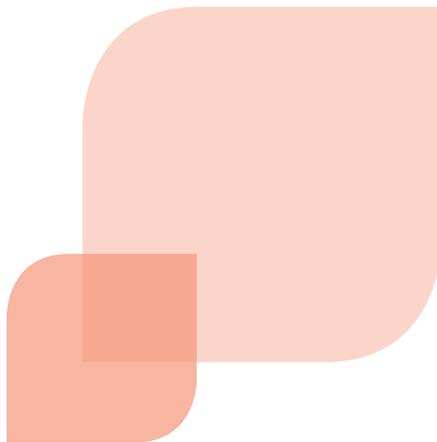




Economic
Empowerment

Equitable
Education



Report
2008-09



While livelihood avenues are increasing in India's rapidly growing economy, they are not being filled by people with compatible skill-sets. The country has a huge number of financially disadvantaged school dropouts, who are largely unfit to give themselves sustainable livelihoods. DRF seeks to give them an opportunity to do so.



Economic
Empowerment

Equitable
Education



Every child should have access to quality education and schooling. To realize this, DRF works with schools, communities and other stakeholders apart from developing strategies to bring children of all age groups into mainstream education. Using schools as community learning resource centers, it implements innovative schooling strategies.

DRF bags 'Corporate Citizen' Award



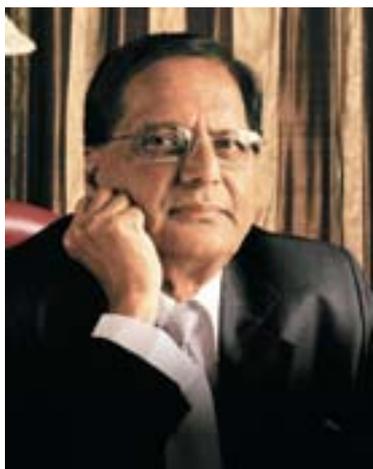
On 28 September 2008, Dr. Reddy's Foundation bagged the 'Corporate Citizen of the Year' award at the annual 'ET Awards for Corporate Excellence 2007-08' instituted by The Economic Times. The Award was in recognition of DRF's 'contribution to the public good through commitment to critical social causes that influence the lives and livelihood of thousands of needy Indians'.

At a function held at Mumbai on 17 January 2009, Dr K Anji Reddy (Chairman, Dr. Reddy's and DRF), received the award on behalf of Dr. Reddy's Foundation from Prime Minister Dr Manmohan Singh.

Speaking on the occasion, Dr Anji Reddy said, "I reckon that DRF has been a concrete step towards the realization of my obsession to give back to society. I would call LABS an innovation, much on the same lines as drug discovery, which is driven by my core business philosophy of delivering medicines at affordable prices for people to lead healthier lives. From cheque-writing for charity to mentoring change initiatives through collective stakeholder participation, the journey for me through the lifespan of DRF has been an experience of immense learning value. DRF's endeavor is to create CSR models that have measurable results and can be replicated across the country."



Board of Trustees



Dr K Anji Reddy
Founder-Chairman

A PhD in Chemical Engineering, Dr Anji Reddy set up Dr. Reddy's Laboratories in 1984. Under his leadership, Dr. Reddy's has become a synonym for innovative drug research and discovery in the Indian pharmaceutical industry. In 2001, it became the first non-Japanese Asian pharmaceutical company to be listed on the New York Stock Exchange. A recipient of several awards and honors – the Padmashri being one of them – Dr Anji Reddy is a member of the Prime Minister's Council on Trade & Industry, as well as of various academic and industrial institutions worldwide.



Satish Reddy
Trustee

An MS in Medicinal Chemistry, Satish Reddy has been the MD and COO of Dr. Reddy's Laboratories since 1997. Under his stewardship, Dr. Reddy's has become a world-renowned manufacturer of high value-added finished dosages, and continues its high-growth strategy by foraying into new markets / businesses. Anchoring the CSR initiative of Dr. Reddy's, he mentors DRF in its interventions in the education and livelihoods sectors. Nominated as a 'Young Global Leader' by the World Economic Forum, he has been acknowledged globally for his innovative CSR concepts.



Anuradha Prasad
Managing Trustee

An active social worker, Anuradha Prasad takes keen interest in the activities of DRF, providing leadership for its various initiatives in the fields of education and livelihoods creation. She is also a Trustee of Jiddu Krishnamurti Trust, the Chairperson of the Hyderabad Chapter of 'Society for Promotion of Indian Classical Music and Culture Amongst Youth' (SPICMACAY), and an Advisory Board Member of 'Centre for Social Initiative and Management' (CSIM). She runs Saptaparni, an organization dedicated to promoting Indian performing arts, culture and heritage.

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It has been an extremely eventful and hectic year at Dr. Reddy's Foundation. An exhilarating year too, giving us plenty of satisfaction over our efforts in both Livelihoods and Education.

The Grameen LABS and IKP LABS projects trained and placed tens of thousands of disadvantaged youth. The year also witnessed several strategic tie-ups, such as with Michael & Susan Dell Foundation (MSDF), Confederation of Indian Industry -Young Indians (CII-Yi), Tata Teleservices and Accenture. Huge energies were also focused on tracking emerging opportunities, redesigning curriculum and introducing new 45-day courses, for both wage-based employment and self-employment.

Our reward is that several reputed organizations who have employed our LABS alumni – from Shell Retail to McDonald's – say that we have provided them with aspirants who are "as good as the best."

Keeping pace with the growing construction activity in Hyderabad, over 100 Transit Education Centers were set up in the vicinity of construction sites to address the needs of more than 4000 children.

The Yuva - Youth Learning Centers have put a few hundreds of aspiring but underprivileged adolescents through the Class X exam, and enabled them to resume their higher studies at the Intermediate level and for several, beyond.

" It has been a very satisfying year. "

2008 saw the first academic year of Pudami Neighbourhood Schools and an increase in enrollment in the Pudami Primaries. Undoubtedly, they have already made a significant mark in delivering quality English-medium education to children from all walks of life. Hand in hand, the Education Resource Centre has been further strengthened to fulfill all the pedagogical needs at the Education vertical.

As the Kallam Anji Reddy Vidyalaya continued to keep the flag flying high, the Altius Advancement School and Kallam Anji Reddy Vocational Junior College imparted livelihood-oriented education to several hundreds more in the same campus.

Winning the Economic Times 'Corporate Citizen of the Year Award' in September 2008 is a recognition of our commitment to our social development goals, as well as an exhortation for us to keep up the good work in the years to come.



Anuradha Prasad
Managing Trustee

My assuming charge as CEO of DRF almost coincided with the advent of FY 2008-09. When I joined the foundation in June 2008, its flagship livelihood program, LABS, was already a nationally-acclaimed model for alleviating poverty among young, unemployed school dropouts. It had even been successfully tried out and implemented in other countries like Vietnam, Sri Lanka and Indonesia.

The short-term vocational training offered by LABS empowers disadvantaged youth with demand-driven livelihood skills and provides them with opportunities to tap hitherto unavailable avenues in the country's rapidly growing economy. By lifting individuals out of poverty, LABS has created larger benefits for entire communities by increasing local area spend, raising literacy levels and reducing gender inequality.

In fact, so effective has the LABS model been that several likeminded social entrepreneurs and civil society organizations have adapted it to meet their own specific social goals and scaled it up to reach areas that wouldn't have been possible for DRF to achieve on its own. Several government poverty-alleviation programs are also being modeled around LABS. In 2008-09, the LABS program was extant over 19 states in India, with its training centers operating at over 150 places. The year witnessed the consolidation of several previously existing partnerships, as well as new ones being forged with both the government and private partners.

Through all this consolidation and growth, we took care to see that there was no dilution in the high standards that have always been LABS' hallmark, be it in the quality of training or the standard of placements obtained

" Our programs have kept up with the times. "

for the aspirants. We refined every step of the process and took care to make it more transparent, accountable and scalable. To facilitate its easier administration, five zonal offices were set up at Delhi, Kolkata, Mumbai, Raipur and Chennai.

Our programs have always kept up with the times. To cater to the ever-changing market demands, we have constantly revisited our vocational training curricula by incorporating relevant inputs from industry professionals. We have also developed new curricula to tap emerging opportunities in India's new economy. We held a series of capacity building programs, so that we could effectively address subtle shifts in the LABS process and handle the various challenges faced in implementing it in diverse geographies and demographics.

During the year we also initiated a pilot project to generate sustainable livelihoods for the rural populace by promoting avenues for self-employment and wage-employment in Andhra Pradesh and Maharashtra. The results of the pilot project have been encouraging, and we hope to launch a few more new programs to cater to rural needs.

We are today at a juncture that is full of exciting possibilities. Our past success in creating over 200,000 livelihoods gives us the confidence and hope that we can do much more in the coming years for the betterment of the lives of marginalized sections of society. And, as always, it is our partners and co-stakeholders who are our biggest strength and support.



Jitendra Kalra
Chief Executive Officer



Striving for Inclusive Social Development

Dr. Reddy's Foundation (DRF) believes in the inherent motivation and capacity of the human being for progress, when given the appropriate and adequate environment. Driven by this belief, the foundation innovates and tries out novel concepts that are continuously refined and scaled up to cover larger groups of disadvantaged populations.

Since its inception in 1996, the foundation has been playing the role of a change agent in the social sector, by recognizing and pursuing new opportunities, and by engaging in a process of continuous innovation, adaptation and learning.

As Dr Anji Reddy, the Founder-Chairman says,

"Everyone has a purpose in life and a unique talent to give to others. And when we blend this unique talent with service to others, we experience the ecstasy and exultation of our own spirit, which is the ultimate goal of all goals. The highest patriotism and philanthropy consists in helping and stimulating men and women to elevate and improve themselves by their own free and independent individual action. DRF is a laboratory for catalyzing reproducible, sustainable innovative experiments for social change. For social metamorphosis to be faster and sustainable, there is a need for collective ownership / stakeholding; and we have identified our role as catalysts and precipitators in this process."

Livelihoods

Through a wide array of vocational training programs, DRF addresses issues of employability, income generation and consequent improvement in quality of life.



DRF strives to provide various opportunities for learning to those who have never been to school, or have dropped out of it: it also works to improve the quality of education in schools.

Education



Our Mission

Livelihoods

To empower underprivileged youth through sustainable livelihoods.

Education

To build an inclusive society by facilitating opportunities for equity in education, with particular focus on the deprived.



Our Values

Quality

We pursue excellence in whatever we do.

