Summer Internship Report

at

Bal Raksha Bharat

(also known as Save the Children)

(May 01st to June 30th)

SUBMITTED

By

Dr.K.Nikhila

PG/24/065

MENTOR: Dr Sumesh Kumar

PGDM (Hospital and Health Management)

2024-26

International Institute of Health Management Research, New Delhi

Bal Raksha Bharat
Also known as Save the Children

July 1, 2025

TO WHOM SO EVER IT MAY CONCERN

This is to certify that Dr. K. Nikhila has completed an Internship with Bal Raksha Bharat also known as Save the Children from 1st May 2025 to 30th June 2025 with the Programme Operations Department at Noida Office.

We wish her all the best for her future endeavours.

For Bal Raksha Bharat, also known as Save the Children,

Yours sincerely,

Rmendiratta

Ritu Mendiratta
Director – Human Resources & Administration

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Secure Childhood
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Certificate of Approval

The Summer Internship Project of titled '**A GAP ANALYSIS OF THE REBUILDING LIVES PROJECT": INSIGHTS FROM PROCESS DOCUMENTATION** at **"BAL RAKSHA BHARAT(Save The Children)"** is hereby approved as a certified study in management carried out and presented in a manner satisfactorily to warrant its acceptance as a prerequisite for the award of Post Graduate Diploma in Health and Hospital Management for which it has been submitted. It is understood that by this approval the undersigned do not necessarily endorse or approve any statement made, opinion expressed, or conclusion drawn therein but approve the report only for the purpose it is submitted.

Name of the Mentor
Designation
IIHMR, Delhi

FEEDBACK FORM

(IIHMR MENTOR)

Name of the Student: Dr. K. Nikhila

Summer Internship Institution: BAL RAKSHA BHARAT

Area of Summer Internship: PROJECT IMPLEMENTATION UNIT

Attendance: 41 days

Objectives met: Yes

Deliverables: Yes.

Strengths: She is sincere and hardworking.

Suggestions for Improvement: Need to work on research skills.

Signature of the Officer-in-Charge (Internship)

Date: 12-2-26

Place: Delhi

FEEDBACK FORM

(ORGANIZATION-SUPERVISOR)

Name of the Student: Nikhila kurapati

Summer Internship Institution: Bal Raksha Bharat

Area of Summer Internship: Project Implementation unit

Attendance: 41 days

Objectives met: Yes

Deliverables: 1. Finalization of the process documentation for the model resilient village.

2. Preparation of a two-page summary document on model village.

3. Participation in smart village meetings and documentation of the discussions, as and when required.

Strengths: 1. Works well in a team and maintains a positive attitude.

