

SUMMER INTERNSHIP PROGRAM

at



MP SRLM

From **12.05.2025** to **20.07.2025**

A REPORT BY

Anshu Lamba

Master of Business Administration

Development Management

Roll No. 0053

2024 – 2026

Under the Mentorship of

**Dr Gautam Sadhu
(Professor & Proctor)**



3748
No. /ZP/SRLM/Estd./2025

Bhopal, Dated 25/09/2025

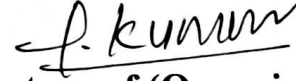
Annexure A

Completion Certificate from the Organization
CERTIFICATE

This is to certify that Dr./Mr./Ms. **Anshu Lamba** of batch 2025 IIHMR, Jaipur Rajasthan. Has worked with our organization for her summer internship from 12th May 2025 to 25th July 2025.

The overall performance shown by her during the period was good. This certificate is based to meet the requirements of the IIHMR University.

Date:



Signature of (Organization Mentor)

Name: Pappu Kumar

Designation: Young Professional (IBCB)

IIHMR University Faculty Mentor Approval

This is to certify that **Ms Anshu Lamba** of academic year 2024-26 of **School of Development Studies** has prepared a poster with respect to her summer internship held during May-July 2025.

She has carried out work as per the guidelines. Her poster is approved for presentation.

Date: 29/07/2025

A handwritten signature in blue ink, reading 'Dr. Goutam Sadhu'.

Dr. Goutam Sadhu

Professor, School of Development Studies

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3. Approved Color Poster



NAME- ANSHU
ROLL NO. - IIHMRU/10/2024-26/0053
MBA (SCHOOL OF DEVELOPMENT STUDIES)
UNIVERSITY MENTOR- DR. GAUTAM SADHU



म.प्र. डी.ए.वाय. राज्य ग्रामीण
आजीविका मिशन

TOPIC- EXPLORING FNHW BASED
COMMUNITY INTERVENTIONS
LED BY SHG WOMEN IN BHOPAL
DISTRICT OF MADHYA PRADESH.
ORGANIZATION MENTOR-
SPM SISD ANITA VATSALTA

Brief Description of MP DAY SRLM:

MP DAY SRLM is a government scheme that aims to alleviate rural poverty in Madhya Pradesh. It enables poor families, particularly women by creating Self- Help Groups, enhancing their skills, and assisting them in establishing small businesses or employment. The mission also links them with banks, training, markets, and government schemes to enhance their income and livelihoods.

MP DAY SRLM Brief History:

The MP DAY- SRLM is a mission that was launched as a part of the NRLM (National Rural Livelihood Mission) by Ministry of Rural Development in 2011. It stands for Madhya Pradesh Deen Dayal Antyodaya State rural livelihood mission. It was formed to improve the lives of poor families in rural areas by helping them earn a better and regular income. With time, the mission showed successful work with lakhs of women through Self- Help Groups (SHGs) and helped women build their skills and financial strength.

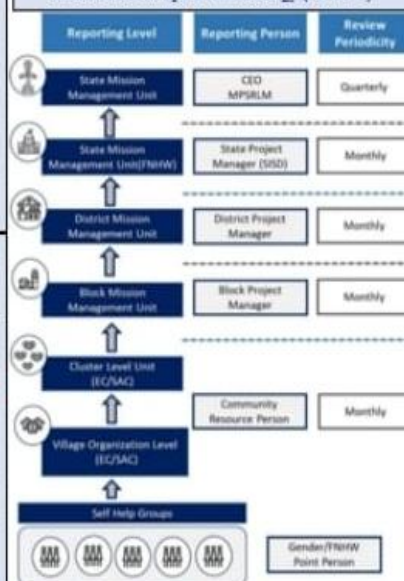
Vision and Mission:

Envisioning a Madhya Pradesh with no poor rural family. Empower them to earn more and live better by providing them opportunities to begin their own businesses (self-employment) or get skilled well- paying jobs. Mission is to bring rural women together into strong SHGs. Help them learn new skills, start their own small businesses, so they can earn a steady income and build a better life for their families.

Objective: To explore how health, nutrition and social inclusion efforts are carried out through women's SHGs, and to support their work by creating awareness and improving lives in rural communities.

Organizational Structure:

Source: FNHW Operational Strategy (2020- 23)



FNHW Journey



Strength: Exposure to convergence and intervention function of Health, Nutrition and SHGs, at village level.

Understanding reporting.

Threat: Poor coordination at local levels. Overburdened Sakhis. Lack of Awareness among women. Irregular field data.

