforcement.

Day 2: Art & Craft – Mask Making

- Assisting students in mask making using paper, colors, and decorative materials
- Encouraging creativity, focus, and independent task completion
- Supporting fine motor skill development
- Maintaining a safe and supportive environment.

Day 3: Cold Cooking Activities (Skill Development)

- Assisting students in preparing sev puri, fruit custard, Monaco biscuit chaat, limbu pani, coke float, and brownies
- Teaching hygiene habits, teamwork, and sequencing
- Encouraging responsibility and active participation
- Observing increased engagement through food- based activities

Day 4: Art & Craft – Wall Hanging & Fish Craft

- Helping students create wall hangings and fish craft activities
- Guiding students step-by-step to improve coordination and sequencing
- Motivating students to complete tasks independently
- Boosting confidence and a sense of achievement.

Day 5: Physical & Creative Activities

- Supporting dance, Zumba, music, and movement sessions
- Demonstrating actions, maintaining rhythm, and encouraging participation
- Promoting physical fitness, coordination, and emotional expression

Day 6: Games & Group Interaction

- Each intern conducted different games with the students, including indoor and outdoor games
- Encouraging participation from all students based on their abilities
- Promoting teamwork, turn-taking, and social interaction
- Managing group dynamics and ensuring inclusivity in a positive

environment

Day 7: Individual Support & Emotional Bonding

- Providing one-on-one assistance to students needing extra support
- Patiently guiding students through activities at their own pace
- Offering reassurance and building confidence
- Strengthening emotional connection and trust.

Day 8: Special Craft Activities – Cup Bunny & Christmas Tree Making

- Assisting students in making cup bunny crafts and Christmas tree decorations
- Enhancing creativity, patience, and fine motor skills
- Celebrating small achievements to encourage motivation
- Creating a joyful and festive atmosphere

Day 9: Dog Therapy & Reflection

- Participating in dog therapy sessions
- Observing how interaction with therapy dogs promoted calmness and emotional well-being
- Learning the importance of non-verbal communication and emotional sensitivity
- Reflecting on overall learning, teamwork, and personal growth

Photographs



ANVESHANAM

About the NGO

Anveshanam Foundation is a non-profit organization committed to holistic community development. Its approach is multi-dimensional, meaning it is not limited to one cause but works across several important areas such as education, skill development, health awareness, women empowerment, environmental sustainability, and cultural preservation.

The foundation aims to provide meaningful opportunities for individuals especially women, youth, and underprivileged groups to build their skills, gain livelihood support, and improve their overall quality of life.

Through initiatives like vocational training, handicraft development, social welfare programs, and awareness activities, Anveshanam Foundation promotes self-reliance, creativity, and community growth. Its mission is to create an inclusive and sustainable society where people have the resources and support needed to realize their full potential.

Dr. Ela Manoj Dedhia is the Director of Anveshanam Foundation. She has over four decades of experience in academics and has served as Principal, IQAC Coordinator, and Head of Department at Nirmala Niketan College of Home Science. She leads the foundation with a focus on values-based education, sustainability, women empowerment, and holistic community development.

Objectives of the Project

- To understand how Anveshanam Foundation and Sahara Handicrafts empower underprivileged women through skill-based training, sustainable livelihood opportunities, and safe, dignity-enhancing workspaces.
- To observe how financial independence, workplace support, and community engagement contribute to women's confidence, decision-making power, and respect within their families and society.
- To study the organisational functioning of Sahara Handicrafts through direct observation, interactions with artisans, and a structured survey covering income, education, household conditions, and personal challenges.
- To gain first-hand exposure to the domestic realities of women artisans through home visits, including constraints related to space, sanitation, financial stress, and experiences of domestic violence.
- To assess how NGO support systems provide not only income but also emotional safety, hope, and a sense of community for women in vulnerable situations.

Details of the Project

Day 1 – Orientation and Hands-on Exposure

On Day 1, the entire group was oriented to Anveshanam NGO and Sahara Handicrafts, where they jointly observed the work culture, understood the organisational journey, and interacted with the founders and women artisans. Together, they engaged in hands-on learning of product-making processes such as gonda-based jewellery, which helped them collectively appreciate how simple, eco-friendly, pre-consumer materials are transformed into value-added handicrafts that support women's livelihoods and confidence.

Day 2 – Home Visits and Socioeconomic Understanding

On Day 2, the group conducted home visits and surveys of selected artisans to understand their living conditions, family responsibilities, and financial challenges. These shared field interactions exposed us to issues like cramped housing, lack of basic facilities, social restrictions, and income instability, reinforcing for the whole team how crucial Sahara Handicrafts is as a source of income and empowerment, and prompting group-level discussions on suitable digital and offline avenues for expanding their market reach.

Day 3 – Social Media and Brand-building

Day 3 was dedicated to collaborative social media and branding work, where the group captured photographs, videos, and short clips to create engaging reels and posts for Sahara Handicrafts. As a team, they interacted with the founder, his family, and artisans on-camera, guided them on maintaining an active Instagram presence, and collectively realised the potential of digital storytelling to increase product visibility, attract more customers, and generate additional work for the women.

Day 4 – Universal Human Values and Reflection

On Day 4, the entire group attended an intensive session on Universal Human Values conducted by Prof. Ela, which highlighted that behaviour, empathy, and ethics are as important as technical competence in professional and social life. After this session, all group members began working on their individual reports, reflecting on the same set of shared activities and learnings, while being encouraged to articulate personal perspectives within a common project experience.

Day 5 – Consolidated Report Writing

Day 5 was utilised by the group for structured report writing and consolidation of experiences from the previous days. As a team, we revisited each activity, discussed key insights, clarified expectations with Prof. Ela, and then individually documented our contributions and learning in a professional format so that each report, including this one, reflects the same core project work with personally framed reflections.

Day 6 – Follow-up Visit and Business Strategy

On Day 6, the group carried out a follow-up visit to Sahara Handicrafts to collect geo-tagged photos and videos, explore new designs, and engage in a collective

discussion on business development with the founder. Together, they suggested platform choices, product variations, psychological pricing, and combo offers, attended a brief reinforcing session on Universal Human Values, and concluded the group project with a shared sense of fulfilment, deeper social sensitivity, and enhanced understanding of how management skills can support grassroots women-led enterprises.

Photographs



ASEEMA CHARITABLE TRUST

About the NGO

Aseema Charitable Trust, established in Mumbai in 1995, is a dedicated non-governmental organization committed to providing high-quality, holistic education to thousands of children from the most underprivileged communities across Mumbai and rural Maharashtra, acting as a crucial intervention to break the cycle of poverty. The organization employs a comprehensive educational model that extends far beyond standard academics to nurture every aspect of a child's development, fostering confidence, curiosity, and creativity. In urban Mumbai, Aseema partners with the Municipal Corporation of Greater Mumbai (MCGM) to manage and elevate the quality of education in municipal schools like Pali Chimbai, Santacruz, and Kherwadi, creating "centers of excellence" that demonstrate high student retention and strong academic outcomes by introducing creative teaching methodologies and dedicated faculty.

Simultaneously, in the remote Awalkhed village of Igatpuri, Aseema operates the Aseema Bal Shaikshanik Kendra, providing full-spectrum education from pre-primary through Standard X, primarily serving first-generation learners from tribal and rural backgrounds. The core of Aseema's philosophy is its emphasis on value-based education and Social-Emotional Learning (SEL), which equips students with essential life skills, conflict resolution strategies, and mental well-being support through counseling and value inoculation. Crucially, the model integrates diverse co-curricular activities—including art, music, digital literacy, and sports—to ensure well-rounded development and self-esteem building, while also providing nutritious daily meals to address the fundamental challenge of hunger that often impedes learning.

Aseema's impact is quantifiable, boasting an alumni network of over 800 graduates who have successfully transitioned to higher education and meaningful careers. Furthermore, the organization ensures long-term sustainability through the Aseema Foundation, which markets products created by students and alumni, generating revenue to support the schools and allowing Aseema to extend its reach by offering training to other educational NGOs, solidifying its role as a leader in compassionate, comprehensive child empowerment.

Objectives of the project

- To gain an in-depth understanding of the functioning and management of Non-Governmental Organizations (NGOs) operating in the education sector.
- To actively support students through academic assistance and creative learning activities that enhance engagement and understanding.
- To assist in remedial education programs aimed at improving learning

outcomes for children who require additional academic support.

- To contribute to effective classroom preparation by designing and developing charts, teaching aids, and low-cost educational materials.
- To develop teamwork, leadership, time-management, and responsibility through collaborative fieldwork.
- To foster a sense of social responsibility and community engagement by working closely with underprivileged groups.
- To gain practical exposure to field-level challenges faced in delivering quality education in low-income and marginalized communities.

Details of the project

Over the span of six days, the team played an active and multifaceted role by contributing to various academic and administrative support activities, each designed to improve the quality of education and the overall learning environment. Here is a more detailed explanation of the specific tasks they undertook:

1. Chart-Making & Creative Work

- The students designed and produced multiple educational charts tailored for different subjects including English, Science, Mathematics, and General Knowledge. These charts were carefully crafted to visually represent important concepts, facts, and diagrams in a simple and engaging way. For example:
- In English, charts could have displayed grammar rules, vocabulary lists, or sentence structure.
- Science charts illustrated processes like the water cycle, parts of a plant, or human anatomy.
- Math charts included tables (multiplication), formulas, and geometric shapes.
- General Knowledge charts highlighted important dates, national symbols, or famous personalities.
- These visual aids were then used in classrooms to make learning more interactive and accessible, helping teachers explain complex topics more clearly and keeping students engaged.

2. Library & Material Organization

- The team helped in the systematic organization of books and learning materials received from various schools. Their tasks included:
- Cross-referencing each book against an inventory list to verify that all expected items had arrived.
- Inspecting each book for any damage such as torn pages, missing covers, or water damage.
- Ensuring no books were misplaced or missing, which helped maintain accurate records.
- Sorting the books into categories or subjects for easy retrieval.
- This effort not only maintained quality control but also improved the

efficiency of resource distribution, making it easier for students and teachers to access learning materials without unnecessary delays.

3. Remedial Teaching

- Students provided personalized academic support to children who were struggling in key subjects like Mathematics, English, and Reading comprehension. This involved:
- Identifying specific areas where each child faced difficulty.
- Providing one-on-one or small group tutoring tailored to the child's pace and learning style.
- Using practical and relatable examples to clarify challenging concepts.
- Breaking down complex problems into simpler steps for better understanding.
- Encouraging questions and addressing doubts patiently.
- Building the child's confidence slowly as their competency improved, through positive reinforcement and motivational support.
- This remedial teaching was vital in helping children catch up with their peers and improve their overall academic performance.

4. Classroom Assistance

- The team also supported teachers in daily classroom activities. Their roles included:
- Preparing teaching materials in advance to ensure smooth lesson delivery.
- Assisting in managing classroom discipline by helping maintain order and focus during lessons.
- Helping to organize and distribute educational resources efficiently.
- Supporting teachers during group activities or demonstrations.
- Creating a more conducive learning environment by addressing students' needs promptly.
- This assistance enabled teachers to concentrate more on pedagogy while ensuring classroom management ran smoothly.