Integrity

We practise honesty and transparency in our actions under all circumstances.

Innovation and Continuous Learning

We foster a culture of innovation and learning to continuously respond to the changing social and livelihood needs.

Collaboration and Teamwork

We seek to collaborate and work together with all stakeholders to enhance the value of all that we deliver.

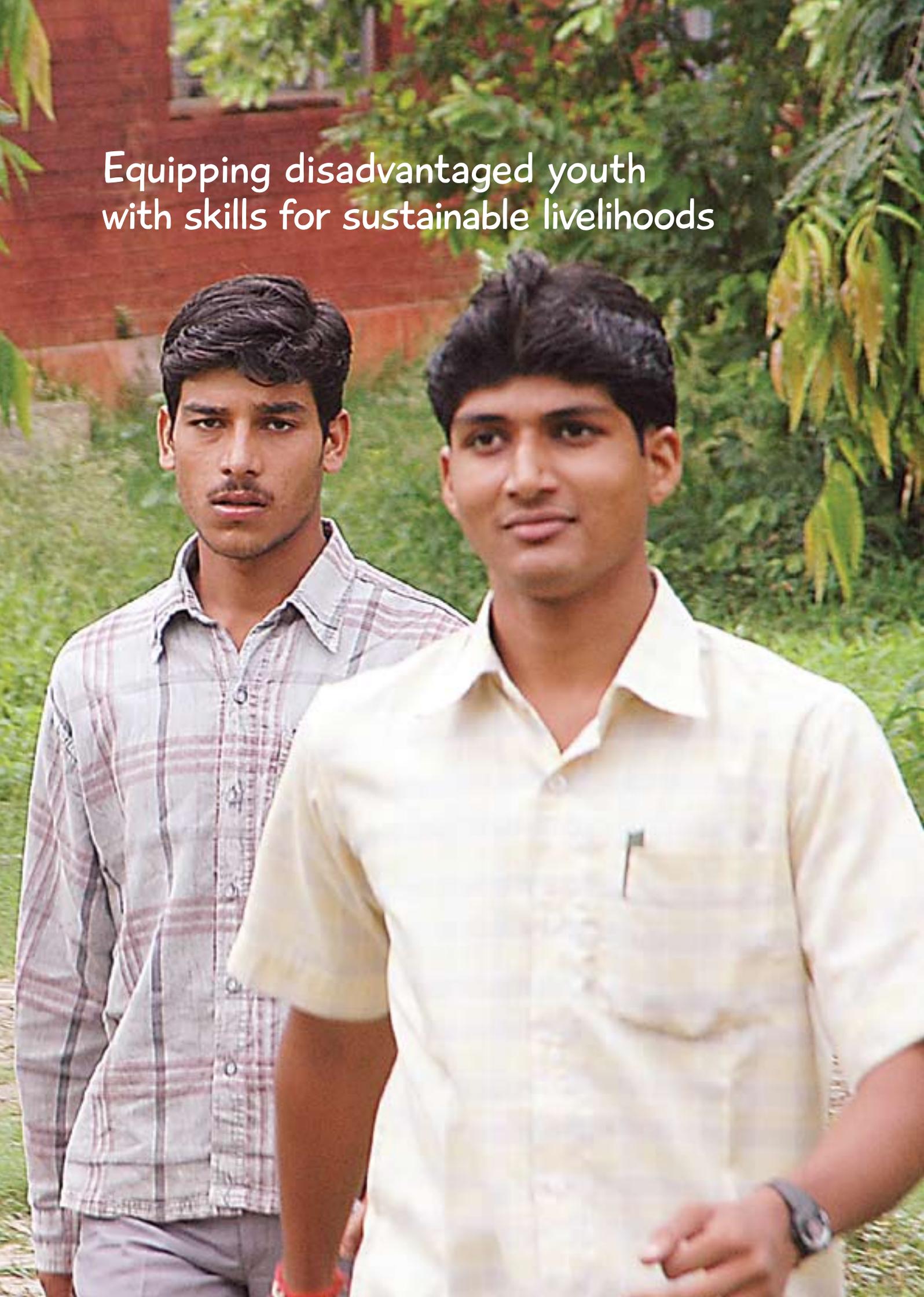
Respect for the Individual

We value every individual who we work with and for – nurturing an inclusive and trusting culture.

Frugality

We believe that we must make every rupee spent count for the larger mission and practice frugality as a way of life.

Equipping disadvantaged youth
with skills for sustainable livelihoods



Livelihood Advancement Business School (LABS)

While employment avenues are increasing in India's rapidly growing economy, they are not being filled by people with compatible skill-sets. The gap between the living standards of the rich and the poor has also been widening simultaneously. The country has a huge number of financially disadvantaged school dropouts who are largely unfit for sustainable mainstream employment. Training them in job market-oriented livelihood skills is an effective way of quickly taking them out of poverty.

DRF's idea of providing sustainable livelihoods began in 1999, with programs for guiding children at risk (including child labour) into mainstream education through bridge schools. Over the next decade, the foundation widened its skill development programs for disadvantaged youth to include a host of domains, all of which were brought under one umbrella program called Livelihood Advancement Business School (LABS).

LABS is a pioneering public-private partnership model that assists youth who are constrained by low income levels, inadequate skills, irregular employment, and absence of opportunities for training and development. LABS helps these youth acquire livelihood and soft skills in a learning environment that develops their inherent capabilities.

In Tune with Market Needs

The LABS process – which has evolved over several years of innovation and ground implementation – is a series of carefully executed steps that take a livelihood program from conception to completion in a structured manner. The process begins with a livelihood mapping exercise, which gives an idea of an area's employment potential, based on the local economy, culture, natural resources, labour market and industrial profile. Vocational courses for every LABS center are determined in accordance with the local demand for skilled manpower.

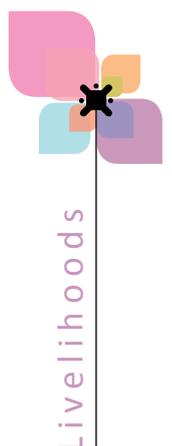
The aspirants are mobilized into the program with the help of local partners / communities, municipal bodies, self-help groups and LABS alumni. The candidates are administered an 'interest inventory', which is designed to assess the category (realistic / investigative / artistic / social / enterprising / conventional) they fit into, so that they can be put through appropriate courses. The candidates are then counseled and put through an induction program to align them with the LABS process and help them articulate their aspirations.

The vocational courses are of 3-4 months' duration, in which the aspirants are given technical inputs prepared in consultation with industry experts and



professionals. The curriculum, which is constantly upgraded and improved in tune with actual industry requirements, includes assignments, projects and field visits. Valuable life skills are also taught through an interactive teaching process.

Through an 'Individual Youth Development Plan' the aspirants are assisted in realizing their aspirations based on their unique strengths. A specially designed 'Communicative English' module gives the aspirants practice in public speaking and interpersonal communication. On-the-job training enables the aspirants to gain useful work experience by honing their untapped potential; also, the prospective employers can mould the trainees to their organization-specific needs.





Towards the end of the course, a 'Work Readiness Module' helps the aspirants to face interviews and handle workplace responsibilities. The aspirants are also assisted in finding suitable entry-level job opportunities. LABS' Alumni Service Cell serves as an interactive platform for exchanging information on job avenues, and helps them advance further in their careers.

LABS assists individual aspirants with a view to impacting the larger community around them, in the form of increased local area spend, improved education levels, reduced gender inequality and lower crime levels. In a larger sense, LABS gives

the aspirants a sense of direction in their lives, and creates role models for other underprivileged youth.

LABS has generated over 200,000 sustainable livelihoods across India so far, and has also helped implement it in Vietnam, Sri Lanka and Indonesia. It has catalyzed several community-corporate partnerships in creating replicable models, and helped in streamlining government poverty alleviation schemes. The program exemplifies the harmonious coming together of business houses, governments, civic organizations and NGO networks in planning, implementing and scaling up various livelihood programs. Its simplicity and effectiveness have won wide acclaim, both in India and abroad.



Strength from Stakeholders

The year 2008-09 saw the LABS model being confirmed as an important component of the poverty alleviation programs of the Central Government, as well as several State Governments across the country. With government funding and infrastructure support, DRF implemented several LABS projects with a view to creating a targeted number of sustainable livelihoods in each state.

The LABS model has also catalyzed several citizen-community-corporate partnerships towards creation of replicable livelihood models. DRF has been working in association with scores of likeminded partners from the corporate sector to help it implement the LABS program in various states across the country. Some of these corporate partners have even taken the LABS program forward with their own need-based variations.

Brief profiles of LABS partnerships that were operational during 2008-09 are given here.



SGSY-NABARD LABS

Under Swarnajayanthi Gram Swarojgar Yojana (SGSY), DRF operated a LABS program in association with National Bank for Agriculture and Rural Development (NABARD), for demand-driven skill development of disadvantaged youth in Sultanpur and Rae Bareli districts of UP.

Grant support is provided by the Ministry of Rural Development, Government of India. The monitoring agency for the project is NABARD, Lucknow.



Grameen LABS

With funding from the Ministry of Rural Development (Government of India) under the Swarnajayanthi Gram Swarozgar Yojana (SGSY) for creating rural livelihoods, the Grameen LABS project – which began as a pilot project in Bihar, Gujarat, Jammu & Kashmir, Rajasthan, Tamil Nadu and Uttar Pradesh – was scaled up to include several other states across India.



GVMC LABS

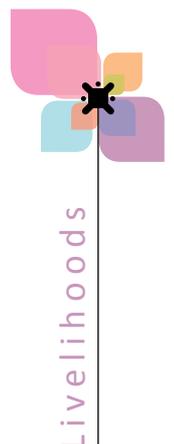
In association with the Greater Visakhapatnam Municipal Corporation (GVMC), the GVMC LABS project was undertaken by DRF in Visakhapatnam (Andhra Pradesh) with the objective of generating 1000 sustainable livelihoods through demand-oriented vocational training programs and placement assistance.



Maarpu LABS

In partnership with the Department of Youth Services and Andhra Pradesh Society for Training and Employment Promotion (APSTEP), DRF operated several Maarpu LABS centers across several districts in the state.

APSTEP coordinated the activities of various institutions, individuals, departments and banks involved in the implementation of the program, and provided DRF with the necessary infrastructure support, as well as assistance in reaching beneficiary communities.





CDMA LABS

In partnership with the Office of the Commissioner and Director, Municipal Administration (CDMA), Government of Andhra Pradesh, DRF ran a CDMA LABS program in several municipalities across the state, with the objective of alleviating urban poverty through vocational training and placement assistance programs for unemployed school dropouts. CDMA provided the necessary infrastructure and mobilization support for the program.