Weakness: Most of the data was available mostly in ~~klisht hindi shabd~~, difficult to understand some unfamiliar terms. Limited access to reliable field data.

Opportunity: Better convergence among departments. Better scope in supporting Sakhis. Mobile based reporting.

Challenges Faced During Internship:

- 1) Understanding field- level coordination among departments was difficult at first.
- 2) Very limited field visits due to transport issue.
- 3) Understanding SISD and the hierarchy in office.
- 4) To convince Sakhis to stay in training post lunch/ meal.
- 5) Incomplete and delayed data from field staff.

Suggestions for the Organization:

- 1) People at the rural level are more inclined towards incentives and benefits instead of work, they need motivation in other ways as well, more focus on motivational ways.
- 2) Sakhis were not comfortable to speak up even after many training sessions, this needs to be addressed seriously.
- 3) Regular cross-check with Sakhis about their ~~Savuh~~, their engagement in connecting the required number of members in the ~~Savuh~~.



Theoretical Knowledge (from classroom):

- 1) Understood the concept of SHGs and WASH.
- 2) Studied Development Communication and learned about Social Behaviour Change Communication (SBCC) for awareness.
- 3) Gained knowledge about Social Inclusion and Gender Framework and how health related programs help and impact women.

Practical Knowledge (from internship fieldwork):

- 1) Working under SISD (Social Inclusion and Social Development) gave me practical exposure to all the theoretical aspects.
- 2) Read IEC Materials, reports, and interacted with field staff members.
- 3) Observed gaps in training, supervision and also in reporting at the grassroots level.

Major Learning During Internship:

- 1) Understood linkage of State, District and Blocks working together.
- 2) Understood how health, livelihood and gender starts at the state office and interconnect at the rural level.
- 3) Did field visits to villages, block offices, worked at both Zila Panchayat and State office.
- 4) Poshan Wall, Poshan Yojana, WCD, Nal Jal Yojana, WASH Financing.
- 5) SBCC, planning, problem solving, design, team work.

Complied Reporting Format

Name of the Organisation: MP SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: DEVELOPMENT MANAGEMENT

Activity Done	The ten-week internship with MP-SRLM's FNHW (Food, Nutrition, Health, and WASH) project offered a powerful learning experience that took me deep into the realities of rural health and development. It was a journey that balanced field immersion with backend documentation and strategic planning, helping me connect classroom theories to grassroots practice in a meaningful way. My internship began with an orientation at the state office in Bhopal, where I was introduced to the larger vision of the FNHW initiative and its alignment with Self-Help Groups (SHGs). Early visits to the District Panchayat Office and field units gave me a sense of how programs like sanitation awareness and nutrition campaigns are anchored through community-led mechanisms, especially by women collectives. Over the weeks, I engaged closely with Sakhis, Bank Sakhis, and SHG members across Bairasiya and Fanda blocks. Observing their role in delivering maternal health messages, promoting hygiene, and facilitating financial inclusion gave me a clearer view of how local leadership drives behavioral change. I also participated in meetings with banks and field officers to understand the dynamics of SHG credit linkages. During the middle phase, I took part in digitizing SHG field records and supporting virtual awareness sessions on hygiene. This allowed me to see the administrative side of development work—how data flows, how it is organized, and where it often gets stuck.
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	The limitations in digital literacy at the grassroots level were visible, highlighting the need for user-friendly tools. One of the most enriching moments was attending a nutrition demonstration session in a village near Fanda, where SHG women were taught how to cook iron-rich meals using locally available ingredients. Their participation, stories, and questions revealed both the potential and the gaps in nutrition literacy. Similarly, at a community meeting in Bairasiya focused on safe water practices, I helped document women's concerns about clean water and seasonal illnesses, adding to my understanding of WASH realities. In the final weeks, I contributed to a strategic presentation titled “Operational Strategy of FNHW and Gender in Madhya Pradesh.” I assisted in compiling data, structuring success narratives, and identifying best practices across CLFs. This experience brought me closer to how field insights are translated into high-level planning documents. Before concluding the internship, I completed my formal requirements, sought my certificate, and began working on my final report and poster for the university. I used resources from past batches, refined my presentation approach, and curated field experiences that reflected both challenges and impact. This internship helped me evolve from learning on the field to contributing to strategy. It gave me a deep, human-centered understanding of how community-based programs shape health outcomes, especially when led by empowered women in rural spaces.
Linking theory (Classroom learning) with practice at your organisation	This internship with MP-SRLM’s FNHW vertical became a mirror through which I could see how theory transforms into practice. Concepts that once lived in lecture slides like convergence, gender in development, SBCC, and participatory planning began unfolding before me in real time. What made it truly valuable was not just applying what I had learned, but realizing where classroom ideas meet the unpredictability of real-world scenarios. Our coursework had laid strong foundations. We had explored the roles of SHGs in community empowerment, studied health communication models, and discussed how interdepartmental coordination can transform service delivery in rural areas. On the