5. Engaging Children in Learning Activities

- The students actively encouraged learning by making the process enjoyable and interactive through:
- Organizing educational games that reinforced lesson concepts in a fun way.
- Initiating drawing and creativity-based assignments that helped children express ideas and understand subject matter visually.
- Facilitating group tasks that promoted teamwork and communication skills.
- Holding motivational conversations that inspired children to participate actively and value their learning.
- Tailoring activities to different age groups to keep them relevant and suitably challenging.
- By fostering an interactive and stimulating atmosphere, the team helped increase children's enthusiasm for learning, which often leads to better comprehension and retention.

Photographs



BRIGHT FUTURE CHARITABLE TRUST

About the NGO

Bright Future Foundation India is a youth-centric NGO committed to empowering children and young adults from underserved communities through education, life-skills training, and career development programs. Grounded in the principles of opportunity, guidance, and empowerment, the foundation works to bridge the gap between potential and opportunity by supporting young individuals in making informed career choices and building sustainable livelihoods.

Challenges Addressed by Bright Future Foundation India

Children and youth from low-income and vulnerable communities often face a range of interconnected challenges, such as:

- **Lack of Career Awareness:** Limited exposure to career pathways and inadequate guidance on making informed academic or employment choices.
- **Poor Quality Education:** Learning gaps due to lack of resources, unstable schooling environments, and insufficient academic support.
- **Unemployment & Skill Deficit:** Youth often struggle to secure meaningful employment due to inadequate vocational skills and low confidence.
- **Socio-Economic Barriers:** Financial instability, family pressure, and restricted access to opportunities hinder long-term career planning.
- **Low Self-Esteem & Motivation:** A lack of positive role models or mentorship often results in decreased motivation and unclear goals.

Bright Future Foundation's Comprehensive Approach

Bright Future Foundation India works as a support system for youth, guiding them toward personal development, employability, and long-term success. Their multi-layered approach includes:

- **Life Skills & Soft Skills Training:** Focused on communication, problem-solving, teamwork, and emotional intelligence to build confidence and readiness.
- **Career Guidance & Counseling:** Helping students discover their strengths, explore career options, and create personalized learning and career roadmaps.
- **Employability & Skill Development Programs:** Providing practical training in industry-relevant skills to improve job readiness and workplace competence.
- **Mentorship & Role Modeling:** Connecting youth with trained facilitators and mentors who provide continuous support, motivation, and guidance.
- **Community Engagement:** Working closely with parents, schools, and community stakeholders to build an ecosystem that supports holistic youth development.
- **Mainstream Integration:** Assisting youth in transitioning into mainstream educational institutions, vocational training programs, or employment opportunities.

Objectives of the Project

Primary Objective:

To support and enhance the educational, personal, and career development of underprivileged youth by assisting in the delivery of life-skills sessions, career guidance activities, and employability training.

Secondary Objectives:

1. To understand the operational model of Bright Future Foundation India and the key challenges faced by youth from underserved communities.
2. To contribute to the execution, documentation, and outreach of Bright Future's programs to strengthen visibility and community impact.
3. To understand the role of skill development, mentorship, and career guidance in improving the confidence, employability, and long-term growth of young individuals.

Details of the Project

The collaboration with Bright Future Foundation focused on supporting its mission to empower intellectually disabled adults by engaging them in meaningful creative and vocational activities. Throughout the project, we worked closely with the foundation to facilitate skill-building sessions, encourage self-expression through art and craft initiatives, and promote greater independence among the participants. This partnership provided valuable insights into the challenges and strengths of the individuals involved, while also contributing to their personal growth, confidence, and overall well-being.

Key Activities Performed

1. Orientation & Understanding Mobilization

Began with an introduction to the foundation's mission and operations. Observed how mobilization activities work, including how beneficiaries are identified, trained, and engaged in different programs.

2. Session Planning & Community Engagement

Contributed to planning upcoming sessions for the participants. Attended a session conducted by a social activist to understand real-world community issues and interventions. Gained exposure to in-depth community research methods.

3. Skill Development & Vocational Activities

Assisted in handicrafts production through activities like beaded keychains, block-printing, and paper crafts. Helped intellectually disabled adults by demonstrating techniques and simplifying tasks.

Participated in confectionery-making activities (cookies and chocolates) by preparing ingredients and guiding participants.

4. Use of AI Tools & Digital Learning

Attended an overview session on AI tools and explored their applications in social impact work, documentation, communication, and awareness campaigns.

5. Administrative & Accounting Support

Helped staff with basic accounting work, documentation, and maintaining records.

Contributed to organizing and preparing the final report and summarizing daily learnings.

6. Reflection & Consolidation

Compiled observations and learnings each day.

Understood community challenges, vocational training processes, and skill-building approaches tailored for intellectually disabled adults.

The internship provided hands-on experience in vocational training, community engagement, digital literacy, and NGO operations. Through direct interaction with participants and staff, the student gained practical understanding of how livelihood programs are structured, implemented, and monitored. The experience strengthened skills in planning, communication, teamwork, and social sensitivity.

Photographs



CHILD HEALTH FOUNDATION

About the NGO

Child Help Foundation, a Mumbai-based non-profit organization has been a beacon of hope for children since its inception in 2010. With a deeply ingrained child-centric ethos, the organization operates on the principle of "Culture of Giving," striving tirelessly to uplift the lives of children through multifaceted initiatives encompassing education, shelter, sustenance, and various support programs.

At the heart of Child Help Foundation's mission lies the commitment to provide holistic support to children in need, ensuring they receive not only basic necessities but also opportunities for growth and development. The organization's initiatives are wide-ranging and comprehensive, covering orphanage support, medical aid, corporate social responsibility (CSR) initiatives, volunteer campaigns, disaster relief efforts, and community development projects.

One of the cornerstone initiatives of Child Help Foundation is its orphanage support program. Recognizing the vulnerability of orphaned children, the organization works to provide them with a nurturing environment, access to education, and opportunities for personal and emotional growth. Through partnerships with orphanages and foster care programs, Child Help Foundation strives to ensure that every child receives the care and support they need to thrive.

In addition to orphanage support, Child Help Foundation places a strong emphasis on providing medical aid to children from marginalized communities. Access to healthcare services is often limited for these children, making them especially vulnerable to preventable illnesses and diseases. Through its medical aid program, the organization offers financial assistance for medical treatments, surgeries, and essential medications, ensuring that children receive the care they need to lead healthy and fulfilling lives.

Child Help Foundation stands as a shining example of what can be achieved when compassion, dedication, and community come together in support of a common cause. With its child-centric ethos, comprehensive initiatives, and commitment to impact assessment and sustainable development, the organization embodies the true spirit of giving and serves as a beacon of hope for children in need.

Objectives of the Project

The objectives included the reviewing all programs held by the foundation with respect to the initiatives which encompass emergency medical aid, education, water and sanitation, gender, combating hunger, and humanitarian assistance. Additionally, it strives to foster societal equilibrium through initiatives such as caring the stray animals and organizing beach cleanup efforts.

The primary objective was to identify partner organizations for CHF.

Details of the Project

1. Organization Identification and Documentation

- Identified partner organizations (around 8 – 10)
- Documented organizational details and contact information

2. Service Analysis

- Analyzed service scope, reach, and beneficiary population

3. Needs and Requirements Assessment

- Documented specific needs and requirements of partnered organizations
- Identified resource gaps and operational challenges

4. Community Engagement at Maranatha Orphanage Society

- Donations and Material Support
- Health and Hygiene Awareness Activity

Photographs



CHILD RIGHTS AND YOU

About the NGO

About the NGO

Child Rights and You (CRY) is one of India's most respected and impactful non governmental organizations, founded in 1979 with the mission to ensure that every child in the country enjoys a happy, healthy, and secure childhood. Over the decades, CRY has consistently worked to bridge the gap between children's rights guaranteed by law and the ground realities faced by millions of underprivileged children across India.

Core Focus Areas

CRY works across four key domains that contribute to a child's holistic development:

1. Education:

Ensuring that children are enrolled in school, attend regularly, and have access to quality learning environments. CRY actively works to reduce dropout rates and supports systems that promote joyful, inclusive education.

2. Healthcare & Nutrition:

Addressing critical issues such as malnutrition, lack of vaccinations, poor hygiene, and limited access to healthcare facilities. CRY promotes preventive health practices and strengthens community awareness.

3. Protection:

Safeguarding children from child labour, child marriage, trafficking, abuse, and all forms of exploitation. CRY works closely with communities and authorities to identify vulnerable children and intervene effectively.

4. Participation:

Encouraging children to voice their opinions, express their needs, and engage in decisions that shape their lives. CRY believes that children are active stakeholders and must be given space to participate.

Approach and Methodology

CRY follows a bottom-up, community-driven model for sustainable change. It partners with grassroots organisations, engages with local communities, and collaborates with government departments to strengthen child protection systems.

Key elements of CRY's approach include:

- Conducting research to understand local challenges
- Empowering families through awareness and capacity-building

- Supporting schools and anganwadis
- Mobilizing volunteers and youth for on-ground engagement
- Advocating for policy-level reforms

Through this holistic framework, CRY ensures that solutions are not temporary but lead to long-term and meaningful transformation.

Impact

CRY has positively impacted the lives of millions of children across India through its interventions in rural, urban, and tribal regions. The organisation's efforts have contributed to:

- Increased school enrolment
- Reduced child labour and child marriage cases
- Improved child health indicators
- Stronger community-level child protection mechanisms

Vision

CRY envisions an India where every child is protected, educated, and empowered, and where childhood is free from fear, inequality, and deprivation. The organisation continues to work tirelessly toward building a future where every child has the opportunity to reach their full potential.

Objectives of the Project

1. To raise cybersecurity awareness among school students by conducting sessions on online safety, digital hygiene, cyberbullying prevention, and responsible technology use.
2. To coordinate with schools across Mumbai by approaching administrators, seeking permissions, and scheduling awareness sessions in an organised manner.
3. To understand and address students' real online challenges, enabling them to recognise digital risks and adopt protective practices.
3. To contribute to CRY's mission of child protection, extending safety efforts into the digital space where children increasingly interact.
4. To develop communication, presentation, and facilitation skills by interacting with diverse groups of students and adapting content for different learning levels.
5. To observe the ground realities of municipal schools and understand how socio economic barriers still keep many children away from equal educational opportunities.
6. To incorporate community-level insights, gained from the team member to help connect school-based work with the broader context of children's lives.

Details of the Project

1. Project Overview

The project undertaken with Child Rights and You (CRY) aimed at strengthening children's safety, awareness, and overall development through two parallel initiatives:

1. Cybersecurity Awareness Sessions in Schools
2. Community Engagement Work at CRY's Centre

These activities were carried out from 24th to 29th November 2025, combining field visits, student interaction, educational sessions, and reflective learning.

2. Cybersecurity Awareness Campaign (School-Based Work)

A major component of the project involved creating awareness about digital safety among school students across Mumbai. The work included:

a. Outreach and Permission Process

- Prepared a list of schools to approach for cybersecurity sessions.
- Visited schools in Borivali, Kandivali, South Bombay, and surrounding areas. · Met principals and coordinators to explain CRY's initiative and the importance of online safety.
- Obtained permissions and scheduled daily sessions.

b. Sessions Conducted

Over the course of the week, the team conducted 15 cybersecurity awareness sessions across different schools.