2. Responsible, punctual and sincere in completing assigned tasks.

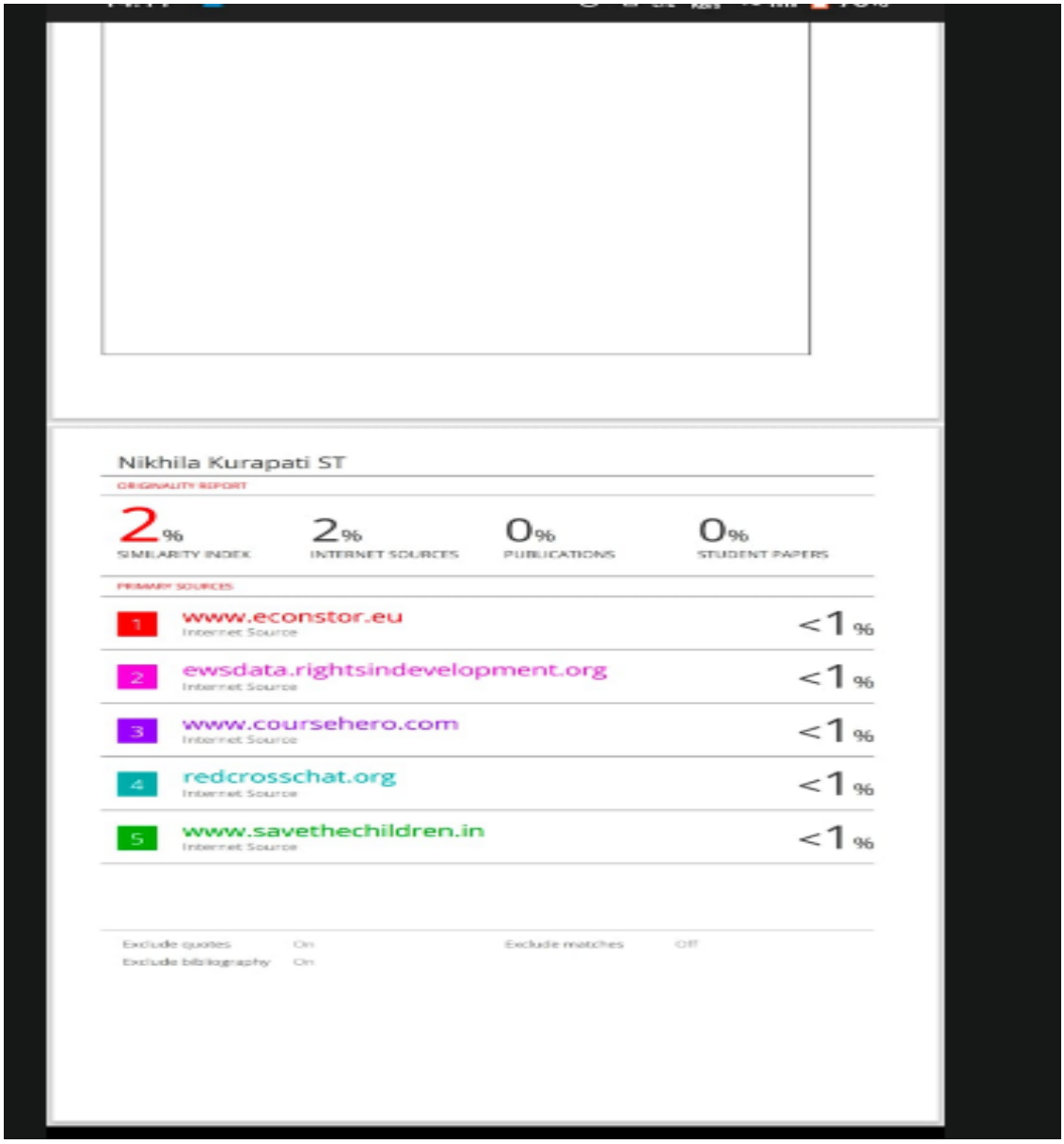
Suggestions for Improvement: 1. Limited practical exposure in certain operational areas, but eager to learn and improve.



Signature of the Officer-in-Charge(Internship)

Date: 11.11.2025

Place: Delhi



Nikhila Kurapati ST

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Acknowledgements

I would like to express my heartfelt gratitude to Bal Raksha Bharat (Save the Children) for providing me with the opportunity to undertake my summer internship and be part of the meaningful work being carried out under the "Rebuilding Lives – Model Resilient Village" initiative. It has been a truly enriching and insightful experience.

I am especially thankful to Mr. Naveen Shukla from the Program Implementation Unit for his continuous guidance and encouragement throughout the course of the internship. I would also like to extend my sincere thanks to Ms. Soumi Halder, Project Manager, for her unwavering support and valuable inputs that played a crucial role in shaping the process documentation. My sincere appreciation goes to Mr. Sunil, Block-Level Officer, whose prompt coordination and willingness to share data and field-level insights made this documentation possible.

I remain deeply grateful to my academic mentor, Dr. Sumesh Kumar, for his consistent guidance, constructive feedback, and encouragement at every stage of this work.

I would like to thank Prof. Sutapa Neogi, Director, IIHMR Delhi, for fostering an academic environment that supports meaningful field engagement and learning.

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Acronyms/Abbreviations

- BRB: Bal Raksha Bharat
- M&E: Monitoring and Evaluation
- DRR: Disaster Risk Reduction
- WASH: Water, Sanitation and Hygiene
- MHU: Mobile Health Unit
- CSIR: Council of Scientific and Industrial Research
- IRC: International Resource Centre
- PIU: Project Implementation Unit
- UNICEF: United Nations Children's Fund
- SDGs: Sustainable Developmental Goals
- PRIs: Panchayat Raj Institutions
- NGO: Non-Governmental Organization
- IEC: Information, Education, and Communication
- ICT: Information and Communication Technology
- UNCRC: United Nations convention the Rights of Child

SECTION:1

INTRODUCTION (ABOUT THE ORGANIZATION)

Bal Raksha Bharat (also known as Save the Children) is currently working in 19 states and 3 Union Territories of India, to catalyse immediate and lasting change for children.