	ground, I found these themes woven into the lives of the women I met. Sakhis leading health sessions, Bank Sakhis easing financial access, and SHG members discussing water safety and nutrition. One of the early moments that linked theory to fieldwork was observing how SHGs function beyond credit groups. In Bairasiya and Fanda blocks, I saw how they were frontline agents for nutrition awareness, hygiene promotion, and livelihood convergence. The development communication strategies we had studied—folk stories, participatory songs, local dialect use—were being used to connect health messages with lived experiences. This wasn't textbook learning anymore; it was active, emotional, and evolving. The internship also gave life to the behavior change theories we had studied. For example, even though women were aware of safe water practices or the benefits of iron-rich food, many weren't following them consistently. Social beliefs, daily hardships, and access issues often stood in the way. It made me reflect on how change isn't just about knowledge, it's about context, support, and consistent engagement. While assisting with documentation and data review, our lectures on monitoring and evaluation came back into focus. Concepts like outcome tracking, indicator design, and feedback loops helped me understand why some reports lacked depth or clarity. Working on the state-level FNHW presentation made me realize how important it is to translate local stories into data that can influence policy decisions. One of the most meaningful takeaways was understanding the role of convergence. On paper, it seemed straightforward: health, sanitation, and livelihood departments working together. But in reality, it was SHGs that acted as the thread, connecting multiple systems through everyday problem-solving. From coordinating with Anganwadi workers to supporting clean water drives, SHG members were filling the coordination gaps with action and empathy. Digital inclusion was another lesson in contrast. While we had discussed ICT in development, seeing Sakhis struggle with basic digital reporting highlighted the depth of the divide. It wasn't just
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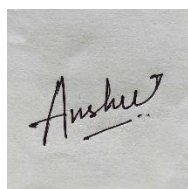
	about having tools, but also making them usable, accessible, and truly empowering. Most of all, I saw how gender shaped every part of the work. Our academic framework helped me spot how mobility, decision-making power, and time shaped women's engagement. Despite the odds, their participation stood out as a silent revolution a reminder that change, when grounded in community and care, always begins at the margins.
Gaps identified on the working area.	While my internship with MP-SRLM's FNHW vertical exposed me to some remarkable efforts being made across rural Madhya Pradesh, it also highlighted a few recurring gaps that continue to challenge the efficiency and inclusiveness of the program. These weren't just technical flaws but subtle cracks in communication, coordination, and continuity that often get overlooked in large-scale development work. One of the most visible gaps was in monitoring and documentation at the field level. Though many Sakhis and SHG women were active and motivated, the lack of structured follow-up and reporting tools made it hard to track progress. Household visits, hygiene sessions, and nutrition counselling were taking place, but much of this work was undocumented. Without proper records, it's difficult to assess reach or replicate success, and even harder to learn from what didn't work. Digital access added another layer to this challenge. In areas like Bairasiya, I noticed that many Sakhis didn't have smartphones or the training to use digital platforms. Some relied on family members to update reports or connect to online meetings. This dependency not only caused delays but also affected data quality and accuracy. It brought into sharp focus the difference between having a digital system in place and actually making it usable at the grassroots. Coordination among departments was another issue that stood out. Although SHGs were linked with health workers, financial institutions, and other stakeholders, these connections often worked in silos. For instance, Anganwadi workers were frequently absent from health sessions where their input could have added