The sessions covered essential topics such as:

- Safe internet habits
- Cyberbullying and how to deal with it
- Password hygiene and personal data protection
- Online frauds and suspicious links
- Responsible social media usage

c. Student Interaction & Feedback

- Students participated actively, shared their own digital experiences, and asked questions.
- Teachers appreciated the initiative and highlighted the rising concerns around student online behaviour.
- Each session included interactive elements, examples, and visual content to simplify difficult concepts.

d. Key Observations

- Municipal schools showed a greater lack of digital awareness compared to private schools.

- Many children are online daily but do not understand risks or safety measures.
- There is a strong need for regular digital education programs in schools.

Photographs



DBM INDIA

About the NGO

DBM India is a humanitarian organization dedicated to creating lasting change in the lives of children, families, and communities living in poverty. Founded under the Navasrushti International Trust, DBM India began with a modest initiative of providing midday meals to 50 children in a single school. Over the years, it has grown significantly, offering a range of services including education, healthcare, vocational training, empowerment, and job placements.

DBM India focuses on **Education, Employment, and Empowerment** to ensure holistic development and sustainable growth for the underprivileged.

Impact and Reach:

- **Midday Meals:** Over 2.5 million meals have been provided to children in underserved communities.
- **Vocational Training:** More than 1200 urban and 120 rural women have been trained in various vocational skills.
- **Education Initiatives:** Significant improvements in literacy rates and educational outcomes in underserved areas.

Mission and Vision:

DBM India's mission is to create **Hunger-Free Communities** by addressing the root causes of poverty and malnutrition. Their vision is to achieve economic freedom through education and employment, beginning with freedom from hunger.

Objectives of the Project

The primary objective of this NGO project is to enhance educational opportunities and support the holistic development of students from the 5th to 10th grades at National English High School.

This includes:

- **Improve Academic Performance:** Employing engaging and interactive teaching methods to boost students understanding and performance in core subjects such as Mathematics, Science, and English.

- **Enhance Understanding of Core Subjects:** Providing focused and specialized sessions to deepen student knowledge and skills in fundamental areas.

- **Promote Interactive Learning:** Utilizing creative and participatory activities to make learning more dynamic and enjoyable for students.
- **Provide Mentorship and Guidance:** Offering personalized mentorship to help students build confidence, set academic goals, and develop effective study habits.
- **Foster a Supportive Learning Environment:** Creating an inclusive and encouraging atmosphere that supports students' overall academic and personal growth.

These objectives aim to address the educational needs of underprivileged students, bridging learning gaps and fostering a supportive and enriching educational environment.

Primary Objectives:

1. **To provide quality education and interactive learning experiences to underprivileged children.**

Ensuring that children receive a holistic and engaging education to improve their academic skills.

2. **To contribute to the long-term development of the community.**

Fostering a sustainable impact on the community through educational initiatives and skill-building exercises.

Secondary Objectives:

1. **To promote teamwork, creativity, and confidence among students.**

Encouraging children to work together, think creatively, and develop self-assurance in their abilities.

2. **To create awareness about essential topics like nutrition, environment, and civic responsibility.**

Educating students on important social issues that affect their well-being and the community at large.

3. **To develop practical teaching and organizational skills among MBA students.**

Offering MBA students an opportunity to apply their learning through hands-on teaching and event coordination.

Details of the Project

DBM India, in collaboration with five students from IESMCRC, conducted an educational initiative for students from the 5th to 10th grades at National English High School from November 25th to November 30th, 2024. The goal was to improve academic performance, promote interactive learning, and offer mentorship.

- Introductory Sessions
- ICT Sessions
- Constitution Day Activities
- Mathematics Sessions
- Science/EVS Sessions
- English sessions
- Imaginative Drawing Activities
- Critical Thinking Activities
- Library Organization
- MD Exercise Sessions

This comprehensive approach significantly impacted the students of National English High School, enhancing their academic performance, increasing engagement, and boosting confidence and motivation. The interactive and personalized methodology addressed the unique challenges faced by these students, fostering a supportive and enriching educational environment.

The DBM India collaboration focused on providing a holistic educational experience for children, blending academic learning with creative and social activities. Key highlights include:

This approach allowed for a well-rounded learning experience, combining academic knowledge, life skills, creativity, and social awareness.

Photographs



CITIZENS FOR ANIMAL PROTECTION

About the NGO

CAP (Citizens for Animal Protection) Foundation, Thane is a committed animal welfare organization dedicated to rescuing, protecting, and rehabilitating animals in distress. Guided by the belief that every living being deserves compassion, dignity, and care, the NGO works tirelessly to ensure that stray, abandoned, and injured animals receive timely medical attention, nutritious food, and a safe environment. Over the years, CAP Foundation has grown into a trusted and respected institution within the local community, known for its reliability and compassion.

The foundation's primary mission is to build a world where animals are treated with kindness and respect. With the support of trained volunteers, caregivers, veterinarians, and animal lovers, the organization actively responds to emergency calls and provides immediate assistance to animals suffering from accidents, injuries, malnutrition, or abuse. Once rescued, animals are transported to the shelter or partner clinics, where they undergo treatment, vaccinations, recovery monitoring, and rehabilitation.

One of the strengths of CAP Foundation lies in its rehabilitation and adoption programs. Animals that recover fully and are suitable for domestic environments are placed for adoption through a responsible and transparent process. These adoption efforts ensure that rescued animals receive a second chance at life in caring homes. The NGO also encourages the adoption of desi/Indian breeds, promoting compassion-driven choices over commercial breeding.

Population control is another major focus area. CAP Foundation regularly conducts sterilization drives in collaboration with veterinary professionals to reduce the stray animal population humanely. These initiatives help prevent uncontrolled breeding, reduce territorial conflicts, and improve overall animal health and safety in the community.

Education and awareness form a significant part of the foundation's mission. Through workshops, campaigns, and social outreach, CAP Foundation spreads knowledge about animal rights, responsible pet ownership, the importance of vaccinations, and safe ways to assist injured animals. These initiatives help build a more empathetic and informed community where humans and animals coexist harmoniously.

The foundation also provides long-term care for animals that cannot be released back onto the streets due to disability, age, chronic conditions, or trauma. These animals receive lifelong shelter, nourishment, and emotional support. Volunteers play a crucial role by spending time with them, providing companionship, and engaging them in activities that enhance their quality of life.

What sets CAP Foundation apart is its community-driven approach. The NGO actively encourages citizens to support animal welfare by reporting cases of cruelty, participating in rescues, donating essential supplies, fostering recovering animals, or

responsibly feeding strays. This collaborative effort strengthens the bond between people and animals and creates a compassionate support system for vulnerable beings.

In essence, CAP Foundation stands as a beacon of hope for animals in need. Through its rescue operations, medical treatment, rehabilitation programs, sterilization efforts, and community education, the organization works toward a powerful vision: ensuring that every animal receives love, protection, and an opportunity for a better life. With the dedication of volunteers and the support of the local community, CAP Foundation continues to transform countless lives and promote a culture rooted in empathy and respect.

Objectives of the Project

1. To Understand the Daily Operations of an Animal Welfare NGO

A major objective of this project was to gain first-hand exposure to the everyday functioning of an animal rescue organization. By actively participating in routine tasks—such as cleaning enclosures, feeding animals, organizing supplies, and assisting staff—the volunteers developed a practical understanding of the amount of consistent effort required to run an NGO smoothly. This included observing how staff members manage time, allocate resources, respond to emergencies, and maintain hygiene standards. Such insights helped the volunteers appreciate the challenges and responsibilities involved in ensuring the well-being of rescued animals.

2. To Contribute Actively to Improving the Living Conditions of Animals

Another important objective was to directly participate in activities that support the physical and emotional welfare of the animals. This included cleaning kennels and catteries, rearranging spaces for better movement, organizing scrap material, and ensuring the environment remained safe and clutter-free. Simple yet essential tasks—such as petting, comforting anxious animals, and giving them companionship—helped the volunteers understand how nurturing and emotional support play a vital role in rehabilitation. The project aimed to ensure that every volunteer contributed meaningfully to making the animals feel secure and cared for.

3. To Assist NGO Staff in Handling, Monitoring, and Supporting Animals

This project also focused on helping students develop essential skills required for interacting safely and responsibly with animals. By supporting the NGO staff in feeding routines, observing animal behaviour, and learning basic handling techniques, volunteers gained confidence and empathy. Some activities, such as accompanying animals to the veterinary clinic, further enhanced their understanding of medical needs, vaccination schedules, and routine check-ups. Through these tasks, the volunteers learned the importance of teamwork, patience, and calmness when dealing with vulnerable animals.

4. To Promote Teamwork and Shared Responsibility Among Volunteers

A key educational objective was to allow students to work collaboratively in a structured environment. Sorting scrap items, organizing storage, cleaning outdoor areas, and managing different tasks required coordination and communication. Volunteers learned how to divide roles, support each other, and work efficiently to complete large tasks. This helped them develop leadership skills, responsibility, and a sense of collective achievement. Working as a team was especially important in physically demanding tasks like reorganizing crates and cleaning large outdoor spaces.

5. To Understand the Importance of Cleanliness, Organization, and Resource Management

Maintaining a clean and well-managed shelter environment is essential for preventing infections and ensuring animal safety. One of the project's objectives was to teach volunteers the value of systematic work—such as sorting materials, separating recyclables from waste, organizing shelves, and keeping frequently used items easily accessible. These tasks helped the volunteers understand how even minor improvements in organization can significantly contribute to smoother daily operations. It also taught them the importance of identifying reusable items, minimizing waste, and helping NGOs reduce unnecessary expenses.

6. To Develop Compassion, Empathy, and Responsibility Towards Animals

A core objective was to help volunteers build a deeper emotional connection with animals and understand their needs. Spending time with cats and dogs, comforting them, and learning to interpret their body language encouraged students to develop sensitivity and compassion. Many animals in shelters have faced abandonment, injury, or trauma, and interacting with them helped the volunteers realize the importance of kindness and patient behaviour. This objective aimed to instil lifelong values of empathy and ethical responsibility towards all living beings.

7. To Increase Awareness About Animal Welfare and Shelter Operations

Through hands-on experience, volunteers gained knowledge about animal welfare challenges, such as overpopulation, neglect, lack of medical care, and limited resources available to NGOs. The project encouraged students to understand the broader social issues connected to animal rescue work—including adoption drives, sterilization programs, and the need for community support. The objective was not only to contribute during the volunteering period but also to inspire ongoing awareness and advocacy for animal welfare in their communities.

8. To Enhance Personal Skills Such as Time Management, Discipline, and Problem-Solving

The structured nature of the volunteering schedule encouraged students to manage their time effectively and adhere to a disciplined routine. Tasks such as completing cleaning within a time frame, organizing materials systematically, and responding to instructions helped them develop better planning abilities. Additionally, many on-ground challenges—like handling nervous animals, reorganizing cluttered spaces, or managing outdoor cleaning—required practical problem-solving skills. This objective aimed to help volunteers grow personally while contributing positively to the NGO.

Details of the Project

Over six enriching days, a dedicated volunteering team contributed meaningfully to the animal welfare operations at CAP Foundation, Thane. From the very first day, efforts were directed toward improving shelter hygiene, safety, and overall functionality. Tasks included thorough cleaning of the shelter premises, isolation room maintenance, outdoor sweeping, and removal of hazardous debris from pathways and surrounding areas.

Waste segregation was carried out systematically, with materials categorized into biodegradable, plastic, metal, e-waste, and medical waste. Damaged crates, broken bowls, non-functional appliances, and unusable equipment were responsibly discarded, freeing up valuable storage space for essential supplies. Medicine shelves were reorganized, expiry dates verified, and emergency items labelled for quick access during urgent situations.