As Bal Raksha Bharat, we provided relief during the famine and floods faced by Bengal in 1950s, collaborated with Indian government to provide mobile nutrition clinics across 9 Indian states as part of the global Freedom from Hunger campaign in 1960s. In 1970s our first office was set up in Delhi and we provided relief for Divi Seema Cyclone and Tidal Wave in Andhra Pradesh. In 1980s we launched 40 projects across the country on pre-school programmes, food and medical care, mother and child health and in 1990s we deepened our work on education and child protection. In 2000 we mounted the Tsunami cyclone response.

We are formally registered as Bal Raksha Bharat (BRB), under the Societies Registration Act, 1860. Since 2004, as Bal Raksha Bharat we have directly reached over 10 million children, more than 50 percent of whom are girls. We are working on the issue of education, health, nutrition and WASH, child protection, child poverty, humanitarian response as well as climate change and disaster risk reduction.

While we run several programmes across India, we also work in tandem with numerous government agencies, civil society organizations, and communities across five core themes: Health & Nutrition, Education, Child Protection, Humanitarian Response, as well as Disaster Risk Reduction and Economic well-being.

Our Theory of Change

The work we do for the children of India revolves around the Theory of Change. Our set of interventions are planned with the vision that their outcomes should lead to specific developments and change at the ground level.

VISION:

Build a world in which every child has the right to survival, protection, development, and participation.

MISSION:

To inspire breakthroughs in the way the world treats children, and to achieve immediate, and lasting change in their lives

SECTION -2

Observational Learnings: General Findings and Departmental Reflections

During a two-month summer internship at Bal Raksha Bharat (Save the Children), work in the Implementation Unit focused on the project titled *"Rebuilding Lives – Model Resilient Village"* in Himachal Pradesh. The experience offered a comprehensive overview of programmatic operations and valuable insight into the mechanisms through which various departments collaborate to deliver impact in rural and disaster-affected areas.

The "Model Resilient Village Programme" is a disaster recovery and resilience-building program initiated by Bal Raksha Bharat (Save the Children) as a response to the massive flash floods and landslides that hit Himachal Pradesh in July–August 2023. Rolled out in Sil/Sunani village, Gram Panchayat Bawasni, Solan District, the project aims to develop the village into a scalable and replicable model of disaster resilience for other susceptible areas. It takes an integrated, multi-sectoral solution, engaging with the essential areas of shelter, health, education, water, sanitation and hygiene (WASH), child protection, and livelihoods. Launched officially on International Disaster Risk Reduction (DRR) Day, 14th October 2024, it seeks to show how community-led interventions can be joined up to build local resilience to future disasters.

Organizational Culture and Induction Experience

Introduced to the history, founding principles, and global values of Save the Children.

Strong emphasis on Code of Conduct, especially:

- Child Safeguarding
- Women's status and safety at work

Organization promotes a safe, respectful, and inclusive environment in practice.

Consistent positive behaviour observed across all staff levels.

Implementation Unit: First-Hand Engagement

Working in the Implementation Unit gave exposure to the field implementation side of development project implementation. The task was to document the progress of the "Rebuilding Lives" project by studying the initial proposal and internal reports, interpreting dispersed data files, comparing outputs to planned deliverables, interviewing the Project Manager and Block Level Officer, and coordinating over phone and internet to collect field reports and photos. One of the notable observations was the agile field implementation strategy, where challenges on the ground needed real-time corrections. Even without a Monitoring & Evaluation mechanism in place, the team kept recording progress in real time through testimonies, photos, and frequent updates. Another important observation was the high level of ownership among field officers, who not only carried out activities but also actively told the story of the changing community and its shifting needs. This experience was revealing of the value of qualitative observations in enhancing quantitative performance indicators.