	value. Similarly, banks treated SHG processes as formalities without understanding the developmental vision behind them. This lack of convergence diluted the impact that collective efforts could have achieved. Communication breakdowns weren't limited to field teams. Even interns faced gaps in information, especially during the final weeks when closure requirements and reporting deadlines were unclear. Field staff too often learned of meetings or updates at the last minute. Such lapses don't just affect efficiency they reduce trust and consistency across the system. I also observed varying levels of motivation and preparedness among Bank Sakhis and facilitators. While some were incredibly dedicated, others hadn't received refresher training in months. This created confusion about roles and left SHG members without reliable support, especially in financial or technical matters. Another group often left out was adolescent girls. Despite being vital to long-term change, most sessions were targeted at married SHG women. Planned activities for Kishori groups were either irregular or cancelled due to staffing shortages. This gap risks missing a generation that could carry forward messages of health and hygiene into the future. Lastly, visual learning tools were in short supply. For many semi-literate women, text-based communication doesn't work. Sessions lacked charts, picture guides, or hands-on kits tools that could have turned basic awareness into deeper understanding. These gaps don't overshadow the program's impact but they do signal areas that need thoughtful attention. Bridging these small but persistent disconnects could make MP-SRLM's efforts not just stronger, but truly transformative.
Suggestions for improvement	Working on the FNHW project with MP-SRLM offered me valuable exposure to both the strengths and struggles of implementing rural health initiatives. While the intent of the program is deeply impactful, a few simple yet focused improvements could help make it even more effective on the ground.

	One of the first changes that could make a big difference is improving digital literacy among SHG workers. Many Sakhis still rely on manual reporting or others to help them with online submissions. Introducing easy-to-use mobile apps in local languages, along with regular digital training sessions, would empower them to report activities independently and more accurately. There's also a strong need to standardize reporting formats across blocks. Currently, some follow informal, handwritten notes, while others rely on scattered digital entries. A simple, consistent template for tracking health sessions, kitchen gardens, or awareness drives would make documentation easier and more meaningful, especially when reports are reviewed at the state level. Capacity-building remains another key area. While some Sakhis are confident and experienced, many need refresher trainings. These should go beyond lectures and include role plays, peer learning circles, and field demos. Partnering with local health departments or NGOs to deliver specific modules like adolescent health, menstrual hygiene, or seasonal disease prevention would add technical depth and make their engagement more effective. The program also needs stronger inter-departmental coordination. Since SHGs interface with multiple departments, a platform for regular joint reviews could help reduce overlaps and foster collaboration. For example, Anganwadi workers, school staff, and FNHW Sakhis can co-design activities during Nutrition Week, ensuring better resource use and impact. Adolescents, especially girls, are often left out of health sessions. Involving them more actively through schools and Kishori groups by using games, visual stories, or short talks can spark curiosity and long-term behavior change. Even training a few as "Youth Health Helpers" could create peer influence and support outreach. Lastly, a structured exit plan for interns and field pilots is essential. Ending the internship with formal reflections, feedback sessions, and documentation handovers would ensure that learning continues and transitions smoothly into future planning.
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	In short, small, thoughtful steps from better tools to stronger collaboration can significantly improve the outcomes of this meaningful program and make it more inclusive and future-ready.
Key learnings	This internship taught me that real development happens in everyday conversations with women in SHGs, with Sakhis navigating challenges, and with teams translating data into action. Classroom theories became real when I saw how deeply health, gender, and community are connected. I learned that change is gradual, rooted in trust, and strengthened by consistency. Whether documenting reports or observing a cooking session, I realised the power of listening, adapting, and staying grounded skills I'll carry forward in every space I work in.

Signature of the Student



Approved by the IIHMR University's Mentor

On the last day of every week Saturday -) report in the above format should be submitted to the faculty mentor. Submission of total 10 reports in 10 weeks is compulsory. Each report should not be more than 2 pages.

Reporting Format (Weekly)

Name of the Organisation: MP-SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: Anshu

Roll no: 0053

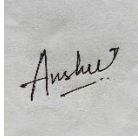
Stream: Development Management

Week no: 1

From: ...12 May 2025...to...16 May 2025...

Activity Done	Reported at MP-SRLM State Office in Bhopal. Met with the SISO and IAS officer. Orientation on FNHW and SHGs' role in women empowerment. Visited the district panchayat office and learned about on-ground implementation of hygiene, nutrition, and livelihood programs in rural Madhya Pradesh
Linking theory (Classroom learning) with practice at your organisation	Classroom sessions on community participation and gender development directly linked with SHG-driven activities. Concepts from public health and rural development were observed in real-world practices promoting sanitation and nutrition through local governance and women-led initiatives.
Gaps identified on the working area.	Lack of proper documentation and monitoring of FNHW activities at the village level. Ground-level staff often rely on oral communication, leading to data loss. Limited awareness among SHG members about menstrual hygiene and sanitation practices.
Suggestions for improvement	Field functionaries need basic training on record-keeping and health awareness. Visual IEC tools should be introduced. Regular orientation workshops can empower SHG members with better understanding of hygiene and nutrition practices.
Plan for the next week	Field visits to villages near Bhopal are scheduled to observe Didi Cafes, sanitation drives, and nutrition awareness programs. Plan to interact with SHG women and document their challenges and progress in detail.