Multiple veterinary visits were coordinated with Dr. Bapat's clinic, facilitating vaccinations, sterilizations, and medical treatments for cats, dogs, and kittens. These visits provided practical exposure to clinical procedures and shelter-to-clinic coordination.

Animal documentation was completed through photographs and videos, supporting adoption campaigns and medical record maintenance. Bonding sessions with both cats and dogs provided emotional comfort to recovering animals, reinforcing that emotional wellbeing is as vital as physical care.

Overall, every task performed — whether organizational, medical, or compassionate — contributed to a safer, healthier, and more efficient shelter environment at CAP Foundation.

Photographs



GOONJ

About the NGO

Goonj is not your typical NGO. Founded in 1999 by Anshu Gupta, it's a movement that bridges the gap between urban surplus and rural need, using something as simple as unused clothes to spark change. Goonj believes in transforming "waste" into resources, not just to help but to empower the communities it serves. The organization's core mission is to build dignity, not dependency, by encouraging rural communities to work for what they receive—whether it's infrastructure for their villages, educational materials, or healthcare initiatives.

What makes Goonj unique is its focus on the barter system. Instead of handing out charity, they encourage rural labourers to engage in community projects, like building bamboo bridges or digging wells, in exchange for urban surplus—clothes, fabric, or other materials. This process ensures that people are not merely recipients of aid, but active participants in their own development. It's a model that's rooted in mutual respect and shared effort.

From disaster relief to rural healthcare and livelihood initiatives, Goonj's impact is far-reaching. Its well-known projects, like "Cloth for Work" and "Not Just a Piece of Cloth" (a sanitary napkin initiative), have not only addressed immediate needs but also sparked larger conversations about dignity, self-sufficiency, and sustainability. By using the resources already available in urban areas—like excess clothing—Goonj has managed to create a sustainable cycle that benefits both city dwellers and rural communities.

Under the leadership of Anshu Gupta, who is often referred to as "The Clothing Man," Goonj has earned numerous national and international accolades. Gupta has been recognized with prestigious awards like the Magsaysay Award for his ground-breaking work on sustainable development. His vision has not only transformed lives but also redefined how we think about giving, emphasizing empathy and community-led solutions.

Goonj's journey is a powerful example of how resourcefulness, innovation, and dignity can change lives, one piece of cloth at a time. It's more than an NGO; it's a movement that empowers communities to design their own future.

Title of the Project

Support the Underprivileged: To provide essential clothing and educational materials to individuals and communities lacking access to basic necessities.

Promote Reuse and Sustainability: To repurpose discarded clothing and stationery, minimizing waste and encouraging sustainable resource utilization.

Facilitate Education: To equip underprivileged students with necessary school supplies, ensuring they have the tools to continue their education.

Raise Awareness: To educate urban populations about overconsumption and the impact of their discarded items on those in need.

Foster Empathy and Connection: To create a sense of responsibility and empathy among donors by connecting them with the beneficiaries of their contributions.

Strengthen Community Collaboration: To build networks between NGOs, donors, and volunteers for addressing social challenges collectively.

Enhance Volunteer Skills: To provide volunteers with hands-on experience in organizing, sorting, and managing logistics for social initiatives.

Develop a Scalable Model: To establish a replicable framework for similar activities in other regions, increasing outreach and impact.

Details of the Project

As part of community engagement project, the student group collaborated with Goonj NGO, participating in various hands-on tasks that supported the organization's mission of sustainable development and social welfare. Through these activities, we gained practical experience, developed teamwork skills, and deepened our understanding of how non-profit organizations operate.

1. Stationery Segregation
2. Paper Checking and Stamping
3. School Kit Preparation
4. Loading and Unloading Materials
5. Jhola (Cloth Bag) Making
6. Assaan Stitching (Sitting Mats)
7. Organizational Insight and Learning
8. Field Visit to Palghar

Photographs



JEEVAN SAMVARDHAN FOUNDATION

About the NGO

Jeevan Samvardhan Foundation (JSF) is an NGO working for the upliftment and rehabilitation of homeless, orphaned, and vulnerable children. The organization was founded by Mr. Sadashiv Chavan, who was inspired to start JSF after witnessing the severe issues faced by homeless children during his earlier social work experience.

Mission

- To change society's attitude towards homeless children through public participation.
- To help children become self-reliant by providing education based on their skills and abilities.
- To give children a family-like environment filled with love, care, and emotional support.
- To awaken social responsibility through patriotism and value-based upbringing.

Vision

To rehabilitate homeless children affected by social problems and to build healthy, confident, and self-reliant youth for society.

What JSF Works On

JSF focuses on meeting the basic needs of underprivileged communities by providing:

- Education for all ages and early learning through Balwadi/Ekal Vidyalaya. Nutrition support for children.
- Health awareness, medical assistance, and hygiene practices.
- Guidance for discipline, values, and social behavior.
- Vocational training and skill development for youth and women to help them earn a livelihood.
- JSF's approach is not only to rescue children but also to rebuild their lives through education, emotional care, discipline, and long-term rehabilitation.

Objectives of the Project

- To provide orphaned children with access to quality education by supplying them with essential learning materials, structured academic guidance, and continuous scholastic support, enabling them to build a strong academic foundation, strengthen their basic concepts, and significantly improve their overall educational outcomes.
- To ensure that orphaned children live in a safe, secure, and nurturing hostel environment that protects their physical and emotional well-being while fully meeting their daily living needs—including nutritious food, comfortable accommodation, proper hygiene, personal care, and a supportive routine that

allows them to grow in a stable and caring atmosphere.

- To promote the all-round growth of children by involving them in a wide range of extracurricular activities, structured life-skills training, and personality-building initiatives that develop their creativity and talents while enhancing their confidence, communication abilities, and social skills.
- To create a warm, caring, and emotionally secure environment where children feel valued, supported, and understood, helping them overcome past trauma, fear, or insecurity through consistent mentorship, positive interactions, and activities that build resilience and emotional strength.
- To empower children for the future by providing guidance toward higher education, vocational training, and relevant career opportunities, equipping them with essential skills, confidence, and awareness so they can grow into independent, responsible, and socially contributing individuals.

Details of the Project

The primary objective of the initiative was to contribute directly to the NGO's intake process by expanding its reach into vulnerable communities. The specific, measurable goal assigned to the participants was a four-day task: to identify and document the details of five children in need who could potentially be admitted into the NGO's program for a better future. This task required extensive fieldwork, community engagement, and persuasive communication to connect with families facing socioeconomic challenges.

Day 1: Orientation and Planning (November 24, 2025)

The initial day focused heavily on immersion and preparation. Participants reported to the NGO by 10:00 AM and received a comprehensive introduction to the organization's ethos. This included viewing a documentary showcasing the rescue process and the daily routines of the children, which also helped in understanding the children's diverse technical abilities and developmental needs. Following interactions with the current residents, the Mentor officially assigned the core outreach mandate, setting the stage for the intensive fieldwork days that followed. This introductory phase instilled a clear understanding of the project's gravity, the NGO's operational model, and the expected outcomes for the coming week.

2.1 Strategic Fieldwork Approach (Days 2 to 5)

To fulfill the mandate of identifying needful children, a systematic, multi-site approach was adopted over the four designated fieldwork days. The strategy focused on targeting high-density, high-vulnerability locations, predominantly major railway stations and their surrounding areas, known hubs for street children and impoverished families.

2.2 Locations and Geographical Coverage

The team collectively covered a wide geographical area in and around the

city to maximize outreach. Key locations visited included:

- Major Railway Stations and Vicinities: Kalyan, Thane, Mumbra, Dombivli, Dadar (East and West), Ambarnath, and Kurla.
- Vulnerable Community Pockets: Designated slum areas and local spots near the stations were actively explored, including specific visits to areas like Beturkar Pada and Kachora Gaon in Kalyan.

The consistent timing of the visits (generally commencing between 10:00 AM and 11:00 AM) ensured visibility and engagement during periods when vulnerable communities were active.

2.3 Core Field Activities and Techniques

The daily work involved executing several key activities:

- Active Search and Identification: Participants spent extended hours walking through crowded stations and local areas, actively searching for children who were not attending school regularly or those from visibly vulnerable backgrounds.
- Community Engagement and Communication: A major component of the work was initiating respectful conversations with strangers, including the children and their families or guardians. The goal was to understand their circumstances and inform them about the NGO's free programs, which cover guidance in education and the fulfillment of basic needs.
- Persuasion and Trust-Building: Participants engaged in the challenging task of explaining the benefits of shifting from street life to the "Model Gurukul" environment. This required addressing parental doubts, using simple language to convey complex information, and building a foundational level of trust with a skeptical target group.
- Case Vetting and Data Collection: The final step of the fieldwork was the collection of necessary details for the identified children, ensuring the information was complete and ready for submission to the NGO's admission team.

2.4 Practical Learning from Field Visits

The sheer scale and nature of the outreach provided invaluable lessons:

- Identification of Real-World Problems: The visits exposed the harsh reality of daily survival, where families struggled even for basic necessities, reinforcing the crucial role of the NGO.
- The Crux of Outreach: It became evident that field visits are the most effective method for identifying and targeting the children who are in the most critical need of support, allowing the NGO to plan tailored support.

3.1 Challenges Encountered

The fieldwork presented numerous psychological and logistical challenges that tested the commitment of the participants:

- **Difficulty in Convincing:** The most frequently cited challenge was the immense difficulty in approaching, talking to, and convincing strangers or guardians to trust an external organization with their children. This required overcoming initial skepticism and resistance.
- **Need for Patience and Consistency:** The long hours and frequent setbacks in the field underscored the importance of persistence. The team quickly realized that sporadic efforts were ineffective and that sustained, consistent daily effort was essential for achieving the target objective.
- **Logistical Demands:** Managing long hours in crowded railway stations and slum areas highlighted the value of "Hard Work," encompassing the physical and mental dedication required for continuous engagement in a sensitive and challenging environment.

3.2 Key Skills and Professional Development

The project served as a powerful crucible for developing critical soft skills necessary for social work and effective community engagement:

- **Communication Skills:** Participants honed their ability to communicate complex program details simply and respectfully to a diverse, often uneducated audience.
- **Empathy and Human Connection:** The experience fostered a deep understanding of the difficult circumstances faced by vulnerable children and their families, emphasizing that successful NGO work hinges on empathy, active listening, and the willingness to serve.
- **Motivation and Persistence:** Daily attempts at outreach, despite rejections and logistical hurdles, reinforced the values of patience, motivation, and professional consistency, proving that these qualities are essential for successfully connecting families with support systems.

3.3 Day 6: Project Conclusion and Handover (November 29, 2025)

The project concluded with the mandatory final day at the NGO office. Participants formally submitted all the documentation, including the project log sheets and the collected information for the children identified during the outreach phase. The team spent valuable time with the children in an interactive Q&A session, where insights and experiences from the week were shared. This final day provided a crucial opportunity for reflection, synthesizing the practical lessons learned from the field with the ultimate goal of the NGO: providing children with a chance for a better, independent

future. The project successfully met its mandate, expanding the NGO's outreach network and demonstrating the importance of direct community engagement in charitable work.