Knowledge Management and Process Documentation

As the internship progressed, exposure to process documentation brought in a fresh and enlightening dimension of development work. Both internal guides and external resources were explored in an attempt to define its purpose—not just report writing, but as a way of recording the unfolding tale of a project. It is used to capture learnings in real-time, challenges encountered, innovations attempted, and the decision-making process. Reading through documents like photos, handwritten notes, village profiles, and field testimonies placed an emphasis on preserving original voices of the field. Adding visual and narrative content to documentation became critical in capturing a more human-oriented and comprehensive picture of the project experience.

Contribution to Village Selection for Smart Village Model

In the second month, participation in meetings focused on selecting a new "Smart Village" from various districts, including Rajasthan and Ladakh. The selection was based on several key criteria:

- Operational feasibility
- Community participation levels

- Population size and demographic suitability
- Findings from baseline surveys

This exercise provided insights into comparative decision-making and demonstrated how socio-demographic data informs program planning and growth. It also highlighted the integration of past project learnings into future strategies. The evaluation process followed a democratic approach, with inputs and feedback gathered from multiple team members before shortlisting any location.

Taking minutes during these meetings enhanced observation and documentation skills, while also underscoring the importance of operational factors—such as terrain, mobile connectivity, and proximity to schools—in determining the suitability of implementation areas

SECTION – 3

CONCLUSIVE LEARNINGS

Reflecting back on the whole internship experience, the most important learning was that development work is a nonlinear process. It keeps changing with feedback, context shift, and new emerging community needs. Some of the key take-home lessons are:

•The value of process documentation in capturing real-time program evolution.

•How implementation is not only driven by planning but also by relationships with local stakeholders.

• That solid know-how, though, is only served by interpretation and contextualization of it.

• The strength of collective, expansive team cultures where junior team members feel enabled to contribute.

Being in the big international NGO also provided me with an understanding of the value of institutional culture from protection to gender equality and how these play out in day-to-day activities.

LIMITATIONS

While there was a great experience, there were certain constraints that did affect the process of internship:

1.Distance Coordination with Field Officers: As physically making the field visit was not feasible, all coordination was distant. Although officers were co-operative, this did not allow for greater firsthand observation and narration.

2.Data Dispersal: Initial project data was spread across folders and not uniformly updated. This made early-stage analysis lengthy and a bit intimidating.

3. Restricted Access to Program Archives: A few of the older program reports, especially the pilot phase, were not readily available, resulting in some small gaps in comprehending the complete project timeline.

SUGGESTIONS FOR IMPROVEMENT

Drawing from observation and experience, the following may be helpful suggestions in refining future implementation and documentation procedures:

1. Enhance Monitoring and Evaluation (M&E): An elementary M&E dashboard, even at the field level, will allow more systematic tracking of progress. Inclusion of community-initiated feedback loops could also help lead to improved program design.

2. Systematize Field Documentation Practices: A template for monthly reports, photographs, and stories for field officers can bring consistency in documentation.

3. Facilitate Inter-Departmental Knowledge Sharing: Setting up monthly cross-departmental knowledge sharing i.e., implementation, advocacy, and communications departments can align departments more closely and make them more coordinated.

All in all, this internship was a very enriching experience. Not just did it give me a clearer idea of how development programs function, but it gave me the critical thinking capabilities, the communication capabilities, and the appreciation for on-the-ground facts. The mentorship given and the professionalism exhibited by the group made this a truly memorable and valuable learning experience.

A Gap Analysis of the Rebuilding Lives Project: Insights from Process Documentation

PROJECT REPORT

SECTION -1

INTRODUCTION

As part of the summer internship, the task involved supporting Bal Raksha Bharat's Implementation Unit in the process documentation of the ongoing intervention titled *"Rebuilding Lives – Model Resilient Village Project"*, implemented in Himachal Pradesh. Initiated as a post-disaster response, the program aimed to strengthen the long-term resilience of hazard-prone mountain communities by restoring livelihoods, improving access to healthcare and education, supporting disaster-resilient infrastructure, and promoting sustainable development to build stronger, more resilient communities.

The internship work encompassed a range of activities, including reviewing internal project documents, conducting thematic analysis of field-level data, coordinating with ground-level officers, and contributing to formal report writing. Additional responsibilities included attending strategic meetings for selecting new village sites under the "Smart Village" model.