Signature of the Student



Approved by the IIHMR University's Mentor

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Reporting Format (Weekly)

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

Week no: 2

From:...19-05-2025... to...23-05-2025...

Activity Done	This week, I finalized my report topic: <i>"Identification of Livelihood Opportunity for SHG Women in Bhopal District of Madhya Pradesh."</i> I discussed the topic with colleagues who have experience in this field. I also accompanied DPM Mam Rekha Pandey and DPM Sir Alok Chakrawarti for several field meetings with banks and Bank Sakhis associated with SHG groups in Fanda and Bairasiya blocks.
Linking theory (Classroom learning) with practice at your organisation	In class, we studied the concept and structure of Self-Help Groups (SHGs), including their purpose in empowering rural women and facilitating microfinance. During my internship, I witnessed these concepts in action as I interacted with SHG women in the Fanda and Bairasiya blocks. I observed how these women enhance household income and livelihood through SHGs. Banks support them by providing loans, with each SHG eligible to receive up to ₹10,00,000. The Ministry of Rural Development (MoRD), through the Department of Rural Development, sets annual targets for mobilizing rural households into SHGs under the Deendayal Antyodaya Yojana-NRLM (DAY-NRLM).
Gaps identified on the working area.	It was observed that many Bank Sakhis lacked seriousness and were not actively engaged in their responsibilities, with only a few being committed. Additionally, many rural women showed hesitation or disinterest in joining SHGs. Some banks also seemed to

	be handling SHG-related processes with minimal seriousness. Overall, there is a significant gap in awareness, motivation, and participation.
Suggestions for improvement	To improve the situation, there should be regular capacity-building sessions for Bank Sakhis and awareness drives for rural women about the benefits of SHGs. Incentivizing active participation and strengthening the accountability of banks can also enhance engagement and outcomes.
Plan for the next week	Next week, I plan to visit the block offices of both Bairasiya and Fanda. I will meet rural women involved in SHGs, observe their work closely, and document my findings. I also intend to write a success story based on the insights gathered from the field visits.

Signature of the Student 

Approved by the IIHMR University's Mentor

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Reporting Format (Week- 3)

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

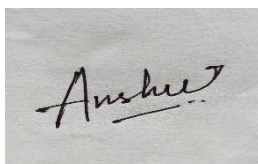
Week no: 3

From:... 26 May 2025... to...30 May 2025...

Activity Done	This week, I interacted with Sakhis over phone calls to understand their ongoing FNHW activities in Fanda and Bairasiya blocks. I also reviewed case records, IEC materials, and monthly SHG health reports to study how Sakhis conduct household visits, promote WASH practices, and support maternal health. This indirect engagement helped me understand their outreach model and existing reporting system.
Linking theory (Classroom learning) with practice at your organisation	Classroom concepts from community health and SHG functioning helped me interpret the FNHW model of MP-SRLM. The Sakhi framework relates closely to our coursework on participatory development and health education. The integration of health into livelihood promotion showcases the intersectional approach we studied in gender and development modules.
Gaps identified on the working area.	A major gap observed was irregular monitoring of Sakhi activities due to limited digital access and field-level supervision. Some Sakhis lack refresher training, especially on nutrition counselling and menstrual hygiene. Additionally, follow-ups with vulnerable families are often delayed due to high workload and limited transportation.
Suggestions for improvement	Strengthening digital reporting systems and organizing monthly virtual review meetings with Sakhis can enhance monitoring. Refresher training focused on FNHW, especially for newly inducted Sakhis, is needed. Involving SHG members in peer-to-peer

	learning could support low-performing Sakhis and improve overall health outreach.
Plan for the next week	I plan to visit the field in Bairasiya block to accompany a Sakhi during her household visits. I will observe her engagement with SHG women on WASH and nutrition issues. I also aim to review convergence activities between the health department and SHGs for effective service delivery.

Signature of the Student



Approved by the IIHMR University's Mentor

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Reporting Format (Week- 4)

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

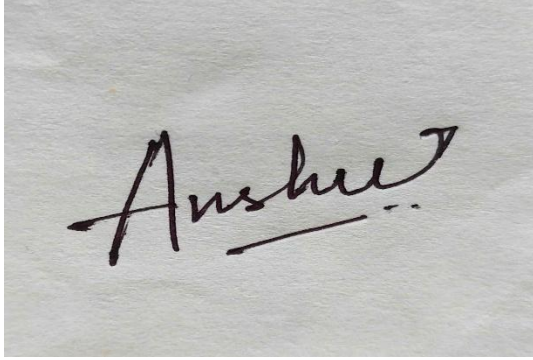
Stream: Development Management

Week no: 4

From:... 03-06-2025... **to...** 07-06-2025...