Photographs



KING GEORGE MEMORIAL

About the NGO

A Legacy of Care and Compassion

The King George Memorial Mahalakshmi (KGM) is a renowned non-profit organization deeply rooted in the heart of Mumbai, India. Established in 1938, KGM has been dedicated to providing comprehensive healthcare services to the underserved and marginalized communities of the city.

Core Values and Mission

KGM's mission is to alleviate human suffering by providing quality healthcare to those who need it most. The organization is guided by the following core values:

- Compassion: Treating every patient with empathy and understanding.
- Excellence: Striving for the highest standards of medical

care. KGM offers a wide range of healthcare services, including:

- Outpatient Clinics: Providing specialized care in various medical disciplines, such as general medicine and cancer.
- Inpatient Services: Offering comprehensive care for patients requiring hospitalization.
- Emergency Services: Providing round-the-clock emergency medical care.

Over the years, KGM has made a significant impact on the lives of countless individuals and families. The organization continues to strive for excellence in healthcare delivery and expand its services to meet the evolving needs of the community.

Objectives of the Project

The main objectives of our five-day field study at King George V Memorial, Mahalaxmi were:

1. Understanding the Functioning of an NGO:
To observe the operational structure, departmental functions, and day-to-day activities in an organization that provides care for vulnerable groups.
2. Interacting with Beneficiaries:
To engage with residents across Adult Day Care Centre, Anand Niketan Infirmary (Male and Female Wards), Children's Unit, and Palliative Care Department, understanding their life experiences, challenges, and needs.
3. Observing Rehabilitation and Care Practices:
To study methods of care, counselling, therapeutic activities, recreational programs, and skill development initiatives implemented by the NGO.

4. Assessing Community and Volunteer Engagement:

To understand how community support, student volunteers, donations, and celebrations contribute to the well-being of residents.

5. Developing Empathy and Social Responsibility:

To sensitize ourselves towards the needs of vulnerable communities and understand the social impact of NGOs.

Details of the Project

During the five-day visit to King George V Memorial, Mahalaxmi, the group actively interacted with beneficiaries across various departments including the Adult Day Care Centre (ADC), Anand Niketan Infirmary (Male and Female Wards), and other care units. The focus of our activities was to encourage social interaction, emotional bonding, and mental engagement

Interaction and Communication

Over the course of five days, they interacted closely with:

- Adult Day Care Centre participants
- Male and Female residents of Anand Niketan Infirmary
- Other beneficiaries across different departments

These interactions helped them understand their backgrounds, challenges, emotional needs, and life experiences. Meaningful conversations played a crucial role in building trust and comfort

Games and Recreational Activities

They organized and participated in several indoor and group activities, keeping in mind the physical and mental capabilities of the residents. These activities included:

- Bollywood Housie, which generated high enthusiasm and participation
- Ball-to-Cup Tower Game, where residents aimed to knock down a tower of cups using a ball
- Memory-based indoor games to improve cognitive engagement
- Other simple recreational games designed for enjoyment and interaction

These activities helped improve concentration, coordination, and collective participation. Cultural and Creative Activities

To enhance creativity and emotional expression, they conducted:

- Singing sessions, where residents actively participated and enjoyed familiar songs
- Christmas Tree Making Activity, which involved decoration and craft work
- Group singing and celebration-style activities that created a joyful atmosphere

Photographs



KSHITIJ

About the NGO

Kshitij, a Mumbai-based NGO, is dedicated to providing a sheltered and nurturing workplace for adults with intellectual disabilities, including conditions such as Down Syndrome, Autism, and Brain Damage. Founded on the principles of inclusion, empathy, and empowerment, Kshitij addresses the multifaceted challenges faced by individuals with special needs and their families.

Challenges Addressed by Kshitij

Parents of children with intellectual disabilities often grapple with:

- **Limited Awareness:** A lack of information on how to manage and support their wards effectively.
- **Expensive/Inaccessible Healthcare Services:** Barriers to essential medical and therapeutic interventions.
- **Social Stigma:** Prejudices and misconceptions that hinder the social inclusion of their children.
- **Delayed Detection:** Late diagnosis of intellectual disabilities, leading to delays in critical early interventions essential for skill development and inclusion.

Kshitij's Comprehensive Approach

Kshitij operates as a close-knit family, offering support across all dimensions of wellbeing for individuals with special needs. Key areas of focus include:

- **Skill Development:** Enhancing functional, social, and behavioural skills to build independence.
- **Life Skills Training:** Teaching essential tasks for self-reliance, such as personal hygiene, communication, and basic work routines.
- **Creative Empowerment:** Training in handicrafts, confectionery-making (cookies and chocolates), and other vocational activities to foster confidence and economic participation.
- **Mainstream Integration:** Helping individuals transition into broader societal settings through social and behavioural training

Objectives of the Project

1.

1. Expose Students to Real-World Social Issues
 - Provide practical exposure to social issues and community needs beyond classroom learning.
 - Engage students in hands-on activities that provide insights not available through theoretical knowledge alone.
2. Enhance Understanding of Community Development
 - Understand the role of NGOs in fostering skill development, independence, and confidence among individuals with intellectual disabilities.
 - Observe how community-based programs can address developmental gaps and promote inclusion.
3. Increase Awareness of the Role of NGOs
 - Understand how social organizations create positive change and provide platforms for individuals with special needs to thrive.

Personal and Interpersonal Skills Development:

1. Communication and Sensitivity
 - Develop clear communication, patience, and sensitivity when working with intellectually challenged adults.
2. Leadership and Teamwork
 - Cultivate leadership skills, teamwork, and problem-solving strategies by coordinating activities and supporting each other in various tasks.
3. Adaptability and Responsiveness
 - Learn to be adaptable and responsive to the needs of individuals with intellectual disabilities.

Details of the Project

Over a period of five days, the team of five volunteers had the opportunity to engage with intellectually challenged adults at Kshitij NGO, based in Mumbai. This experience provided them with valuable insights into the daily routines, challenges, and strengths of adults with conditions such as Down Syndrome, Autism, and other intellectual disabilities.

The program offered a holistic understanding of the organisation's approach to skill development, social integration, and emotional support, while also giving them hands-on experience in assisting with a variety of vocational, recreational, and educational activities. They also tutored individuals, providing basic academic

support and personalised learning assistance. Their engagement included a mix of creative and educational activities. They assisted the adults in craft-based projects such as beading to make danglings and torans, creating envelopes and paper bags, stencil painting, block painting, painting mud pots, making and painting earthen diyas, and producing tote bags. They also helped in wrapping chocolates, packing products, and observing screen painting. Beyond creative work, they participated in culinary activities including vegetable cutting, bread-and-butter preparation, and making chocolates and cookies.

Physical and recreational activities were an important part of their interaction. They organised and conducted games and fun activities, including cricket, which encouraged social interaction and teamwork. Additionally, they observed a group counselling session, which offered insight into the psychological support mechanisms employed by the NGO.

One of the key learning experiences for them was attending a case study meeting about an intellectually challenged adult. This session provided an inside look at how the organisation analyses behaviour and implements structured interventions to support development. They gained an understanding of the methods used to promote independence and encourage positive interactions.

A significant component of our volunteering involved one- to-one training and tutoring. They worked closely with individual adults, teaching typing and providing personalised guidance tailored to each participant's abilities. This interaction allowed them to practice adaptability in communication, especially when working with non-verbal adults.

The most memorable part of their experience was the excursion to Byculla Zoo, where they spent the entire day with the adults in an outdoor setting. This provided a unique opportunity to assist them outside the usual environment and foster meaningful bonding and socialisation.

Photographs



RATNA NIDHI CHARITABLE TRUST

About the NGO

Ratna Nidhi Charitable Trust is a Mumbai-based non-profit organization dedicated to transforming lives through education, healthcare, and social welfare initiatives. Established in 1967 by Mr. Mahendra Mehta, the trust has been a pioneer in uplifting underprivileged communities in India, focusing on creating sustainable and impactful programs to address critical social issues.

It is known for providing resources such as books, medical aid, eye care services, and support for people with disabilities. The trust's notable programs include distributing educational materials, organizing eye check-up camps, and offering mobility aids like wheelchairs. Through these efforts, Ratna Nidhi Charitable Trust works to empower individuals and communities, promoting equal opportunities and better living standards.

Key Initiatives

1. Education Support:

The trust provides scholarships, distributes school kits, and sets up donating libraries to make education accessible to children in underserved areas. Their initiatives aim to bridge the literacy gap and foster lifelong learning habits.

Example:

- SKP Sapno Ka Pitara Tree: 20 books in a jhola given to doctors and patients.
- Wisdom Trees Cupboard: 60 books stored in a tree- shaped cupboard.
- Mini Library Box: Compact cupboard for book storage (200x300 size).
- 1000 Books Model Library: 4-8 cupboards to promote reading and literacy

2. Healthcare Services:

Ratna Nidhi runs medical camps and provides free prosthetic limbs, wheelchairs, and mobility aids to people with disabilities, empowering them to lead independent and dignified lives.

3. Disaster Relief:

During emergencies, the trust steps in to provide immediate relief, including food, medical supplies, and rehabilitation services, helping affected communities rebuild their lives.

4. Skill Development:

To promote self-reliance, the organization offers vocational training and entrepreneurship programs, enabling individuals to gain skills and secure employment.

Vision and Impact:

The trust's vision is to create a world where every individual has access to basic rights like education, healthcare, and a dignified livelihood. Over the decades, Ratna Nidhi Charitable Trust has positively impacted millions of lives, earning recognition for its dedicated efforts and transparent approach.

With its unwavering commitment to humanitarian causes, Ratna Nidhi continues to work towards creating a more equitable and inclusive society.

Objectives of the Project

The main objectives of the NGO project were:

- To create awareness about practical science learning
- To promote science kits designed for easy understanding
- To guide students through experiments in physics, biology, maths & chemistry
- To support low-income schools lacking laboratory facilities
- To help in identifying dedicated and hardworking students for scholarships
- To learn NGO-level planning, coordination and communication
- To develop personal skills like leadership, teamwork & confidence

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Details of the Project

Throughout the week, the responsibilities included:

- Visiting assigned schools across Bandra, Dharavi, Santacruz, Andheri, Vile Parle & Jogeshwari
- Demonstrating science kits: magnets, force, circuits, biology models, acid-base activities
- Explaining concepts in simple language
- Answering student questions and motivating them
- Presenting kit benefits to teachers
- Collecting feedback on classroom needs
- Identifying active learners for scholarship suggestions

They actively communicated with principals, teachers and students, ensuring that every demonstration created clarity and excitement in the classroom.

Schools and Locations Covered

Our project covered several low-income and private schools such as:

- Dnyansagar Vidyalaya – Jogeshwari
- Saraswati Vidya Bhavan – Dharavi
- Mumbai Public School – Bandra
- Little Angels High School – Santacruz
- Additional schools across Andheri, Vile Parle & nearby regions

These schools showed great interest in the kits and appreciated the learning model. Students displayed energy, curiosity and willingness to explore new ideas.

Science Kit Features (Detailed)

The science kits included a variety of simple, safe and interactive experiments:

PHYSICS:

- Magnetic force demonstration
- Electric circuits with switch & bulb
- Motion & friction experiments

BIOLOGY:

- Human organ models
- Plant & animal cell models
- Basic life processes explained visually

CHEMISTRY:

- Simple acid-base colour change activities
- Safe household-material experiments

MATHEMATICS:

- Measurement tools
- Geometry activities
- Fraction and shape understanding tools

These kits helped students learn through observation, touch and experiments rather than theoretical memorisation.