MPRLP LABS

The Madhya Pradesh Rural Livelihoods Project (MPRLP) has been set up by the Madhya Pradesh Government with the objective of eliminating rural poverty, with specific focus on the tribal regions of the state.

In partnership with the project, DRF operated residential MPRLP LABS centers in Shadole, Sheopur, Annapur and Dhar districts.



TP LABS

The Directorate of Town Panchayats (Government of Tamil Nadu) has set up the Tsunami Emergency Assistance Project (TEAP) to assist in the rehabilitation of those who had lost their livelihoods in the tsunami that had devastated 19 coastal towns of the state in December 2004. During the year 2008-09, DRF operated the TP LABS program in some of the affected towns in partnership with TEAP, with funding support from Asian Development Bank. Community agencies, Panchayat authorities, citizens groups and industry representatives were also co-opted in the program.



Firstsource LABS

In association with Firstsource – a leading global provider of value-added business management services – DRF ran Firstsource LABS centers at Chennai and Bengaluru for imparting technical and life skills for underprivileged youth to enable them to obtain suitable employment opportunities and become economically empowered.

The scope of the partnership is being enhanced to reach underprivileged youth in other cities as well.



Corporation of Chennai LABS

In association with the Corporation of Chennai, DRF operated the Corporation LABS program in the city, delivering livelihood advancement training and placement assistance to financially disadvantaged youth. The Corporation of Chennai provided infrastructure and mobilization support to the program, under which training courses were run in the Corporation's community colleges, in various domains including Cutting & Tailoring.



CII-Yi LABS

During the year, DRF ran CII-Yi LABS programs in Mumbai and Pune in association with Confederation of Indian Industry – Young Indians (CII-Yi). The joint initiative also included sensitization of various community agencies, civic authorities, citizen groups and industry representatives to become stakeholders and actively contribute to the livelihood process. The long-term objective is to set up LABS programs in partnership with CII-Yi chapters all over the country.



Accenture LABS

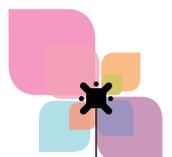
Under an MoU with Accenture, a global IT solutions provider, DRF operated the 'Accenture LABS' project in Chennai during the year, with the objective of providing demand-driven livelihood training and placement assistance for 'Below the Poverty Line' youth in the city. With its personnel and resource networks, Accenture assisted in identifying potential beneficiaries through awareness campaigns and counseling programs. The project also extended entrepreneurship training for self-employment initiatives of some aspirants.



Tata Telecom Training Academy

DRF and Tata Communications have jointly set up a 'Telecom Training Academy' at Mumbai, which trains financially disadvantaged youth in skill sets specific to the telecom sector. The beneficiaries are selected from engineering colleges, polytechnics and ITIs.

The two-year training program includes on-the-job training in various field sites of Tata Communications across India. The trainees receive a monthly stipend during their internship.





Cisco Training Academy

The Cisco Networking Academy – a non-profit, globally recognized education initiative of Cisco Systems – provides online courses, interactive tools and lab activities to train individuals through an e-learning environment that enable them to learn anytime, anywhere, and at their own pace.

Cisco and DRF have partnered to implement the Cisco Networking Academy's 'IT Essentials' (ITE) curriculum under the LABS framework, which provides training in basic hardware, software and network operating systems to disadvantaged youth and helps them get good entry-level positions as technicians and hardware engineers, as well as in Marketing, Sales and BPO services.

In August 2008, a 'Cisco Instructor Certification' training program was held at Amrita Viswam Vidyapeetham, a Cisco Training Center at Coimbatore (Tamil Nadu) for 11 LABS facilitators who have, in turn, implemented the ITE program at their respective centers. LABS alumni trained in the ITE course have secured placements in Small and Medium Businesses (SMBs) with attractive remuneration packages.



At the Cisco SAARC Academy Meet held at Bangalore, DRF was awarded a Certificate of Recognition as the 'Best Local Academy for the Year Across the SAARC Region'.





New LABS partnerships
forged in 2008-09



IKP LABS

With a view to alleviating rural poverty in Andhra Pradesh, DRF also drew up an MoU with Employment Generation and Marketing Mission (EGMM) of the Department of Rural Development, Government of Andhra Pradesh, for running the 'Indira Kranthi Patham' (IKP) LABS program in the state.

EGMM is the implementing agency for the jobs component of IKP, a World Bank-funded project in association with Society for Elimination of Rural Poverty (SERP).

With the assistance of community volunteers, DRF identified potential livelihood options for underprivileged youth and trained them according to market requirements.

EGMM provided the necessary infrastructure support for the project. To improve LABS' functional interface with the partner, orientation programs were held in July 2008 for EGMM's Area Project Managers and Job District Managers.

Year
Scorecard

Trained **12586** Placed **10753**

Centers

Achampet, Adilabad, Adoni, Amalapuram, Anantapur, Avanigadda, Banswada, Bapulapadu, Bheemgal, Chebrolu, Cheepurupally, Chittedu, Chittoor, Dachepally, Darsi, Devarakonda, Eluru, Gadwal, Gajapatnagaram, Gannavaram, Giddaluru, Goothy, Gudivada, Guntakal, Ibrahimpatnam, Inkollu, Jadcherla, Jogipet, Kaagaznagar, Kadapa, Kankipadu, Karimnagar, Khammam, Kondepi, Kotappakonda, Kothavalasa, Kurnool, Machilipatnam, Madarametla, Madhira, Mandavalli, Manthani, Markapuram, Nagarkurnool, Nandigama, Narsapur, Narsipatnam, Nidadavolu, Nirmal, Paderu, Palvancha, Pammuru, Parakala, Parchur, Parvatipuram, Pathikonda, Pebber, Peddandhraradeshally, Rajahmundry, Rampachodavaram, Ravindranagar, Rayadurgam, Salur, Samalkot, Sattupally, Seethampet, Suryapeta, Tenali, Utnoor, Vetapalem, Vissannapeta, Vuyyuru, Yelamanchali, Yellareddyguda, Zaheerabad.

IKP-Urban (UPADHI) LABS

During the year, DRF drew up an MoU with Mission for Elimination of Poverty in Municipal Areas (Government of AP), which seeks to eliminate poverty in the municipal areas of the state by creating livelihoods through skill training.

The MEPMA program is funded by the Government of India under the Swarna Jayanthi Shahari Rozgar Yojana (SJSRY) and Rajiv Udyogasri (a program of the Government of Andhra Pradesh).

DRF undertook skill development training for beneficiaries under the 'Urban Program for Advancement of Household Income' (UPADHI), which entailed activities such as:

- Market survey and skill profiling of the poor; building a network with prospective employers in various industries.
- Capacity building of community volunteers and 'Livelihood Promotion Associates' in each district.
- Organization and delivery of job-related technical skills and life skills, as well as placement support.

Year
Scorecard

Trained **6246** Placed **5452**

Centers

Adoni, Adilabad, Alwal, Amberpet, Anankapalli, Anantapur, Bapatla, Bheemavaram, Bhemili, Charminar, Chirala, Chittoor, Eluru, Gudivada, Guntakal, Jaggayapeta, Kadapa, Kakinada, Karimnagar, Kukatpally, Kurnool, Machilipatnam, Mahabubnagar, Mandamari, Manuguru, Nalgonda, Nellore, Nizamabad, Ongole, Peddapuram, Produtur, Pulivendula, Rajahmundry, Ramagundam, Ramchandrapuram, Sadhashivpet, Sanatnagar, Sattupalli, Sircilla, Srikakulam, Tanuku, Tirupati, Vizianagaram, Wanaparthy, Warangal.

MSDF LABS

In early 2008, DRF launched a LABS project in the National Capital Region of Delhi, in association with Michael & Susan Dell Foundation. The pilot project sought to provide sustainable livelihoods to 6000 youth from slum pockets that were being relocated to designated areas on the city's outskirts. MSDF LABS centers were set up across the NCR after carrying out livelihood mapping in consultation with government bodies, industries, community representatives and opinion leaders.

To address the challenges of mobilization and enrollment of aspirants, DRF forged community partnerships with several local NGOs. The aspirants were trained in Automobile Mechanism, Hospitality, Security Services and Customer Relations & Sales. MSDF LABS has since been scaled up to cover several other states across India.



Asha LABS

Telecom sales is a major constituent of India's rapidly expanding services sector, making quick inroads into deep rural areas as well. To cater to the need for a large trained workforce in this sector DRF launched 'Asha LABS' in association with Tata Teleservices Limited (TTSL). Under a pilot program launched in December 2008, two centers were set up at Hyderabad and Indore. A special 'telecom sales' curriculum was developed with inputs from TTSL, which also assisted with guest lectures, on-the-job assignments and field visits.

On 8-9 December 2008, Asha LABS facilitators underwent a special training program organized by TTSL, at which they were oriented on the Indian telecom industry, CDMA technology, various business models, and selling skills specific to the sector.