Activity Done	Participated in internal discussions on the documentation process for SHG activities. Reviewed existing reports from Bairasiya and Fanda blocks to understand field implementation gaps. Helped digitize field records submitted by Sakhis and supported one virtual awareness session on hygiene practices for rural women.
Linking theory (Classroom learning) with practice at your organisation	From our classroom studies on development communication, I saw the importance of maintaining reliable records for program monitoring. Digital tools discussed in ICT lectures were found to be lacking in field-level operations, highlighting the gap between theory and actual practice.
Gaps identified on the working area.	Poor digitization of SHG activity records leads to inefficiency in tracking progress. Sakhis often lack training in digital documentation, resulting in incomplete or inconsistent reporting, especially from Bairasiya block.
Suggestions for improvement	Introduce mobile-based simple apps for data entry by Sakhis. Organize short training sessions on digital literacy. Develop a standard weekly report format to be followed by all SHG field functionaries.
Plan for the next week	Introduce mobile-based simple apps for data entry by Sakhis. Organize short training sessions on digital literacy. Develop a standard weekly report format to be followed by all SHG field functionaries.

Signature of the Student

A handwritten signature in black ink on a light-colored, textured background. The signature is written in a cursive style, with the word 'Anshu' clearly visible. There is a horizontal line drawn under the 'u'.

Approved by the IIHMR University's Mentor

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Reporting Format (Week- 5)

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

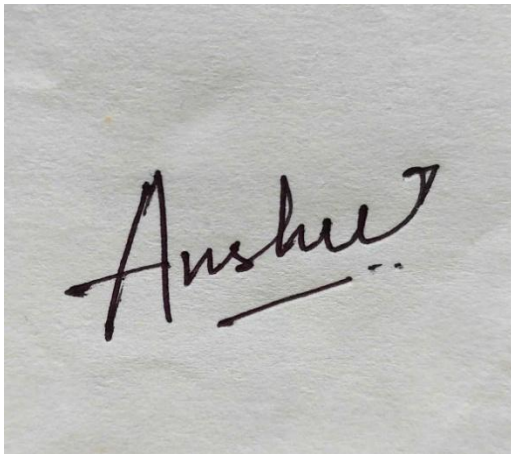
Week no: 5

From: 09-06-2025 to 13-06-2025

Activity Done	This week, I visited a nutrition demonstration session conducted for SHG women in a village near Fanda. The session focused on preparing low-cost nutritious meals using locally available ingredients. I observed their participation and noted how field facilitators engaged women through cooking and storytelling methods.
Linking theory (Classroom learning) with practice at your organisation	Our classes on behavioral change communication came alive during this activity. The session used interactive tools like songs and stories like: techniques we studied , to promote healthy eating and hygiene among rural women in a culturally sensitive way.
Gaps identified on the working area.	Many women were unaware of anemia and its symptoms. They lacked basic knowledge about iron-rich foods and their importance, especially for pregnant and lactating women. Visual aids were minimal, which limited understanding among illiterate women.
Suggestions for improvement	Develop pictorial charts on nutrition and distribute iron-rich recipe booklets in Hindi. Involve local Anganwadi workers in sessions for deeper impact. Organize anemia testing camps post-demonstration to link awareness with action.

Plan for the next week	Next week, I plan to meet adolescent girls linked with Kishori groups in Bairasiya. I will observe how hygiene and nutrition messages are shared with them and assess their understanding and interest in such sessions.
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Signature of the Student

A photograph of a handwritten signature in black ink on a light-colored, slightly textured paper. The signature is written in a cursive style and appears to read 'Anshu'. There is a horizontal line drawn underneath the signature.

Approved by the IIHMR University's Mentor

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Reporting Format (Week- 6)

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

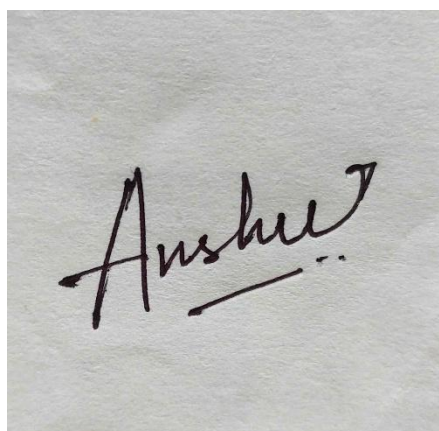
Week no: 6

From:...17-06-2025 ... to... 21-06-2025 ...