Response from Schools (Detailed Observation)

The responses from schools were highly encouraging. Teachers expressed that:

- Students understood concepts faster through kits
- Classroom engagement increased
- Hands-on activities supported weak learners
- Demonstrations were simple and easy to repeat in class

Students reacted with:

- Enthusiasm and curiosity
- Active participation in experiments
- Confidence while answering questions
- Requests for more demonstrations

Some schools requested additional sessions and extended training support from the NGO.

Photographs



OTARY SANSKARDHAM ACADEMY

About the NGO

Rotary Sanskardham Academy is an ideal educatory system which provides good amenities & facilities to ensure that the students with hearing impairment and multiple disabilities and other special needs are provided with standard education and all round development.

Now the school is functioning in a four – storied building constructed with a generous donation from the Rotary Club of Mumbai Queen's Necklace and land from Sanskardham Kelavani Mandal . The school, RSA now has 80 students with special needs who participate in arts, sports , dance , drama , swimming , martial arts and several other activities . The students also have a vocational training centre, where the students have trained and employed 140 students.

Objectives of the Project

The volunteering experience at Sanskardham Academy provided a meaningful opportunity to understand and support the empowerment of children with diverse learning and developmental needs. The project was designed around the following core objectives:

- To develop a practical understanding of how specialized educational institutions function and to assess accessibility measures and observe their implementation in real learning environments
- To promote awareness and advocate for inclusive education and to foster empathy, leadership, and emotional intelligence among students
- To contribute meaningfully to the academy's ongoing initiatives, strengthen teamwork, communication, and project management skills and to encourage a sustained commitment to social responsibility
- To provide personalized support to specially abled students, ensuring an inclusive and encouraging learning atmosphere.
- To develop our own understanding, empathy, and practical skills in working with children with hearing impairments and other special needs. Gain insight into the varied challenges experienced by children with unique learning and communication needs.

Details of the Project

Interactive learning session in the IT lab : Students were introduced to the basics of MS PowerPoint and MS Word. They were guided step-by-step through simple functions such as creating slides, typing text, inserting shapes, and formatting. Our students engaged them in a reflection activity where they expressed what they learned using gestures and visual cues. This helped build initial rapport and boosted their confidence in using digital tools. By the end of the day, it became clear that knowledge truly grows when shared, and the students responded enthusiastically to the structured learning approach.

Physical and outdoor sports activities : Students actively participated in relay races, shot-put practice, short-distance running, and other basic fitness exercises. The goal was to improve strength, coordination, and teamwork. This was followed by a gym-based activity emphasizing cardio and strength training suited to their abilities. These sessions highlighted how physical well-being directly contributes to self-confidence and overall mental health. The key learning for the day was that health is true wealth.

Student counselling : Personalized teaching, and skill development was done by interacting individually with students to understand their strengths, challenges, and preferred learning styles. These sessions helped in tailoring teaching methods to their needs. A library cleaning and reorganization activity was also done, ensuring books were arranged systematically to make the space more accessible. This experience reinforced that patience is the key to contentment, especially when working closely with differently abled learners.

Art and craft activities : where students explored creative expression through drawing, making simple craft pieces, and experimenting with colours and materials. The activity helped improve fine motor skills, imagination, and emotional expression. In the second session, the focus was on math problem solving, where students practiced basic arithmetic using visual tools and hands-on methods. The learning outcome emphasized that to achieve results; one must give 100% effort in their work, a message reinforced through the day's structured tasks.

3D painting tools and techniques : Students explored shapes, textures, and colour blending in a three-dimensional format, which sparked enthusiasm and creativity. Later, joyful interaction activities were organized that encouraged teamwork and expression. The day highlighted that even small efforts can lead to meaningful change, especially when students are given freedom to explore their artistic abilities.

Photographs



SAMARTHAMAM TRUST FOR THE DISABLED

About the NGO

Samarthanam Trust for the Disabled stands as a beacon of hope and transformation, established in 1997 in Bengaluru by the visionary Founder Managing Trustee Dr. Mahantesh G Kivadasannavar and his childhood friend, the late Sugur Paramashivaiah Nagesh. What began as a compassionate initiative has blossomed into one of India's most impactful NGOs, dedicated to empowering persons with disabilities and the underserved.

With a comprehensive approach spanning seven critical verticals - Education, Skilling, Art & Culture, Environment, Sports, Health and Nutrition, and Rehabilitation - Samarthanam has created a holistic ecosystem of support. The organization's footprint extends across 16 centers in India, with additional international presence in the USA and UK, demonstrating its global commitment to social inclusion.

Samarthanam's commitment is validated by prestigious recognitions:

- Special UN Consultative Status (2015)
- CAF International Validated Organization Certification (2024)
- Crisil Accreditation

Objectives of the Project

1. To understand the functioning and operational structure of a social-sector organisation

This project aimed to give students first-hand exposure to how a nationally recognised NGO like Samarthanam Trust for the Disabled plans, manages, and executes its programmes. By observing training modules, support systems, outreach processes, and organisational roles, students were expected to develop a practical understanding of how NGOs contribute to social development and disability inclusion.

2. To develop awareness about the needs, challenges, and aspirations of Persons with Disabilities (PwDs)

A key objective was to understand the lived experiences of individuals with visual, hearing, speech, and locomotor disabilities. Through interactions, classroom engagement, and observation, students were encouraged to build empathy and recognise the importance of tailored teaching, accessible communication, and patient facilitation.

3. To contribute meaningfully to the skill-building and employability training of trainees

The project required students to support and help conduct sessions related to

communication skills, spoken English, workplace etiquette, digital literacy, sales pitch practice, teamwork activities, and confidence-building exercises. The goal was to supplement the NGO's ongoing efforts to prepare PwD trainees for corporate employment and professional environments.

4. To gain practical experience in outreach, mobilisation, and community engagement

A significant objective was to understand how NGOs identify beneficiaries and build community linkages. Students were involved in hospital visits, college outreach, data collection, and awareness drives—helping them appreciate the challenges and importance of reaching underserved populations and connecting them with institutional support.

5. To observe and participate in corporate-NGO collaboration initiatives

Students were expected to volunteer during CSR activities, such as the Deloitte engagement session, to understand how corporates participate in skill development programmes and how such partnerships enhance training quality, exposure, and employment opportunities for beneficiaries.

6. To strengthen key personal and interpersonal competencies

The project also served as a platform for students to enhance leadership, communication, facilitation, teamwork, planning, and problem-solving skills. By conducting sessions, guiding activities, and interacting with diverse learners, students developed patience, clarity in communication, adaptability, and emotional intelligence.

7. To assess learning outcomes and support trainee evaluation

An important objective was to assist in exam preparation, guide students through conceptual understanding, participate in oral and written assessments, and provide constructive feedback. This helped students understand how systematic evaluation contributes to learner progress and readiness for employment.

8. To reflect on the role of inclusive education and its contribution to social equity

The project encouraged students to think critically about how equitable access to education and skills can transform lives. By engaging deeply with the trainees' journeys, students gained insight into the societal importance of inclusion, representation, and empowerment of persons with disabilities.

Details of the Project

1. Orientation & Understanding the NGO

- Attended a detailed introduction about Samarthanam's mission, programmes, and impact on PwDs.
- Learned about the organisational structure, training modules, and expectations from volunteers.
- Understood the sensitivity required while working with differently-abled individuals.

2. Individual Interactions with Trainees

- Conducted one-on-one conversations to understand each trainee's background,

disability type, aspirations, and challenges.

- Built initial rapport to create a comfortable learning environment.
- Used these insights to tailor our teaching approach for the upcoming sessions.

3. Classroom Facilitation & Communication Training

- Conducted spoken English, communication skills, and personality development sessions.
- Taught introduction skills, simple vocabulary, corporate terms, and sentence formation.
- Designed interactive methods (group discussions, introductions, pair-sharing) to increase engagement.

4. Sales Pitch & Presentation Practice

- Introduced trainees to the structure of a basic sales pitch (greeting - explanation - benefits - closing).
- Demonstrated pitch delivery and guided trainees through role-play scenarios.
- Observed improvement in confidence, clarity, and articulation.

5. General Knowledge & Corporate Vocabulary Modules

- Conducted sessions to build everyday GK, workplace terms, and commonly used office vocabulary.
- Ensured explanations were simplified for visually impaired and hearing/speech-impaired learners.
- Reinforced learning through repetition and practical examples.

6. Team-Building & Activity-Based Learning

- Designed group activities to promote teamwork, communication, and problem-solving.
- Conducted interactive games, coordination tasks, and collaborative exercises.
- Helped trainees overcome hesitation and build peer support.

7. Digital Literacy & Excel Training

- Assisted trainees with basic Excel functions, formulas, and navigation.
- Created step-by-step session plans tailored for PwD learners.
- Ensured accessibility by modifying teaching methods for visually impaired students.

8. Outreach & Mobilisation Activities

- Visited multiple hospitals and colleges (KEM, JJ, Sion Hospital, SIPN, SIES College) to raise awareness about Samarthanam.
- Engaged with staff, counsellors, and administrators to identify potential PwD candidates.
- Understood the challenges of fieldwork, including communication gaps and data

collection barriers.

9. CSR Volunteering with Deloitte

- Supported a full-day corporate engagement session conducted by Deloitte.
- Helped coordinate activities, interact with trainers, and ensure smooth facilitation.
- Observed corporate-style training techniques and their impact on student motivation.

10. Examination Support & Evaluation

- Guided trainees through BPO exam topics including offshoring vs. nearshoring and front-office vs. back-office functions.
- Helped students prepare for written and oral assessments using simple examples.
- Assisted in evaluating papers, identifying learning gaps, and offering personalised feedback.

11. Concluding Interaction & Relationship Building

- Participated in a closing lunch with trainees and staff to end the project on a positive, warm note.
- Reflected on the progress made by students throughout the week.
- Strengthened bonds with trainees, celebrating their efforts and growth.

12. Overall Contribution & Learning Impact

- Played an active role in teaching, facilitating, mentoring, evaluating, and engaging with PwD learners.
- Gained hands-on experience in adaptive teaching, inclusive communication, and community outreach.
- Developed deeper empathy, patience, leadership, and appreciation for the NGO ecosystem.

Photographs



SPARSHA

About the NGO

Sparsha Charitable Trust is a Mumbai-based NGO that works for the overall growth and well-being of underprivileged children. The organisation aims to give every child equal opportunities by improving education, health, and social awareness in low-income communities.

The NGO provides educational support through after-school centres, tuition classes, and various learning activities. These programs help children strengthen their basics in reading, writing, and maths, and improve their school performance.

Sparsha also focuses on health and hygiene. They conduct regular sessions on cleanliness, sanitation, good eating habits, and general wellness. These sessions not only help children stay healthy but also create awareness among their families.

Another important part of their work is life-skill development. Children are taught communication, teamwork, leadership, discipline, and emotional awareness—skills that help them grow into confident and responsible individuals.

The organisation also encourages sports and extracurricular activities to promote fitness, confidence, and teamwork. Through sports events, cultural programs, and creative workshops, children get a chance to discover their talents and build self-esteem.

Along with child-focused programs, Sparsha works with parents and community members through awareness sessions, skill-building workshops, and community development activities.

The vision of Sparsha Charitable Trust is to raise healthy, educated, confident, and socially responsible children who can contribute positively to society. Through its dedicated efforts, the organisation continues to make a strong impact on many children and families across Mumbai.