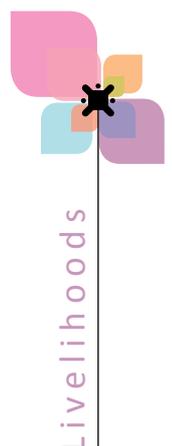
SHG LABS

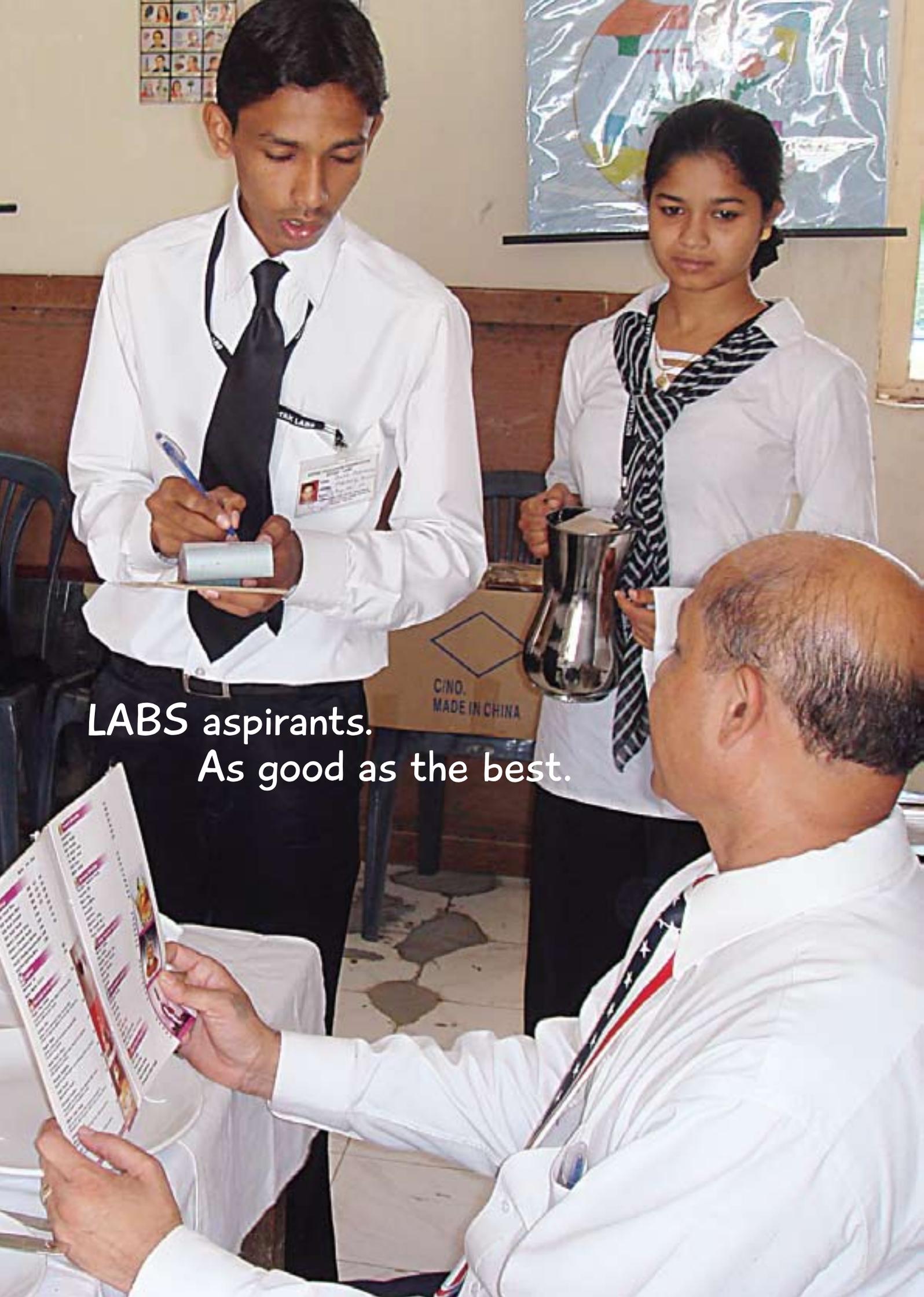
Several women Self Help Groups (SHGs) in West Bengal produce various products and market them through branding, merchandising, participation in trade fairs / exhibitions, etc.

To assist them in enhancing their communications skills and marketing their products effectively, the Department of Panchayat and Rural Development (Government of West Bengal) and DRF came together to impart demand-oriented skills training in Entrepreneurship, Rural Retailing, Market Research, Marketing Mix, Product Design / Development, Packaging, Branding & Labeling, Quality Control, Pricing Mechanisms, Customer Management, Life Skills, Computer Basics and Communicative English.

The West Bengal State Rural Development Agency assisted in the identification and mobilization of

beneficiaries under the project. After undergoing the 60-day training program, the SHGs were also assisted in obtaining necessary market linkages and technical know-how. Two SHG LABS batches passed out during the year 2008-09 from the training center at Rajarhat (North 24 Parganas district).





LABS aspirants.
As good as the best.

What our Aspirants' Employers Have to Say



“The LABS aspirants have been doing a great job at Shell Retail. They are very hardworking by nature, and well trained in their respective domains, which is why we have employed nearly 50 of them in our various branches. DRF is doing an exemplary job by reaching out to underprivileged youth and making them employable.”

- **Giridhar**
 Manager, Shell Retail



“LABS aspirants come with good training and grooming, they grasp things with ease and handle customers very well. They have the right attitude and show a willingness to learn, which is why we evince a keen interest in recruiting them.”

- **Sirisha Reddy**
 Manager – HR, Pantaloon Retail (India)



“We always seek some special qualities in the manpower that we hire, and the kind of training these LABS aspirants get largely fulfills our expectations. What we look for is a positive attitude and a passionate zeal for work, and the LABS aspirants meet these criteria quite well.”

- **Rajesh Sharma**
 Regional Manager, 6Ten



“I am impressed by these motivated youngsters brought out by LABS. Despite coming from modest backgrounds, they show a high degree of competence at the workplace. The LABS training significantly raises their employability. That makes it much easier for us.”

- **BV Krishna Mohan**
 Area Head – HR, Eureka Forbes



“Though they come from modest backgrounds, the LABS alumni working for us seek to make a steady career for themselves. They bring value to the workplace with their positive attitude and loyalty, and complete their assignments in quick time.”

- **Rani Xavier**
 Recruitment Consultant, Sahay Datatech



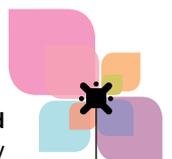
“The LABS Hospitality course training is tailor-made to suit the specific needs of the hotel industry. Though some LABS aspirants recruited by us are poor in communication skills, they make up for it with their hardworking nature, enthusiasm and grasping ability.”

- **Varaprasad**
 Managing Director, Sithara Residency



“The LABS aspirants are very zestful and full of beans. They have been groomed very well indeed. They serve the customers dutifully and are ever eager to learn. In fact, their high service standards rub off on other employees, who try to emulate them.”

- **Junaid Khader**
 Manager, McDonald's





Samriddhi

Addressing Health Concerns

With a view to integrating reproductive and sexual health issues in the LABS life skills program, DRF launched Project 'Samriddhi' in early 2008. The project sought to provide accurate and age-specific knowledge to prevent risky behavior that might lead to sexually transmitted diseases, unsafe abortions and HIV / AIDS. A study was done through FGDs and one-to-one interviews in November 2008 in some LABS centers in AP. In March 2009, a few LABS facilitators and L&D process trainers underwent a training program organized in association with Youth Reach and Thought Shop Foundation.

LABS Alumni Meets

Several LABS alumni meets were held at various places across India during the year. The meets helped the alumni share information about themselves and their jobs, and also suggest how the LABS curriculum could be strengthened further to make it more compatible with industry expectations. Several alumni have formed SHGs to avail of micro-enterprise incentives offered by the government. The LABS Alumni Service Cell launched www.labsalumni.org, an alumni website that offers programs of relevance to them. It also provides them with a platform for sharing their ideas and experiences with LABS facilitators and aspirants.



Striking out on their Own

'Vega' – Speeding Ahead

This is an inspiring story of 19 LABS alumni, who had passed out of the Thiruvananthapuram Grameen LABS center in February 2009, after completing a course in ITeS. For the first three months, they worked in different organizations, but had always nursed an inner dream to set up their own BPO enterprise.

It wasn't easy, though. They all came from humble backgrounds; 17 of them were women, with many of them being married. Taking everything in their stride, they contributed Rs 2000 each for their joint venture. They found a workplace just below the LABS center premises, hired a few computers, bought some stools to sit on, and launched their own BPO center named 'Vega Data Solutions'.

The life skills training they had received at LABS is standing them in good stead. Their business has steadied now, and they have a steady stream of contract assignments. We salute their spirit and confidence.



'V Ten' for Victory

'V Ten' is another fine success story of 10 women alumni from the UPADHI LABS center at Kadapa (AP). After graduating from a course in IT-Enabled Services (ITeS), they set up their own data entry-cum-DTP work station named 'V Ten', with guidance from the Kadapa Municipal Commissioner.

Beginning with assignments like documentation of birth / death certificates and data pertaining to Indiramma Model Towns and Indira Kranthi Patham, 'V Ten' has grown into a successful unit now, constantly exploring new business avenues. It even undertakes printing of books, journals, visiting cards and corporate ID cards.

As one member says, "We are now fully empowered as women now, and do not depend on our fathers or husbands for our livelihoods. LABS has taught us that it is important to stay focused on the big goal, regardless of the small troubles along the way. More than the just the money, it's our independence that we really cherish. We help each other in difficult times, and as a group we have improved the confidence level of other women in our community."

That is what their victory is all about.



**Snapshots
of 2008-09**



Dr YS Rajasekhara Reddy (the then Chief Minister of AP) gave away course completion certificates to LABS aspirants at a felicitation function organized in October 2008 for beneficiaries of the UPADHI program of 'Indira Kranthi Patham'.

Inauguration of a CII-Yi LABS center at Mumbai by Ms Sumathi Sundararajan (Yi, Mumbai Chapter).



On 17 March 2009, the TP LABS center at Kottakuppam was visited by Mr Curtis Chin (Executive Director, Asian Development Bank) and Mr Veluswami (Project Coordinator, TP LABS).



Ms Sheila Dixit (Chief Minister of Delhi) at an MSDF LABS center.



A total of 30 trainees from two batches passed out during the year from the Tata Telecom Training Academy, run by Tata Communications in association with DRF.



Launch of Asha LABS at Indore by Tata Teleservices and DRE.



Dr YS Rajasekhara Reddy (the then Chief Minister of AP) attended a valedictory function of GVMC LABS at Visakhapatnam on 23 April 2008.



Inauguration of an Accenture LABS center at Karapakkam (Tamil Nadu)



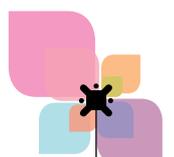
On 24 November 2008, an HR team from Hindustan Unilever Limited conducted a 'campus' interview of CRS aspirants of the SGSY-NABARD LABS center at Rae Bareilly, and recruited most of them.



The SHG LABS trainees put up stalls and showcased their products and services at handicrafts fairs organized jointly by the Government of West Bengal and SHG LABS.



This low-cost anti-theft device for two-wheelers has been developed by LABS aspirants. Connected to the side and central stands of the vehicle, it raises an alarm if either of them is folded up.





Tracking emerging opportunities

In search of New Domains

Assessing Market Trends...

Domain Conferences were held during the year in Customer Relations & Sales, Automobile Mechanism, Hospitality, Business Process Outsourcing, Micro-Irrigation, Multi-Skilled Technician and White Goods Services domains. Experienced facilitators from these domains interacted with industry experts and update the existing curricula in tune with prevailing market needs.