Activity Done	This week, I participated in a community meeting in Bairasiya where SHG women discussed waterborne diseases and household water storage practices. The discussion was led by a field mobilizer and included inputs from a health worker. I helped document women's responses and identified recurring challenges in access to clean drinking water.
Linking theory (Classroom learning) with practice at your organisation	The experience reflected our academic learning on preventive healthcare and community-led interventions. It highlighted how decentralized planning and participatory discussions can identify health risks and promote sustainable behaviour change at the grassroots level.
Gaps identified on the working area.	There was no structured system to track households using filtered or boiled water. Many women confused clean-looking water with safe water. SHG meetings lacked regular discussions on seasonal diseases like diarrhea and jaundice.
Suggestions for improvement	Introduce a seasonal health calendar in SHG meetings. Provide demonstration kits for water purification methods. Train one woman per SHG as a "Jal Sakhi" to

	spread awareness and monitor safe water practices locally.
Plan for the next week	I plan to work on preparing a short-format IEC handout in Hindi on safe water storage and summer illness prevention. I also aim to join the FNHW team during their upcoming visit to a government school to observe hygiene messaging among schoolchildren.

Signature of the Student


 A handwritten signature in black ink on a light-colored, textured paper. The signature is written in a cursive style and appears to read "Anshu". There is a horizontal line drawn underneath the signature.

Approved by the IIHMR University's Mentor

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Week- 7 Report

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

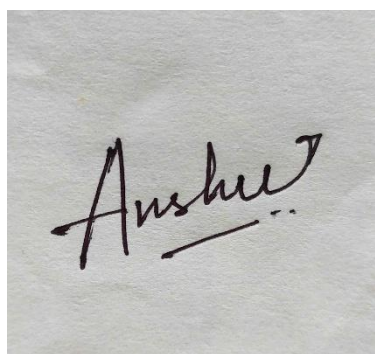
Week no: 7

From: ... 23- 06- 25 ... to ... 27- 06- 25 ...

Activity Done	This week, I joined the State Office team and began working on a presentation titled “Operational Strategy of FNHW in Madhya Pradesh” for CEO Ma’am, IAS Harshika Singh. My task includes reviewing data from Bhopal and Indore divisions, collecting field photos of Poshan Vatika, Poshan Sakhis, and CLF meetings, and organizing them into thematic sections.
Linking theory (Classroom learning) with practice at your organisation	In our Development Planning course, we learned about strategy building, visual communication, and using field evidence for decision-making. These concepts helped me structure the presentation using real-time field data and visuals to communicate program impact and gaps effectively.
Gaps identified on the working area.	Many field folders lacked time-stamped or labelled photographs, making data sorting difficult. There’s also inconsistency in how FNHW activities are documented across CLFs in Bhopal and Indore, affecting the narrative strength of reports and presentations.
Suggestions for improvement	Field teams should follow a photo documentation protocol with date, activity name, and location. CLF-level monthly updates can be standardized with visual

	records to ensure clarity and consistency in reports used at the state level.
Plan for the next week	Next week, I will finalize the structure of the presentation and begin compiling key insights under different thematic heads. I also plan to connect with CLF members to verify the stories and data behind the selected visuals.

Signature of the Student


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Approved by the IIHMR University's Mentor

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Week- 8 Report

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

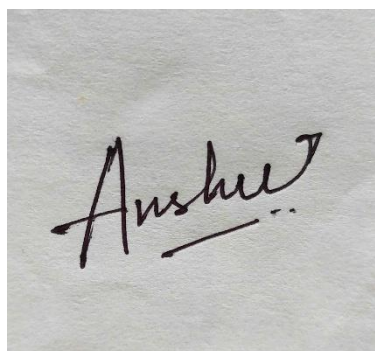
Week no: 8

From: ... 30- 07- 25 ... to ... 06- 07- 25 ...