Objectives of the Project

The main goal of this NGO project was to get real, hands-on experience of how a grassroots NGO works and to understand the actual challenges faced in community service. The project helped us connect what we learn in class with real-world work by allowing us to take part in social development activities.

A major objective was to plan, organise, and conduct sports events for children of different age groups. These activities were meant to build fitness, discipline, teamwork, and confidence and to have fun. Another important goal was to develop professional skills such as communication, teamwork, and coordination. Handling large groups of children, and cooperating with NGO

staff helped us improve our leadership, interpersonal skills, and problem-solving abilities.

We also aimed to support the NGO in proposal writing and fundraising. By helping prepare proposals and documents, we learned how important planning, resource management.

The project also focused on observing how sports and engagement activities affect children. We noticed changes in their confidence, discipline, participation, and social interaction. This helped us understand how organised activities can support a child's physical, emotional, and social development. Overall, the project was designed to provide complete learning by combining social responsibility, practical work experience, and professional skill building.

Details of the Project

1 Sports Day Planning & Execution

A major part of our project was planning and conducting Sports Day events at different NGO centres. We created sports activities suitable for different age groups, such as running races, relay races, skipping, frog jumps, and ball games. Children were divided into age-wise groups to make the competitions fair and safe. We handled registrations, took attendance, and prepared participant lists. We also ensured safety by coordinating with volunteers, arranging basic first-aid support, and keeping a close watch on the children during activities. Throughout the events, we motivated the children to participate, enjoy, and build their confidence.

2 Proposal Designing & Documentation

We contributed to designing Canva-based project proposals for the NGO. This included writing clear content, choosing neat layouts, selecting colour themes, and maintaining a uniform design. These proposals were created to support the NGO in presenting their upcoming plans to donors and corporate partners. We also helped the NGO organise documents and maintain records for different projects.

3 JD Work

We assisted the NGO with basic creation of JD for two roles marketing and operation. By understanding the requirement for this two roles and likewise using KPI to create effective JDs.

4 PPT Creation

We created professional PowerPoint presentations that matched the NGO's branding style. This included using proper formatting, clear structure, and visual storytelling. These presentations were designed for donor meetings, awareness sessions, and other official purposes.

hotographs



THE HINDU WOMEN'S WELFARE SOCIETY (SHARADDHANAND)

About the NGO

Shraddhanand Mahilashram run by The Hindu Women's Welfare Society is a long-standing social welfare institution based in Matunga, Mumbai. Founded in 1928, it has served for nearly a century as a safe haven for underprivileged women, girls and children. Over the decades, the Ashram has provided shelter, care, education and vocational training to more than 20,000 individuals including abandoned children, destitute women, elderly widows, and persons with special needs.

The Ashram runs several facilities:

- A children's home (Bal Gruha) for girls and children under 18.
- A women's shelter/home (Adhargruha) for girls/women aged 18 and above.
- Hostel facilities for working women and college-going girls.
- An old-age home for elderly women, offering them shelter, care and dignity in their later years.

Vision: To create a world free of underprivileged women and children by empowering them through education and skill development.

Mission: To establish safe homes and conduct welfare activities for the benefit of underprivileged children, women, and elderly widows.

Through shelter, education, vocational training, adoption facilitation, job placement, and social integration initiatives, Shraddhanand Mahilashram empowers vulnerable individuals with hope, dignity, and the opportunity for a better future.

Objectives of the Project

TASK 1: Streamlining Adoption Documentation

The primary objective is to manage sensitive adoption records securely, compliantly, and durably.

Core Objectives:

Confidentiality and Accuracy: We must handle files with extreme care to prevent mixing, accurately identify and separate documents belonging to different adoptees, and record key Basic Identifiers (like the child's name, admission dates, and adoptive parent details) for every distinct set of papers.

Organization and Preservation: Documents must be systematically prepared for long-term storage. This involves straightening papers, arranging them in the correct (chronological) order, and ensuring full protection by covering them with butter paper and inserting them into transparent plastic folders before final organized storage.

Verification and Accountability: We must ensure the process is complete. This requires a final check to confirm no loose papers remain in the original container and

that all pages for each adoptee are correctly grouped. The final step is to formally mark the file as "Filed" (with a Red dot) in the central register to create a clear audit trail.

TASK 2: Creating a Career Opportunity Compendium

The central mission is to research and compile an actionable guide to higher education and vocational courses in Mumbai for female HSC graduates from Shraddhanand Mahilashram.

Core Objectives:

Information Gathering and Compilation: The deliverable is a Master Data Table that functions as a critical decision-making tool. It must cover HSC and post-graduate courses across Arts, Commerce, and Science streams, focusing exclusively on institutions within Mumbai. We must gather and compile 11 specific data points, including critical factors like the admission process, course fees, cut-off marks, scholarship opportunities, and job placement records.

Fieldwork and Timeline Adherence: The research methodology relies primarily on in-person, primary research, requiring scheduled visits to pre-identified institutes. To meet the tight one-week deadline, efficient daily planning, target lists, and standard questionnaires are essential for successful data collection from admission officers or career counsellors.

Final Deliverable Quality and Verification: Success is measured by the quality and completeness of the final output. The compendium must accurately cover a significant majority of target institutes, detailing all required data points for at least 15-20 unique courses. The final submission package includes the Master Data Table, a daily activity log, a resource pack, and a brief Executive Summary.

Details of the Project

The project consisted of two major components: the documentation of adoption-related files and the development of a career options compendium for HSC and graduate students. Both tasks required careful planning, systematic working, and responsible handling of information. The work was completed over several days, ensuring accuracy, clarity, and long-term usefulness of the final outcomes.

1. Documentation

The first part of the project focused on organizing and documenting adoption-related files that contained sensitive and confidential information. The files were initially stored in sacks and box folders, and many of them included loose papers belonging to different adoptees. Each file was removed individually and checked thoroughly to prevent any mixing or misplacement of papers. The loose documents were flattened, sorted, and examined to understand which papers belonged together. The work required patience and attention to detail, as the

documents varied in type and format. Important adoption documents were carefully identified. These included surrender deeds, child study reports, medical records, home study reports, birth certificates, police verification reports, court orders, and photographs. Each of these papers was essential for creating a complete and accurate record of the adoptee. To maintain consistency, documents belonging to the same child were grouped into a single set. A clean handwritten documentation sheet was prepared for every adoptee, using neat writing and clear formatting.

These sheets recorded essential details such as:

1. Name of the child
2. Date of birth
3. Gender
4. Admission and discharge date
5. Adoptive parent's name
6. Country of adoption

Any documents that were unclear, repeated, or missing information were kept aside for further verification. Throughout the process, confidentiality was strictly maintained, and every file was handled with care. By the end of the documentation work, all files were arranged in a structured and organized manner, making them easier for the Organisation to access and review whenever needed.

2. Career Guidance

The second component of the project involved compiling a comprehensive guide on career and educational opportunities available to HSC and graduate students. This required field visits to colleges across Mumbai and direct interactions with admission departments, faculty members, and administrative staff. These visits helped in collecting first-hand information that was reliable and updated.

The details gathered from each institute included:

1. Eligibility criteria for courses
2. Admission processes and required documents
3. Entrance examinations and cut-off marks
4. Fee structures and payment options
5. Scholarship availability
6. Placement support and internships
7. Course duration and curriculum highlight

All collected information was carefully documented and organized into a

structured master data table. To ensure transparency and accuracy, daily logs were maintained describing the institutes visited, the people met, and the type of information gathered. Brochures, pamphlets, and contact details were also collected and stored digitally so that students could later explore additional information on their own.

After compiling the raw data, the information was reviewed, compared, and arranged in a student-friendly format. This helped highlight patterns such as affordable colleges, high-opportunity career fields, and courses with strong placement potential. The final compendium serves as a detailed and helpful resource for students planning their higher studies or looking for career guidance.

The combined project work strengthened skills such as data organisation, field research, communication, record management, and documentation. The adoption file work ensured that sensitive records were properly handled and preserved, while the career compendium provided valuable guidance to students at an important stage in their academic journey. Together, these tasks contributed meaningfully to the organisation and will continue to support its beneficiaries in the future.

Photographs



SETU – NGO PROJECTS 2025

LEARNINGS AND SOCIAL IMPACT

The week-long NGO volunteering program offered students a deeply meaningful experience, opening their eyes to the realities of community service, social responsibility, and personal growth. By working with a range of groups — from environmental causes and children's welfare to elderly care, underprivileged communities, and differently-abled individuals — students came face to face with the complex challenges that shape society. These encounters reinforced the values of empathy, inclusivity, and the importance of actively contributing to the world around us.

Education stood out as a powerful force for empowerment, capable of dismantling barriers and unlocking new possibilities. Through teaching in classrooms and conducting financial literacy workshops, students witnessed firsthand how knowledge builds confidence and nurtures independence. The sheer determination of children to learn, regardless of their circumstances, served as a powerful reminder that education remains one of the most essential pillars of social progress.

Adapting to varied and unfamiliar environments called for patience, flexibility, and resilience. Students sharpened their critical thinking and collaborative skills, coming to understand that lasting change is best achieved through collective action. Their engagement with NGOs and community members offered practical exposure to leadership, problem-solving, and decision-making, nurturing their capacity to tackle challenges with both resourcefulness and compassion.

The program also brought into sharp focus the importance of sustainability and conscious consumption. Projects that redirected urban surplus toward underserved communities demonstrated how simple, thoughtful actions — such as redistributing unused resources — can create genuine and lasting impact. Students left with a deeper awareness of responsible resource management and its role in everyday life.

Working alongside organizations that support differently-abled individuals imparted invaluable lessons in inclusion and accessibility. Seeing how these initiatives helped individuals build confidence and independence reinforced the need for environments where every person feels seen, valued, and capable. These experiences underscored the ongoing importance of working toward equal opportunities and meaningful social

integration.

Involvement in environmental conservation projects deepened students' appreciation for sustainability and the natural world. Participating in activities related to afforestation, medicinal plant cultivation, and eco-friendly practices strengthened their bond with nature. The experience also shed light on the relevance of traditional medicine and its relationship with modern healthcare, fostering a greater respect for indigenous knowledge and its ecological value.

Financial literacy programs highlighted how economic education can help break intergenerational cycles of poverty. Teaching underprivileged families about budgeting, saving, and banking made clear the urgent need for accessible financial awareness initiatives. Students recognized that informed financial choices can serve as a powerful catalyst for social change and long-term empowerment.

Participation in health awareness and disaster preparedness activities further reinforced the spirit of social responsibility. Gaining knowledge about preventive healthcare, hygiene, and emergency response not only equipped students with practical life skills but also encouraged a proactive approach to community well-being. These programs demonstrated how health and safety education can substantially strengthen community resilience.

Beyond the formal activities, the experience offered a meaningful lesson in gratitude and mindfulness. Witnessing the resilience and spirit of the communities they worked with prompted students to reflect on and appreciate life's simpler joys. The program cultivated humility and a deep sense of fulfilment, making it clear that genuine service is not merely about providing assistance — it is about forging meaningful human connections and growing from within.

The ripple effects of these projects extended well beyond the immediate communities served. By championing education, financial awareness, sustainability, inclusivity, and health, students became part of a broader movement toward social empowerment and community development. While each individual contribution may have been modest, the collective impact represented a meaningful stride toward a more just and compassionate world.