Facilitators' handbooks with greater emphasis on practical training were designed. Learner-centric teaching tools to make facilitation more effective were also developed. Assessment tools were made more comprehensive and interesting. Special modules for assisting aspirants interested in self-enterprise were also brought out. Domain experts from amongst the conference participants were taken into the 'Learning & Development' department to monitor the relevance of the curriculum and the quality of the training methodology.

...Redesigning LABS Curriculum

3-Month Courses

IT for Non-IT Courses

Keeping in mind the growing need for IT in every sphere of life, the IT curricula for Customer Relations & Sales (CRS) and other non-IT domains was redesigned during the year. It is now of 46 hours' duration for CRS, while for the other domains (like Refrigeration & Air-Conditioning, Micro-Irrigation, Machine Operator, Multi-Skilled Technician, Bedside Patient Assistance, Hospitality and White Goods Services) it is of 25 hours' duration (including theory and practical training).

Direct Selling

Under an arrangement with Hindustan Unilever Limited (HUL), DRF prepared a Customer Relations & Sales (CRS) curriculum with emphasis on direct selling techniques, negotiation skills and objection handling. LABS CRS facilitators who had undergone a special training session organized by HUL have been assisting in propagating this curriculum in their respective centers.

Banking, Financial Services and Insurance

In India's fast developing economy, BFSI is becoming increasingly popular in the services sector, throwing up exciting new job prospects for professionally trained personnel. A new LABS curriculum for this domain was designed during the year in association with Fullerton India, taking into account the various skills required in marketing financial services, as well as good product knowledge.

Communicative English

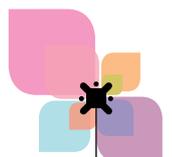
The Communicative English curriculum taught to LABS aspirants was revised in consultation with several experienced facilitators, based on the aspirants' learning strengths and limitations. Guidance was also taken from a consultant from the EFL University. The revised curriculum simplifies classroom learning through a set of basic expressions used in everyday conversation. Learning is reinforced with role plays, question-answer sessions, visual prompts and reading aloud.

Telecom Sales

Telecom sales is another major constituent of the country's rapidly expanding services sector, making quick inroads into deep rural areas as well. To cater to the need for a large trained workforce in this sector DRF developed a special 'telecom sales' curriculum under the LABS program, in association with Tata Teleservices and other telecom companies.

Retail

In consultation with Zebra Cross (a retail training firm) and Shoppers' Stop, a special 'Retail' curriculum was developed for the LABS program. Salient features in the curriculum include aspects specific to organized retailing, which is rapidly expanding into rural / urban India, thereby opening up a wide array of job opportunities for youth.





...Redesigning LABS Curriculum

45-Day Courses

Based on market surveys, new 45-day LABS courses were developed in the following domains:

Housekeeping

The curriculum includes various functions of corporate housekeeping, organization of the housekeeping sector, competencies required in housekeeping personnel, floor cleaning methods, cleaning agents, manual / mechanical equipments, stain removal, pest control, etc.

Bengali Cuisine

This has been designed to train women members of SHG LABS (West Bengal) in running their own food production enterprises. The curriculum includes various sweet / fish preparations, traditional Bengali cooking styles, kitchenware, vegetable cutting, garnishing / accompaniments, menu planning, kitchen hygiene, food safety, service, table layout / clearance, etc.

Chinese Cuisine

To cater to the growing demand for Chinese cuisine,

this entrepreneurship-oriented curriculum has been designed to enable the aspirants to set up their own eateries. It includes different types of traditional Chinese cuisine, vegetable cutting, Chinese kitchenware, sauces, mis-en-place, kitchen hygiene, etc.

Bakery and Confectionery

The curriculum of this new course includes elements like bakery ingredients, various types of breads / pastries / cookies / cakes and their preparation, cake frosting, icing, etc.

For Rural LABS

To enable rural youth in Daund (Maharashtra) to find employment in employers in their vicinity, LABS-type vocational training curricula (of about 60 days' duration) have been developed in domains such as 'Office Assistant' and 'Machine Operator'.



Training to Excel

Induction Training

New facilitators who joined the LABS fold during the year were put through nine-day induction training sessions before they reported at their respective centers.

Through a series of mock sessions, they were given a clear idea of the various steps involved in the LABS process. They visited nearby LABS centers to get a first-hand feel of the training ambience. The programs also oriented the facilitators to the curriculum, facilitator's handbook, and teaching-learning methodologies.

Capacity Building

During the year, a series of refresher-cum-capacity building programs were held for LABS facilitators across the country, with a view to addressing various challenges faced in implementing the LABS process, such as aspirant mobilization, handling dropouts, 'Business-to-Youth' (B2Y) networking and partner handling. The programs included sessions on advanced facilitation skills, life skills, working with today's youth, etc.

The training programs for Center Coordinators included sessions on center management, documentation and reporting, B2Y networking and batch reviews. The District Coordinators' training programs built their capacities in communication (within the organization and with partners and employers of LABS alumni), negotiation skills, conflict resolution, stakeholder management, etc.

Micro-Irrigation

On 10-11 December 2008, a 'Train the Trainer' program was held at Hyderabad for Micro-Irrigation facilitators from across India. Prof Syed Ahmed Hussain from ANGRAU spoke on irrigation methods, advantages of micro-irrigation, water conservation, efficient utilization of water resources, tools / implements used in micro-irrigation, etc.

Customer Relations & Sales

To orient Customer Relations & Sales (CRS) facilitators on new developments, 'Train the Trainer' programs

were held in December 2008 and January 2009. Professionals were invited to address the facilitators on basic generic skills required for an aspirant to obtain entry-level positions.

Business Process Outsourcing

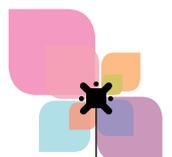
On 16-17 January 2009, LABS facilitators in Business Process Outsourcing (BPO) underwent a 'Train the



Trainer' program, at which they received several useful industry-related inputs from professionals from BPO majors Genpact and Deloitte.

Udaan 'Life Skills for Employability'

Youth Reach – an NGO that seeks to inspire individual and collective transformation to create positive social change – partnered with DRF to implement the International Youth Foundation's Udaan 'Life Skills for Employability' (LSE) program, under which the LSE curriculum was imparted to 2400 youth in AP through a series of 'Train the Trainer' sessions.



What Draws Them to LABS?



Several volunteers from Dr. Reddy's Laboratories helped take the LABS program forward during the year. They took 'soft skills' sessions for the aspirants, and assisted them in improving their communication and interpersonal skills. One of them,

Prachi Dubey, found her interaction with the aspirants extremely fulfilling and satisfying. She was pleasantly surprised to see them so technically well equipped in their respective domains. All that they needed, in her opinion, was "a little help in expressing themselves". By providing that help, she got the satisfaction of seeing them get much better placement opportunities. Another volunteer, **Malavika Sharma** says, "Interacting with LABS aspirants and facilitators helps me understand how spiritually elevating it is to share what you have with those who are not so privileged as you are."



Murari Madhab from Dr. Reddy's Laboratories has been helping several LABS alumni by taking special classes for them in Communicative English on weekends. Murari observes, "It is amazing how working on something in our free time can change another person's life so much. In the beginning, I wasn't sure how I could help. But once it started, it became addictive. The LABS alumni get fairly good placements, but are constrained by their inability to speak good English at the workplace. So they are willing to take time out on weekends to master the language. This moved me and I volunteered to take classes on Sundays. The course was actually co-designed by LABS alumni, and is very user-friendly."



The year also saw many Deloitte employees volunteering in DRF's programs. On 14 June 2008, the company's 'Impact Day', a team of volunteers from Deloitte (Hyderabad) conducted a series of soft skills training programs for LABS aspirants. Some of them lent their voices to the audio portions of the 'Communicative English' and 'Business Process Outsourcing' curricula that were redesigned during the year. They also conducted

'Train the Trainer' programs for LABS facilitators to help them improve their training skills and methodologies.

T Nakkeeran: "It was a fantastic experience of sharing knowledge and experience with the facilitators."

Rajesh Rajan: "It was a pleasure to share our thoughts and experiences with a group of highly motivated people who want to make a difference in other's lives."

Satya Jyothi Yellapatula: "The enthusiasm of the aspirants is a clear indication of the hope that DRF is giving to these under-privileged youth, by guiding them in the right direction."



Exploring Rural Livelihoods

During 2008-09, DRF piloted two rural livelihood projects in Daund Tahsil (Pune District, Maharashtra) and in ten villages in Sadashivpet Mandal (Medak District, Andhra Pradesh).

Adopting a three-pronged approach to livelihood promotion – wage employment, self-employment and improving farm-based livelihoods – the pilot projects sought to evolve replicable models for rural livelihoods that could cater to various sections of the rural population, with different sets of resources, capabilities and aspirations.

Wage Employment

LABS-type skill training was imparted in two domains – Automobile Repair and Machine Operations. After the aspirants had completed their training, they were assisted in securing employment in nearby towns and factories.

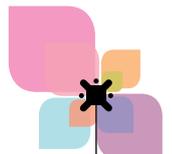


Self Employment

DRF created new livelihoods by promoting enterprises in poultry / dairy / rabbit farming, as well as retail shops and service centers in automobile repair and tailoring). DRF provided handholding support to the entrepreneurs, apart from helping them developing their business plans and liaison with banks.

Farm-Based Livelihoods

DRF mobilized and motivated farmers to establish farmers' clubs, which provided a platform for farmers to work collectively on common issues such as credit mobilization, liaison with the government irrigation department, and mobilization of new technical knowledge to enhance productivity.



Education is every child's right



Education for All

DRF's educational interventions are driven by the same inclusive philosophy as in creating sustainable livelihoods. The foundation fights child labor and strives to provide quality education to children who are deprived of it.

Using schools as community learning resource centers, it develops local knowledge and leadership, and implements innovative schooling strategies in association with the mainstream education system.

DRF believes that every child should have access to right education and schooling. To realize this, it works with schools, communities and other stakeholders apart from developing strategies to bring children of all age groups into mainstream education.

The foundation's educational initiatives in 2008-09 included Pudami Neighborhood Schools, Transit Education Centers, Yuva Youth Learning Centers, Kallam Anji Reddy Vidyalaya, Kallam Anji Reddy Vocational Junior College and Altius Advancement School.

In association with Aga Khan Foundation, DRF initiated the School-Community Partnership in

Education (SCOPE) in 1999, under the 'Program for Enrichment of School Level Education'.

SCOPE began by developing schools as valuable resources for urban communities by increasing stakeholder participation, creating access to the formal education system for out-of-school adolescents, and partnering with government schools to strengthen various in-school education processes.