PROCESS DOCUMENTATION:

Process documentation is a dynamic method of capturing the real-time evolution of a project focusing on the *how*, *why*, and *what actually happens* during implementation. It goes beyond measuring outcomes to explore decision-making processes, adjustments made on the ground, and the context in which actions take place. By documenting challenges, innovations, and lessons as they emerge, it creates a living record that supports reflection, learning, and transparency. This approach also ensures that the experiences and voices of community members and frontline workers are recognized and inform future planning. Ultimately, it helps make development efforts more responsive, inclusive, and impactful.

RATIONALE FOR THE STUDY

The rationale behind this report is to systematically present the project's objectives, strategies, activities, and key observations gathered through field-level coordination and analysis. It highlights how integrated approaches across sectors such as shelter, health, education, WASH, and livelihoods contribute to long-term resilience-building. This report has been developed to document the implementation journey of a multi-sectoral development initiative aimed at enhancing resilience in disaster-prone rural communities. In the context of increasing climate-related vulnerabilities, comprehensive documentation plays a vital role in capturing field realities, tracking progress, and informing future planning. The report also emphasizes the importance of process documentation as a tool for reflection, learning, and evidence-based decision-making.

By compiling insights, challenges, and recommendations, the report serves as a knowledge resource for stakeholders involved in development programming, particularly in post-disaster settings. It is intended to support replication, strengthen monitoring practices, and improve program design for greater community impact.

OBJECTIVES:

- To identify implementation gaps, analyze testimonies, field updates to understand the ground realities and their alignment with project goals.
- To coordinate remotely with the field team and extract real-time inputs for enriching the documentation process.
- To develop a comprehensive process documentation report that captures the gaps and implementation challenges in the ongoing “Rebuilding Lives” project and proposes actionable, community-centric recommendations.
- To compile findings in a structured and practical documentation format for use by the organization in current and future programming.

SECTION - 2

MODE OF DATACOLLECTION

Documentation process adopted a formal but flexible procedure, Balancing formal study with on-the-job observation documented in day-to-day interactions.

Desk review:

• examined project related documents, proposals, reports submitted by the organizations.

• Study documentation guidelines from reputed sources like IRC and internal Policy Briefs.

Orientation planning:

• Attended first meetings for project timeline orientation, Objectives and milestones.

• Set meetings with team members to establish a documentation plan on scope tools and timelines

Remote coordination:

• Remain in touch regularly with the field officer stationed in Himachal Pradesh.

• Were transmitted field photos testimonials and reports via Whatsapp and calls

Compilation of findings:

• Organize the data thematically into education, WASH, health, DRR and community spaces.

• Stole progress trackers off against project objectives to make gaps.

• Triangulated observations with employees for clarity and verification.

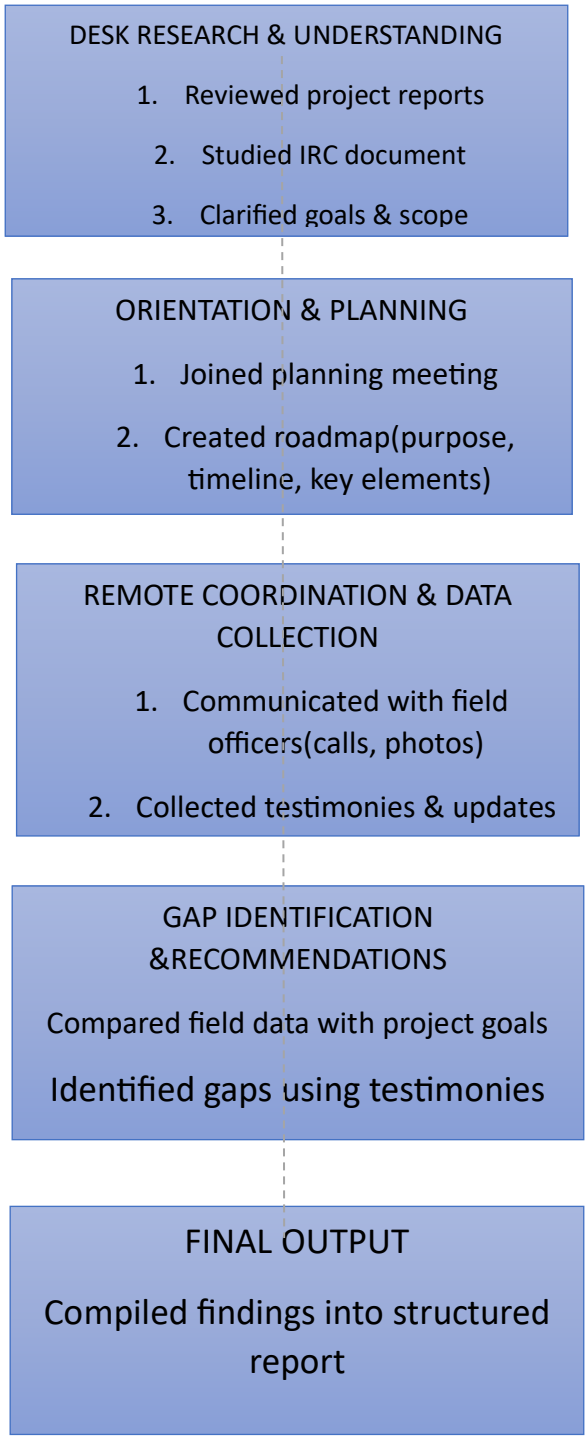
review and suggestions:

• Led initial financial senior team members.

• Included Alliance document with organizations learning objectives.

• Strategy was human centered and inclusive. Physical restrictions were there, but It made room to listen to hear voices and translate them into actionable feedback

METHODOLOGY



SECTION - 3

DATA COMPILATION

The compilation process commenced with diligent gathering of internal records like Project updates, Minutes of meeting and reports. Phone interviews of field officers and team members and exchanging photographs gave rich contextual data that could not be derived from numbers. The information collected were grouped into thematic folders each reflecting on one of the principal pillars of the project education healthcare Walsh community infrastructure monitoring and evaluation and disaster preparedness.

These primaries also data included photographic evidence showing retrofitted schools reinstalling tanks and other noticeable changes to infrastructure internal project files outlining goals intended results and timelines for completion Verbal and written reports by field officer, both reporting milestones and obstacles. Each source offered additional information helping in constructing a more complete picture of implementation scenery.

DATA ANALYSIS

Data analysis was done through thematic comparisons Based on two criteria plan target and Actual progress, each pillar of project is analyzed Each criterion helps to note where the implementation was strong and where it trailed behind.

In education sector for instance, Though school had been prepared for safety it lacked vital upgrades in hygiene infrastructure and renewable energy systems these were critical to making it an actual climate smart building. In health care though access has been prioritized No mobile health service has been dispatched by the time of documentation this was of great concern because of the village remoteness and dependency on external medical services.

The same analysis revealed gaps in the community outreach though awareness sessions were held there was no regular or recurring platform where the community members could pose Concerns or track project updates the absence of demarcated community space was not only spatial had a graver problem of sustainability and ownership.

DATA INTERPRETATION

The interpretation phase focused on drawing meaningful insights from the analysis. It was observed that while the project had achieved notable progress in resilience-building, several service gaps remained unaddressed such as limited healthcare access and the absence of dedicated community infrastructure. The delay in initiating documentation and M&E limited real-time learning and adaptive planning. However, the community's willingness to participate, innovate, and take ownership emerged as a positive indicator. By interpreting data within the broader context of rural development and climate resilience, the findings provided direction for practical, low-cost interventions that align better with the community's evolving needs.

SECTION – 4

RECOMMENDATIONS:

- Establish a real time M and E system embedded within the project cycle to track outcome support adaptive planning and maintain transparency
- Deploy mobile units to improve health accessibility particularly for women children and elderly in remote villages
- Build a dedicated community green spaced facility gatherings awareness drives training sessions and social mobilization
- Upgrades the retrofitted school to a Climax Smart school with rainwater Augustine solar energy panels and Wash hygiene stations.

CONCLUSION

- The Rebuilding lives project has laid a strong foundation in resilience-building but missed opportunities in key service areas.
- Real-time documentation and stakeholder inputs could have strengthened implementation.
- Addressing identified gaps with simple, community-focused interventions can enhance project sustainability and impact.
- The internship demonstrated how remote coordination and qualitative research can still deliver meaningful insights.

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