Ultimately, this transformative experience broadened students' horizons while equipping them with the skills, awareness, and empathy needed to drive real change in the years

ahead. One central truth emerged from all these diverse encounters — the power of service lies in its ability to uplift, educate, and inspire, both those who give and those who receive. This journey was as much about personal growth as it was about giving back, nurturing empathy, and affirming that even the smallest efforts can leave a lasting mark.

CONCLUSION AND THE WAY FORWARD...

We are deeply grateful to all our NGO partners for generously welcoming our students and providing them with a one-week internship at their organizations. Their steadfast support and commitment have played a pivotal role in the holistic development of our students, giving them direct exposure to the social sector and enabling them to contribute meaningfully to causes that truly matter.

The SETU – NGO Projects – 2025 initiative has served as a vital bridge between social responsibility and professional development. It has offered students a unique opportunity to step into the world of non-profit organizations and apply their academic learning to real and pressing challenges.

This initiative has provided students with an invaluable opportunity to immerse themselves in the workings of non-profit organizations, enabling them to apply their academic knowledge to real-world challenges.

It is heartening to note that the NGOs which we were associated with as a part of SETU have now become a part of IES MCRC's extended family. What began as a one-week volunteering experience has now evolved into a long-term association, with many NGOs becoming an integral part of the IES MCRC family. This enduring relationship highlights the mutual trust and shared vision for creating a more compassionate and equitable society.

The overwhelming response of our students on social media is a testament to the profound impact of this initiative. The digital space has been abuzz with enthusiastic posts from students sharing their transformative experiences during the NGO projects. These heartfelt reflections underscore the significance of experiential learning and the sense of fulfilment derived from serving society.

Ultimately, this one-week engagement has been much more than just an

internship—it has been a journey of self-discovery and social consciousness. It has reinforced the profound truth that genuine service is transformative, not just for those receiving help but also for those who extend a helping hand. The experience has instilled in our students a lasting sense of social responsibility, inspiring them to continue engaging in initiatives that foster inclusivity, education, and sustainability. We are confident that the seeds of compassion and civic duty sown during this program will continue to flourish, driving meaningful change for years to come.

Once again, we extend our deepest appreciation to all our NGO partners, faculty members, and students for their unwavering dedication and enthusiasm. Together, we are paving the way for a brighter, more empathetic future.

STUDENT TESTIMONIALS

Grateful for the opportunity to spend a week working with Shraddhanand Mahila Ashram, an NGO that will soon be completing 100 years of impactful work. It was a truly meaningful experience interacting with the children and understanding the incredible work being done to support their growth and future. Along with my team, we also had the chance to contribute by organizing and structuring their documentation system helping sort and streamline files that had been unorganized for years and making their backend operations more seamless. Small efforts, but ones that can hopefully make their work a little easier. Experiences like these remind you that beyond classrooms and theories, real learning often comes from engaging with communities and contributing in whatever way we can.

-Mughda Surve PGDM Div B Batch 2025 -2027

As part of my academic project at IES MCRC, I had the opportunity to spend one impactful week working with Sparsha Charitable Trust. This experience turned out to be far more meaningful than I had ever imagined. Throughout the week, my teammates and I worked on various tasks that were assigned to us. From **teaching sessions to organising three 3-day sports events**, we planned and conducted various activities for kids of all age groups. Watching their enthusiasm, curiosity, and pure joy reminded me of the power of small efforts and collective teamwork. This journey taught me life lessons that no classroom ever could — **Empathy:** Understanding different backgrounds and appreciating every child's unique story. **Gratefulness:** Realising how much we take for granted in our daily lives. **Team Spirit:** Working together, improvising on the spot, and supporting each other through every challenge.

Personal Growth: Building patience, responsibility, and a sense of purpose. I'm grateful to **Sparsha Charitable trust, Sarika Desai Ma'am** for giving us this opportunity and to my college, **IES's Management College and Research Centre (IESMCRC)**, for encouraging us to step into real-world experiences that shape who we become. This week will stay with me for a long time — not as a project, but as a reminder of how much impact kindness and collaboration can create.

- Manisha Bhati PGDM Div C 2025 - 2027

This was my first time working with an NGO, and it turned out to be one of the most eye-opening experiences I've had. Spending a week in different schools, interacting with students, and creating awareness about cybersecurity taught me a lot about empathy, patience, and how small efforts can make a real difference.

As part of this experience, I visited several BMC and private schools, conducted awareness sessions, spoke to students about online safety, and even heard some of their personal experiences. Their honesty made the work feel meaningful. We also worked closely with teachers and principals, booked sessions, coordinated permissions, and managed field documentation. Each day came with new challenges, new learnings, and moments that genuinely changed the way I look at things.

I'm grateful to IES's Management College and Research Centre (IESMCRC) for giving me this opportunity, and I truly appreciate CRY_NGO for trusting us and guiding us throughout the week. A special thank you to our mentor Renita Lopes ,for her constant support and encouragement.

Even though it was just one week, it left a lasting impact on me. I would love to explore more such opportunities in the future and continue contributing in any way I can.

- ***Shailkumari Nishad PGDM Div C Batch 2025 - 2027***

My one-week NGO project with Kshitij turned out to be one of the most personal and eye-opening experiences. I'm really grateful to my college for designing such a thoughtful program. It pushed me out of my comfort zone and helped me understand the value of social work in a practical way. This experience didn't just add to my learning, it changed my perspective and I'll always carry the learnings with me.

- ***Sherel Chittilappilly PGDM Div A Batch 2025 - 2027***

Volunteering at CAP Foundation was a truly meaningful and learning-filled experience. Being part of this animal welfare organization helped me understand the value of compassion, patience, and responsibility towards animals in need. During my time there, I was involved in tasks such as cleaning and organizing the shelter, managing supplies, and assisting with documentation of animals for records and adoption purposes. These activities helped me realize how even small efforts contribute significantly to maintaining a safe, hygienic, and

caring environment for rescued animals.

I also gained practical exposure to how an animal shelter functions on a daily basis and how teamwork plays a crucial role in ensuring smooth operations. Interacting with the animals taught me to be calm, gentle, and empathetic, while observing their care and recovery deepened my respect for the dedication of the NGO staff and volunteers.

Overall, this experience enhanced my sense of social responsibility and strengthened my empathy towards animals. I am grateful to CAP Foundation for giving me the opportunity to contribute to such a noble cause and for providing valuable hands-on learning that will stay with me in the future.

- ***Seeya Kamat PGDM Div B Batch 2025 - 2027***

Photo Gallery



GENERAL PURPOSE FORM

Name of the Organization : _____

Contact Person : _____

Contact number : _____ Email ID : _____

Have you associated with IES MCRC in any capacity?

☐

YES

☐

NO

If yes, then in what capacity

☐

Guest speaker

☐

Providing live project

☐

Visiting faculty

☐

Industry visit opportunity

☐

Sponsor

☐

Providing internships

☐

NGO Partner

☐

Providing placement

☐

Conducted workshop

☐

Any other

If you have ticked any other, please state in what capacity

.....

If no, then would you like to get associated with IES in any of the below ways :

☐

Guest speaker

☐

Providing live project

☐

Visiting faculty

☐

Industry visit opportunity

☐

Sponsor

☐

Providing internships

☐

NGO Partner

☐

Providing placement

☐

Conducted workshop

☐

Any other

If you have ticked any other, please state in what capacity

.....

Any comments?

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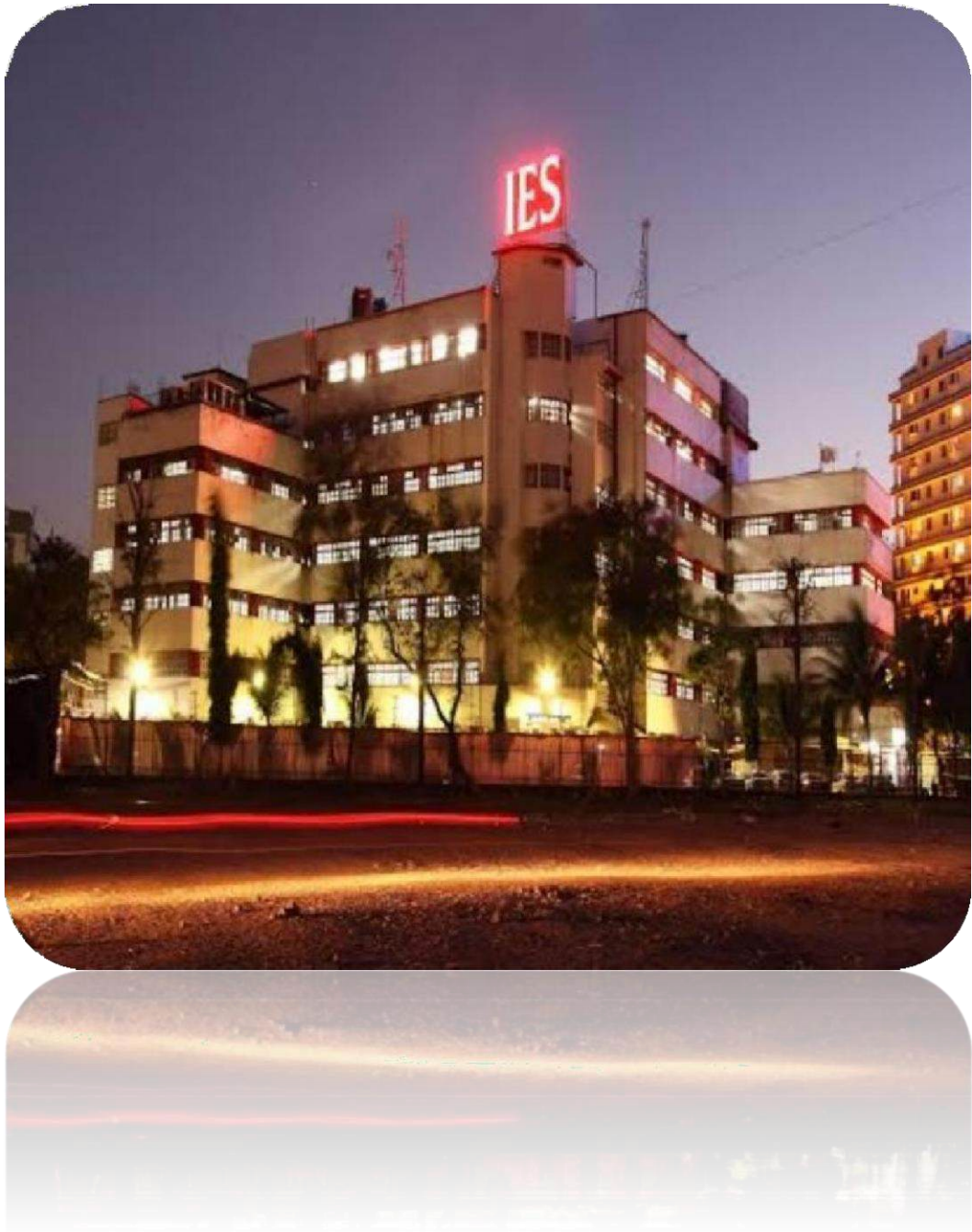
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It is a privilege to serve mankind, for this is the worship of God; God is here, in all these human souls.

- Swami Vivekananda

Everyone can be great, because everyone can serve.

-Martin Luther King, Jr.



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