After completing the initial program, DRF found that the children mainstreamed into government schools continued to lag behind their peers, as there wasn't enough ongoing support in the schools. So the SCOPE program shifted its focus to preparing out-of-school children for the formal education system before entry.

DRF provides quality education avenues through which children who have dropped out of school (or are first-generation learners) can bridge the gap between their age and learning using a curriculum that is designed to ease their transition into the formal education system.

Education Resource Center - Aiming for high volume access to quality education

There is a plethora of curricular material and textbooks; there are institutions that train teachers, and academic planning is made at school level besides being guided by government agencies. It is generally assumed that transacting the class-specific curricular content is the sole job of the school and the failure of acquiring it rests with either children or their parents.

Acquisition of curricular content across classes is dependent on the precarious condition of pupils' subject competency level and academic skills of language. And we have a situation where a majority of children lack comfortable language skills and are not ready to face the curriculum of the class they have moved into.



These two challenges, if addressed, enable larger masses of children to access quality education. This was what prompted the DRF's Education Resource Center (ERC) to develop:

- 1 Materials that support children in gaining curricular training that they have lost in their previous schooling.
- 2 A language transition course that prepares children so they can comfortably shift to an English-medium education.

ERC aims for high-volume access to quality education, addressing the inconveniences in reaching it. After all, the neighbourhood schools that DRF has set up are intended to house children from all walks of life, so that they leave the school as competent as their peers.

SCOPE Initiatives...

Transit Education Centers for Children of Migrant Workers

Hyderabad has of late been witnessing a tremendous spurt in construction activity, bringing in its wake a large influx of cheap, low-skilled migrant labour to the city. The frequent shifting of these workers from one construction site to another results in their children missing out on regular schooling and often being engaged as casual labour.

To address this problem DRF has, under its SCOPE program – partnered with various construction companies in Hyderabad and Ranga Reddy Districts to set up ‘transit schools’ for these children, in association with Sarva Siksha Abhiyan (Government of India) and American India Foundation.

The transit schools act as bridge course centers, providing remedial education to bridge the gap between the children’s learning levels and their age, and also to maintain the educational levels of fresh dropouts. Teaching / learning material, nutritious food, drinking water, health check-ups and other facilities are offered at these schools.

Over 4000 children (in the 6-14 years age group) were mobilized into 100 transit schools set up during the year, with 120 teacher volunteers engaged in putting them through a bridge course curriculum in Math, Environmental Science, English, Telugu and Hindi.

Transit Education Centers: 2008-09			
Mandal	Children Enrolled		
	Boys	Girls	Total
Malkajgiri	186	213	399
Shaikpet	612	400	1012
Maheswaram	498	447	945
Shamshabad	353	417	770
Sarooranagar	321	371	692
Qutbullapur	515	480	995



“My name is **L Suman**,” says the boy at the Non-Residential Bridge Center at Rajiv Gruha Kalpa, Nizampet. We continue asking the regular questions and as we write down Suman enthusiastically peeps into our note books, trying to catch a glimpse of what we have written. He quickly points out to his father’s name written as Bodaiah. “Madam, the spelling is Bodiyya” he says confidently. His teacher smiled apologetically at us; but as we quickly corrected the spelling, she happily told us that Suman was the best student in the Center.

He quickly runs to a group of girls playing and brings one of them to us. “She is my sister **Suseela**. She is always playing, never finishes her homework, and doesn’t get good marks like me. Please tell her that if she studies well, she will one day be like you.” We were stumped by the ambition of this small Class V boy who not only always scores over 90% in every test but can also rattle out all the 11 names of the players in our cricket team, whose favorite film hero is Chiranjeevi, who plays ‘kabaddi’ and ‘maaram peet’ with his friends, who you would immediately recognize as an underprivileged boy but would be mistaken if you say ‘illiterate’.

When the Transit Center was set up in February 2008 for the children of the construction workers of Rajiv Gruha Kalpa, only 63 children joined it initially. Though 103 blocks totaling to 3500 apartments were being built, it was a tough task to mobilize children to come and attend the Center. The children used to work in the site sifting sand and doing other odd jobs. Sudarshan, the coordinator for 20 such Centers recounted what an uphill task it was – convincing, motivating and mobilizing through parent meetings and cultural programs. The local leaders helped by providing a regular building to house the Center. Soon the hard work yielded fruit and the strength of the Centre went up to 100 children within 6 months. Now it looks almost like a school, with over 250 children (in the 0-14 age group) and seven teachers. Anuradha, Rani and Durgabhavani continue as teachers here from its inception. Their beaming smiles when Suman said, “I want to be a policeman!” show how dedicated they are.

...SCOPE Initiatives

Residential Bridge Centers

These are designed to regularize schooling for migrant children, to facilitate their transition into the formal education system, in close collaboration with their parents.

In 2008-09, two Residential Bridge Centers (RBC) were set up in Ranga Reddy District, in collaboration with Sarva Siksha Abhiyan (Government of India). One (with about 80 students) was housed in a government community hall, while the other (with about 150 students) was located in a National Child Labour Project (NCLP) building in the premises of a Zilla Parishad High School.

Children in the 9-14 years age group from DRF's transit schools were mobilized into these RBC schools, and put through a basic bridge course (in Mathematics, English and Telugu), in addition to being engaged in some extra-curricular activities.

On 16 December 2008, a function titled 'Jungle Day' was celebrated at a school for construction workers' children set up in Hyderabad by Indu Group, a corporate partner of DRF. Indu Group is a leader in providing quality education to children of workers at its construction sites. The celebrations included many fun events in music, dance, arts and crafts, all based on a 'jungle' theme.



*The residents of Mallapur (Saroornagar) had two new dependents in their midst – a woman who had run away from a hospital for the mentally ill, and her six-year-old daughter **Manasa**. The little girl had such an endearing smile that it was not hard to understand why her mother always stayed so close to her.*

Manasa's father, a tractor driver in Jagityala, brought them to Hyderabad to admit his wife in a hospital. But as she simply refused to leave the child, he left them both and disappeared. The mother and daughter soon ran away from the hospital. The kindhearted in the locality took care of them, and also put Manasa in DRF's nearby Residential Bridge Center (RBC).

Manasa soon became the darling of the RBC. But just when things began to look up, her mother died suddenly, and all attempts to locate the father proved futile. Manasa, however, continued to study at the Center. Shortly, she received a sponsorship from a kindhearted donor, to study at a residential missionary school at Hayatnagar. She is now everyone's favorite at both Hayatnagar and Mallapur. The RBC has been her first stepping stone towards a secure future with education.

Residential Bridge Centers - 2008-09										
Location	Enrolment			Regular schools without hostel	Mainstreaming particulars					
	Boys	Girls	Total		Hostels + Regular Schools			KGBV	Grand Total	Balance to be mainstreamed
					Social Welfare	Tribal Welfare	BC Welfare			
Doolapally	84	43	127	0	26	15	26	25	92	35
Sevalalnagar	62	69	131	0	52	0	57	18	127	8
Mallapur	34	13	47	0	11	0	24	12	47	41
Dubbacharla	86	95	181	43	3	52	18	20	136	45
Alwal	39	22	61	8	29	3	10	-	50	11
Total	305	242	547	51	121	70	135	75	452	140

From labour to learning



...SCOPE Initiatives

Yuva Youth Learning Centers

DRF strives to wean working adolescents away from exploitative work, help them continue their education, and empower them to gain secure employment. The community-based Yuva Youth Learning Centers help bring long dropouts and working children back into mainstream education.

The Centers offer academic, counseling and job-related training programs for youth in the 13-18 years age group. Reading rooms and computer education facilities are provided for the benefit of the students, as well as other youth in the neighborhood.

The Centers prepare the students for the Class X Board exam, so that they can obtain formal academic certification. They also provide career counseling and job-related training in fields such as Early Childhood Care and Education, Mechanical and Electrical Technology and basic computer skills.

During the year 2008-09, Yuva Youth Learning Centres were established at various locations in Hyderabad. A Residential Yuva Center for girl students was also set up, with funding support from the NCLP under the Rajiv Udyogasri program.

Of the 263 students who took the Board Exam held in March and June 2009, 169 successfully cleared it. Most of these successful children were mainstreamed into college-level education, with 40 of them taking up two-year vocational courses in Kallam Anji Reddy Vocational Junior College.

Yuva Youth Learning Centers in 2008-09	
Center	Numbers trained
Alwal ECCE	94
Alwal	97
Borabanda	112
Hafizpet	72
Moosapet	96
Suraram	105
Total	576

On 12 March 2009, a delegation of 12 editors from regional German newspapers visited DRF. They visited a Transit Education Center, a Residential Bridge Center and a Yuva Youth Learning Center at Moosapet (Hyderabad). They then visited the DRF Head Office and interacted with Mr Jitendra Kalra (CEO, DRF) and Mr Sarat Babu Vasireddy (Director – Education, DRF).



As you enter this up-market preschool, you find several tiny tots busy in coloring work perched on tiny chairs around baby tables, paying rapt attention to their young, well-dressed 'Miss', who is speaking softly in English. The 'Miss' seems to be the typical English-medium school teacher that upper-middle class parents would imagine. But not many would guess her humble beginnings and the difficult road that she has had to endure to get here.

"There were many helping hands and well wishers," says a smiling Qadarunnisa, shyly brushing away our compliments. Over 13 years ago, when she was in Class III, poverty forced her family to migrate from Kurnool to Hyderabad. She joined a government hostel and studied up to Class VIII. She wrote her Class X exams in 2004 but failed to clear it, after which she went through several ups and downs in both her education and health.

Finally, she joined a Yuva Center in 2007 and cleared Class X in English medium. She then underwent training in Early Childhood Education and Care (ECCE), which brought out her potential for working with pre-school children. After honing her teaching skills for a short while at a Residential Bridge Centre run by DRF, she now confidently teaches at a well-known preschool at Begumpet. She is associated with several DRF programs, and is able to sustain her family comfortably. Looking back at her eventful past she says, "My gratitude cannot be expressed in words. One has to be in my place to fully understand how the program has transformed my life."



“My children deserve a good education.”



Pudami Neighbourhood Schools

Pudami Neighborhood Schools are a novel initiative by DRF to bring quality education to all children in the neighborhood. The schools address the rising demand for English-medium education from marginalized / lower-income communities.