Activity Done	This week, I worked on compiling success indicators for FNHW activities implemented under different CLFs. I assisted the state team in mapping outcomes related to poshan sakhis, didi CafEs, and home nutrition gardens. I also helped cross-check data entries from Indore division and participated in a review meeting focused on scaling up enterprise-based models.
Linking theory (Classroom learning) with practice at your organisation	Our monitoring and evaluation lectures emphasized using indicators to assess program effectiveness. Applying this, I supported the team in identifying qualitative and quantitative success markers. It deepened my understanding of how field impact is tracked and translated into policy planning.
Gaps identified on the working area.	Some CLFs have incomplete beneficiary feedback or outcome tracking, making it difficult to assess the real-time performance of nutrition-based livelihood activities.
Suggestions for improvement	Introduce a simple, uniform M&E tool for all CLFs to track outcomes like kitchen garden yield, attendance in FNHW training, and earnings from enterprises. Encourage field teams to document even small success stories regularly.

Plan for the next week	Next week, I plan to support the final edits of the ongoing FNHW strategy presentation. I'll also work on preparing a summary report on the impact of didi dafes in bhopal and indore to be shared with the communications team.
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Signature of the Student


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Week- 09 Report

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

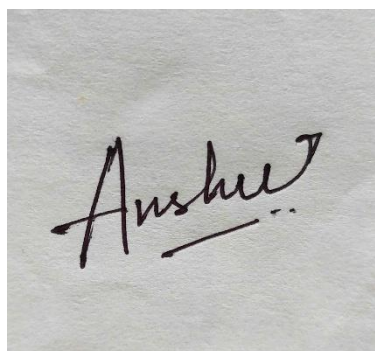
Week no: 9

From: ... 07- 07- 25 ... to ... 12- 07- 25 ...

Activity Done	This week, I completed the final presentation titled “Operational Strategy of FNHW and Gender in Madhya Pradesh” for CEO IAS Harshika Singh Ma’am, which is to be presented at Ranchi. The task involved compiling strategies, activities, and impact data across MP-SRLM, including initiatives like Pariwar Chaupal, Swachhta Pakhwada, and WASH Financing.
Linking theory (Classroom learning) with practice at your organisation	Our classroom sessions on gender integration, program design, and strategic communication directly aligned with this project. It gave me practical exposure to how visionary frameworks are developed and presented to stakeholders at the national level using evidence from ground realities.
Gaps identified on the working area.	Documentation of events like Plantation Drives or Gender Chaupals was available, but not in a structured, presentation-friendly format.
Suggestions for improvement	CLFs should follow a standardised reporting template after major FNHW events. This will help ensure better visibility of activities like trainings, core committee meetings, and Jal Yojana implementation during high-level reviews and external presentations.

Plan for the next week	Next week, I plan to draft short content briefs on FNHW innovations like Water Tax Collection under Nal Jal Yojana and Didi Cafés for internal documentation. I also aim to assist the communications team in packaging FNHW success stories from Bhopal division.
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Signature of the Student


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Week- 10 Report

Name of the Organisation: MP- SRLM

Area/ Department/ Project of Summer Internship Program: FNHW

Name of the Student: ANSHU

Roll no: 0053

Stream: Development Management

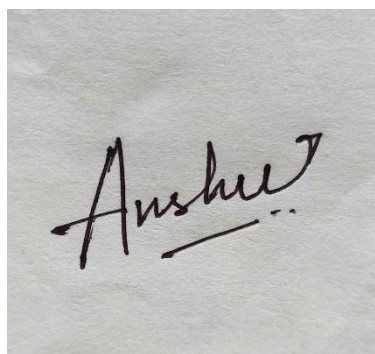
Week no: 10

From: ... 14- 07- 25 ... to ... 18- 07- 25 ...

Activity Done	In the concluding week of my internship, the FNHW interventions and convergence project reached its final stage with team-based compilation and review. I formally initiated the wrap-up process, requested completion certificates, and ensured all requirements were addressed. Simultaneously, I began preparing for the final submission to the university by referring to previous batches' poster drafts available on the Remote Access Repository. With permission from my organizational mentor, I started drafting the final report and prepared for departure from the field location.
Linking theory (Classroom learning) with practice at your organisation	Before beginning the internship, we were oriented about reporting formats, learning goals, and final internship expectations. I consciously followed this framework throughout my fieldwork. The application from theory to execution helped me apply practical understanding of development management, convergence, and documentation.
Gaps identified on the working area.	Documentation of events like Plantation Drives or Gender Chaupals was available, but not in a structured, presentation-friendly format.
Suggestions for improvement	CLFs should follow a standardised reporting template after major FNHW events. This will help ensure better visibility of activities like trainings, core committee meetings, and Jal Yojana

	implementation during high-level reviews and external presentations.
Plan for the next week	Poster presentation in university to my mentor and the panel for the final presentation.

Signature of the Student


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