In 2008-09, Pudami Neighbourhood Schools were inaugurated at Hayatnagar, Kondapur, Nagaram and Yacharam. Mandal Education Officers, ZPTCs, MPTCs, Village Sarpanches, local community elders and parents of the students were invited to the inauguration function. The classroom sessions commenced on 20 June with a combined strength of about 1000 students, who were drawn from all walks of life in the neighbourhood, together forming one homogenous 'Pudami' community. In the first academic year (2008-09), the Schools had classes from Nursery to Class VIII, which will gradually be stepped up to Class X.

Prior to their opening, every school team campaigned extensively and went about explaining the social purpose of a 'neighborhood' school. Parents were initially apprehensive about sending their Telugu-medium children to an English-medium school. Thanks to the campaign, these Pudami schools attracted many children from Telugu-medium schools, who were put through a short-term medium-transition course to ease them into age-appropriate classes. Based on a preliminary assessment of their competencies in English and Mathematics, the teachers chalked out comprehensive academic schedules. The education of nearly 20% of these children is totally subsidized.

Pudami Neighbourhood Schools in 2008-09	
Hayatnagar	266
Kondapur	157
Nagaram	138
Yacharam	479
Total	1040



Is it possible for the children of a poor bus conductor to study in English-medium schools? Can the family bear the financial burden? But then, is it fair to snuff out the dreams of a child?

Swati is an intelligent girl with stars in her eyes. She had been doing very well in a Telugu-medium government school. But she wanted to study in English medium, so that she could become a software engineer. But poverty came in the way.

Things brightened for her in the summer of 2008, when a Pudami Neighborhood School came up in nearby Hayatnagar. There was more good news. People said she didn't have to lose a year in order to change to English medium. This school had a special transition course that ran parallel to the regular studies, and also offered a big fee concession for Swati and her two siblings. The father was absolutely delighted.

Swati joined the school, and successfully transitioned to English in just under a year. She is now in Class IX, and preparing confidently for her Class X Board exams. It happens only in a Pudami.





Pudami English Primaries

These Primaries make good English-medium education accessible to urban children from lower income groups. Located in close proximity to where the children live, these schools involve the neighborhood community and parents in mobilizing the children. The teachers are also mostly drawn from the neighborhood.

The Primaries are assisted by the ERC in curriculum design, academic monitoring mechanisms and preparation of training material for the teachers. These Primaries also act as feeder institutions for DRF's Pudami Neighborhood Schools.

In the academic year 2008-09, DRF added another 16 Pudami Primaries to the 14 that had been set up the year before. The new Primaries are located at Alwal, Arutla, Attapur, Balajinagar, Edulabad, Ibrahimpatnam, Japal, Karmanghat, Manchala, Nagaram, Pettulla, Prasantinagar, Raipole, Rangapur, Srinivasa Colony and Uppal. By the end of the academic year, nearly 5500 children had been enrolled into these 30 Pudami Primaries

Students' Strength in 2008-09	
Nursery	633
Kindergarten	1296
Class 1-5	1418
Total	3347



As you enter Bogaram village, you spot a small orange-colored building, with its compound full of little children immersed in outdoor activities, and several country fowl sharing space with them. Sounds familiar for a primary school in a village? Yes, but an interesting difference is that there are dedicated teachers in their midst. All the children are in uniform, with bags and books. It looks quite like a typical private English-medium school for children who can afford quality education.

*As the school-ending bell rings, the children excitedly get ready to leave. Amongst them you spot **Monica, Sahiti, Jyotsna, Pravallika, Renuka, Swapna, Surekha, Kalpana and Mamata** – all with identical bob-cut hair. BJ Prasad, the Principal, tells you with pride, “They are all from a nearby orphanage. In fact, all the girls in the orphanage receive free education here. In the beginning, some fee-paying parents objected to our admitting orphans. But I convinced them that our Pudami school is all about making quality English-medium education accessible to all children. Now, a couple of them are in their third academic year here.”*

Anjana, the orphanage caretaker adds, “The school is a boon for our children, who were attending a government school earlier. I can see a marked change in their attitude to school and studies after they joined the Pudami Primary. The older girls have developed good reading and writing skills in English, which is essential for them to find decent jobs.”

When you get the girls together for a photograph, they all smile enthusiastically and introduce themselves. You wouldn't have known the difference if the Principal hadn't told you. That's the Pudami school, facilitating equity in education to children from all walks of life.

“I learnt a lot about Indian education.”

Under the ‘International Student Exchange Program’, several foreign students participated in the educational initiatives of DRF in 2008-09 and worked in close association with our ERC and Pudami English Primaries. The interns interacted extensively with the children, teachers, parents and community members.



“Although I had previously taught children for three years back home, what I learnt from this interaction with the Pudami Primaries children was an entirely new experience. I spent my time with them doing simple things like interesting games, active learning, dance, social / natural sciences, origami, fairy tales, etc. On the last day, we had a photo session to capture all those beautiful memories.

The experience taught me lot about Indian children, and about how our cultural differences can always be overcome with warmth and love. As the children were smart enough to understand that we were not their regular teachers, they were more ‘communicative’ (and noisy at times) but it all added to the fun of teaching them.”

- Olya (Ukraine)

“The first day at these schools was quite difficult, because the children seemed rather afraid of me. The first 15 minutes they would just sit quiet, staring at me with big eyes. To make them more comfortable, I started to teach them the names of animals and the sounds they make. This made them laugh, and they were happy to see me the next day.

I made hats for the children, and we danced with the hats on. It was great fun, and I began to be received with great warmth. And every day we were saying goodbye to each other for 10 minutes! My last day with them was very sad, for they knew I wouldn’t come back thereafter. It took a long time for me to leave, because we kept shaking hands, and the children were all singing ‘bye teacher, bye teacher’.”

- Debaucheron Lea (France)



Good learning is good fun!



Kallam Anji Reddy Vidyalaya

Set up in 2001, the Kallam Anji Reddy Vidyalaya at Chandanagar (Hyderabad) has over 1500 students from KG to Class X.

Following the SSC syllabus of the Government of AP, the co-educational school offers instruction in both English and Telugu media.

The teaching methodology adopted at the school is activity-based, duly taking into account the specific needs of every student. Those lagging behind in academic capacity are brought into the mainstream through special remedial programs.

Students who successfully clear the Class X Board exam are assisted in getting admission in government / private junior colleges, including vocational junior colleges.

With 475 new admissions made during the year, the student strength of the Vidyalaya stood at over 1500 stands at the end of the Academic Year 2008-09.

Nearly 350 Telugu-medium students in Classes VI, VII and VIII were converted to English medium by giving them special coaching in English, along with their regular syllabus.

121 of the 141 students who had taken the Class X Board exam in March-April 2008 successfully cleared it.

60 students were placed in the First Division (60% or more marks), with the school topper notching up an impressive aggregate of 534 marks.



A dental health camp was organized by Lions Club and Sai Oral Health Foundation on 9-11 April 2008 at Kallam Anji Reddy Vidyalaya.



On the occasion of Teachers Day (5 September 2008), one of the school's teachers, Ms N Sarswathi, received a 'Best Teacher' award from the Mandal Education Officer of Serilingampally Mandal (RR District, AP).





Kallam Anji Reddy Vocational Junior College Imparting Livelihood-Oriented Education

The Board of Intermediate Education (Government of AP) has instituted various two-year vocational courses for students who have cleared the Class X Board Examination. The Kallam Anji Reddy Vocational Junior College at Hyderabad offers the following government-recognized two-year vocational courses at the Intermediate level:

- **Automobile Engineering Technician (AET):** Placement positions in the automobile industry include workshop technician, spares shop in-charge, service advisor, PDI section technician, Autocad operator, etc.
- **Computer Graphics and Animation (CGA):** Job positions include data entry operators, network administrator, systems analyst, junior programmer, web designer, animation assistant, etc.
- **Computer Science & Engineering (CSE):** Job opportunities include database administrator, DBMS technical support, systems administrator, network administrator, C programmer, data entry operator, etc.
- **Hotel Operations (HO):** Job avenues include bell captain, floor / housekeeping supervisor, front office executive, canteen supervisor, etc.
- **Multi-Purpose Health Worker (MPHW):** Job avenues are available in hospitals / nursing homes / clinics, as well as in government / health organizations.

In addition to the vocational courses, the students are also encouraged to undergo 'bridge courses', which are equivalent to the 'Math, Physics, Chemistry (MPC)' and 'Biology, Physics, Chemistry (BiPC)' courses offered by regular Intermediate colleges. By qualifying in these bridge courses, AET / CGA / CSE students can pursue engineering degrees, while MPHWH / HO students can take up paramedical degrees (in physiotherapy, nursing, home science, etc).

The Junior College admitted 200 boys and 88 girls during the Academic Year 2008-09. After they had completed their Intermediate Board examination in April 2009, 10 students of the College were given special coaching in April-May for the Engineering and Medical Common Entrance Test (EAMCET) conducted by the Government of Andhra Pradesh on 8 May 2009. All of them qualified in the Test, and have been admitted in various engineering colleges in and around Hyderabad.

In association with Cisco Networking Academy, 30 CGA and CSE students of the College underwent a three-month course in IT hardware and networking. Several Trusts, NGOs and individuals have come forward to provide sponsorship support for the education of financially disadvantaged students, especially girls.





New Course in Early Childhood Care and Education

During the year 2008-09, DRF launched six-month professional development courses for teachers to help them enhance their pedagogical practices in Early Childhood Care and Education (ECCE). The courses are delivered in partnership with Andhra Mahila Sabha, a premier women's organization dedicated to education, health care, uplift, empowerment and old age care.

The training focuses on six strategies – katha (story), ata (dance), paata (song), sambhashana (conversation), srujanathmakata (creativity) and samsiddhata (preparedness) – which allow children to learn through daily activities.

The trainees are taught how to use these strategies to help young children acquire the critical skills that will help them to succeed at the primary level and

Altius

The Advancement School

Altius, an advancement school located in the Kallam Anji Reddy Vidyalaya campus at Hyderabad, helps graduates, post-graduates and diploma holders access various career advancement opportunities by providing them with requisite employability skills. It offers training in Medical Transcription, Call Center and Accountancy packages, in addition to Communicative English, soft skills and basic IT skills. Over 200 people received training at Altius during the year 2008-09. The School also initiated an outsourced training program in Communicative English and life skills at a junior college, as well as Kallam Anji Reddy Vocational Junior College. Special training modules were designed to cater to various levels of students.

In a new initiative commenced during the year, Altius also offered customized training programs to enable employees to improve their workplace performance. In August 2009, an interactive training session was organized on 'Advanced Communicative Skills in English'. The resource persons included a team of American trainers, who explained various speech defects and how to overcome them. In August, Altius conducted a corporate training session for employees of Sai Adventium Pharma Limited (Jinnaram, Medak District, Andhra Pradesh).



beyond. Upon completion of the course, the trainees are certified for ECCE teaching by Andhra Mahila Sabha.

DRF's 'master trainers' have post-graduate degrees in social work or related fields and previous experience in working with children and adolescents. May 2009 witnessed the passing out of the first batch of teachers specifically trained in quality, child-centered ECCE methods.

Auditor's Report

To
The Board of Trustees of
Dr. Reddy's Foundation, Hyderabad.

We have audited the attached Balance Sheet of Dr. Reddy's Foundation ("DRF") as at 31st March, 2009 and the related statement of Income and Expenditure and Receipts and Payments for the year ended on that date annexed thereto. These financial statements are the responsibility of DRF's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with the auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides the reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material aspects, the financial position of DRF as of 31st March, 2009 the result of its activities for the year ended on that date, in conformity with the accounting policies disclosed in Schedule 09. The supplementary information in Schedules 1 to 08 and Notes to Accounts 10 are presented as additional information for the purpose of understanding the financial statements. Such information has been subjected to the audit procedures applied, in relation to the financial statements taken as a whole.

This report is furnished solely for purposes of use by the Board of Trustees of DRF for their consideration and submission of the same to the donors of DRF and it is not to be used for any other purpose, or referred to in any other document, or distributed to anyone other than the members of the Board of Trustees of DRF, their donors.

Place : Hyderabad
Date : 30.06.2009

For A Ramachandra Rao & Co.,
Chartered Accountants

Sd/-
P.S.R.V.V. Surya Rao
Partner
Membership No: 202367

Balance Sheet as on 31st March 2009

		<i>In Rupees</i>	
	Sch. No.	2009	2008
LIABILITIES			
1	Corpus Fund	286,001	126,001
2	Reserves & Surplus	99,089,362	182,009,304
3	Capital Grant	150,940,412	140,838,686
4	Current Liabilities and Provisions		
	a) Current Liabilities	27,264,075	19,871,028
TOTAL		277,579,850	342,845,019
ASSETS			
1	Fixed Assets		
	a) Gross Block	128,659,309	76,226,031
	b) Less: Accumulated Depreciation	(42,685,405)	(34,909,444)
	c) Net Block	85,973,904	41,316,587
	d) Capital Work in Progress	90,485,862	123,379,376
2	Current Assets & Loans and Advances		
	a) Cash and Bank Balances	45,102,418	155,661,639
	b) Receivables	39,446,577	11,248,640
	c) Other Current Assets	3,909,908	2,377,289
	d) Loans and Advances	12,661,181	8,861,488
TOTAL		277,579,850	342,845,019
	Significant Accounting Policies	09	
	Notes to Accounts	10	

The schedules referred to above form an integral part of Balance sheet

As per our report of even date
For **A. Ramachandra Rao & Co.,**
Chartered Accountants

Sd/-
P.S.R.V.V. Surya Rao
Partner

Date: 30th June 2009
Place: Hyderabad

For **Dr. Reddy's Foundation**

Sd/-
G. Anuradha Prasad
Managing Trustee

Sd/-
K. Satish Reddy
Trustee

Income and Expenditure for the year ending on 31st March 2009

		<i>In Rupees</i>	
	Sch. No.	2009	2008
INCOME			
1	06	223,751,845	318,239,803
2	07	12,722,752	7,408,655
TOTAL INCOME		236,474,597	325,648,458
EXPENDITURE			
3	08	279,926,969	180,880,377
4		9,301,222	8,165,858
5		22,129,481	15,077,613
6	04	8,036,867	6,166,200
Add/(Less): Prior Period Adjustments		–	627,616
TOTAL EXPENDITURE		319,394,539	210,917,664
Surplus / (Deficit) of Income over Expenditure		(82,919,942)	114,730,794
TOTAL		236,474,597	325,648,458
Significant Accounting Policies		09	
Notes to Accounts		10	

The schedules referred to above form an integral part of Income and expenditure account

As per our report of even date
For **A. Ramachandra Rao & Co.,**
Chartered Accountants

Sd/-
P.S.R.V.V. Surya Rao
Partner

Date: 30th June 2009
Place: Hyderabad

For **Dr. Reddy's Foundation**

Sd/-
G. Anuradha Prasad
Managing Trustee

Sd/-
K. Satish Reddy
Trustee

Receipts & Payments Statement for the year ended 31st March 2009

S. No.	Particulars	<i>In Rupees</i>	
		2009	2008
	Receipts During the year		
A)	Donations/ Contributions Received	199,459,853	405,908,676
B)	Interest Received	2,713,503	3,750,847
C)	Education Receipts	10,087,381	3,799,968
D)	Proceeds from Sale of Fixed Assets	400,000	23,610
E)	Miscellaneous Receipts	191,352	273,907
	TOTAL	212,852,089	413,757,008
	Payments During the Year		
G)	Project Expenditure	302,345,846	211,119,870
H)	Purchase of Fixed Assets / Capital advances	20,366,297	62,693,830
I)	Deposits	909,167	1,835,500
J)	Repayment of Grant / Contribution	-	772,216
	Total	323,621,310	276,421,416
	Opening Balances		
	- Cash	165,095	126,061
	- Bank	155,246,544	17,949,986
	Add: Excess of Payments over Receipts	(110,769,221)	137,335,592
	Closing Balances	44,642,418	155,411,639
	<i>Represented by</i>		
	- Cash	206,732	165,095
	- Bank	44,435,686	155,246,544

As per our report of even date
For **A. Ramachandra Rao & Co.,**
Chartered Accountants

Sd/-
P.S.R.V.V. Surya Rao
Partner

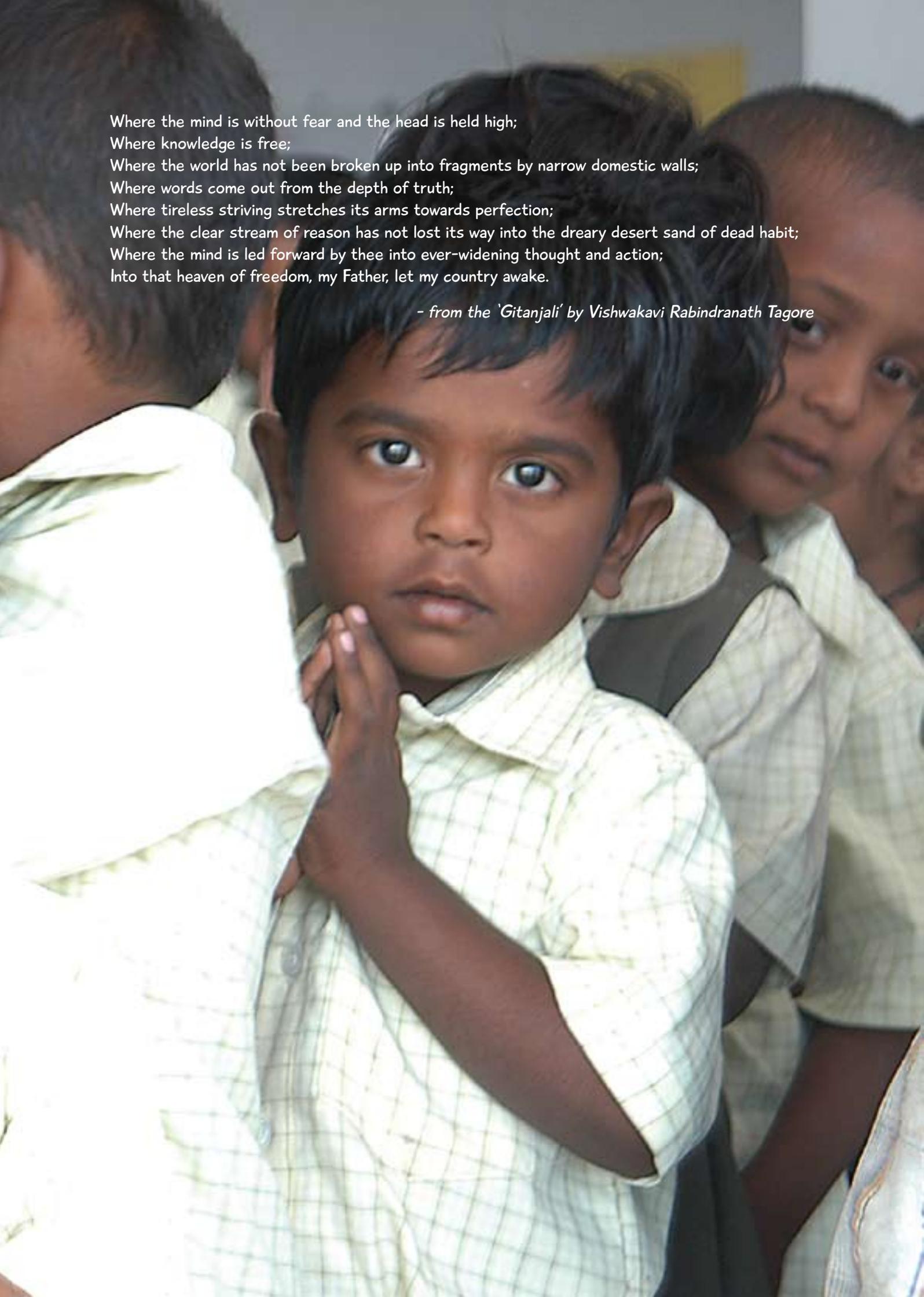
Date: 30th June 2009
Place: Hyderabad

For **Dr. Reddy's Foundation**

Sd/-
G. Anuradha Prasad
Managing Trustee

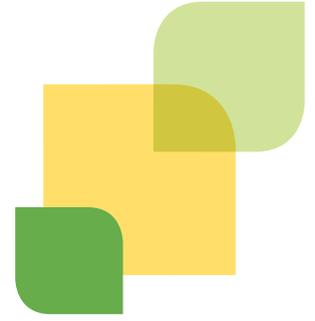
Sd/-
K. Satish Reddy
Trustee



A photograph of several young children in school uniforms. The child in the foreground is a young boy with dark hair, looking directly at the camera with a thoughtful expression. He has his hands clasped in front of his chest. Other children are visible in the background, some looking towards the camera and others looking away. The lighting is soft and natural, suggesting an indoor or shaded outdoor setting.

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening thought and action;
Into that heaven of freedom, my Father, let my country awake.

- from the 'Gitanjali' by Vishwakavi Rabindranath Tagore



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