



Impact Assessment of Dr. Reddy's Laboratories CSR Programs FY23





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Background and Approach

Background and Context of DRL's CSR Initiatives

Dr. Reddy's Laboratories CSR Initiatives

Dr. Reddy's Laboratories were established in 1984. The organization is working towards accelerating access to affordable and innovative medicines and addressing unmet patient needs. Creating value for their stakeholders in away that respects the natural environment and best serves the interests of the communities is a core value of Dr. Reddy's Laboratories. The organization believes in putting people first, and their business is based on a deep respect for people and planet. Dr. Reddy's Laboratories' contribution to societal change embodies their values, as they continue to catalyse replicable, sustainable, and innovative actions for social change. The organization believes in contributing to sustainable community development and facilitating its efforts toward creating shared value.

Thematic Focus



Education

Objective: To make quality education affordable and accessible with an aim to improve the academic and non-academic outcomes and imparting employment oriented vocational skill training

Programs:

- 1. Kallam Anji Reddy Vidyalaya
- 2. Kallam Anji Reddy Vocational Junior College
- School Improvement Programme (SIP)



Skilling and Livelihood

Objective: To enhance employability skills of youth and PwD and bridge the lack of last-mile delivery of agriculture extension services at the grass roots by helping marginal farmers to access existing public extension facilities, engage with agri-scientists and embrace best farming practices, and more importantly, to impart this to other farmers through peer learning and sharing

Programs:

- 4. Youth Skilling
- 5. PwD Skilling
- 6. Healthcare Skilling
- 7. Agriculture Project MITRA



Objective: To make quality primary healthcare services accessible and affordable to rural communities

Programs:

8.Community Health Intervention Programme (CHIP)



Environment

Objective: The program represents a one-of-its-kind initiative at tackling and mitigating the impact of climate change on communities while simultaneously increasing its resilience to climate vagaries through interventions in the areas of Regenerative Agriculture and coastal ecosystem

Programs:

9. Action for Climate and Environment (ACE)

Objectives of the Impact Assessment

The 9 CSR programs of Dr. Reddy's Laboratories are being implemented across geographies in India. The CSR team of DRL sought to conduct a third-party Impact Assessment study of their initiatives to map the progress made across each program to maximise the potential of impact of the initiatives.

Improve Impact



Education

- To understand the access to quality education (school infrastructure, qualified teachers, parent's involvement, complementary support, etc.) to improve students' learning outcomes at Kallam Anji Reddy Vidyalaya and Junior College and assess the intervention in Govt. Schools (Andhra Pradesh, Telangana plant districts) in the area of English, Math, Science, and Sports (School Improvement Programme)
- To contextualize the program performance with the larger ecosystem lenses (state and national indicator status)



Skilling and Livelihood

- To assess the outcomes of Youth, PwD and Healthcare skilling programs improvement in skills and access to quality jobs which matching the aspirations
- To assess the extent to which the Lead Farmer Platform (Making Integrated Transformation Through Resourceful Agriculture (MITRA)) enables small and marginal farmers to improve access to agri-extension services, agricultural practices and overall productivity



Health

• To assess the access to quality healthcare services (delivery of care, human workforce and infrastructure, health-seeking behavior, technology, etc.) for the rural communities through the Community Health Intervention Program (CHIP)



Environment

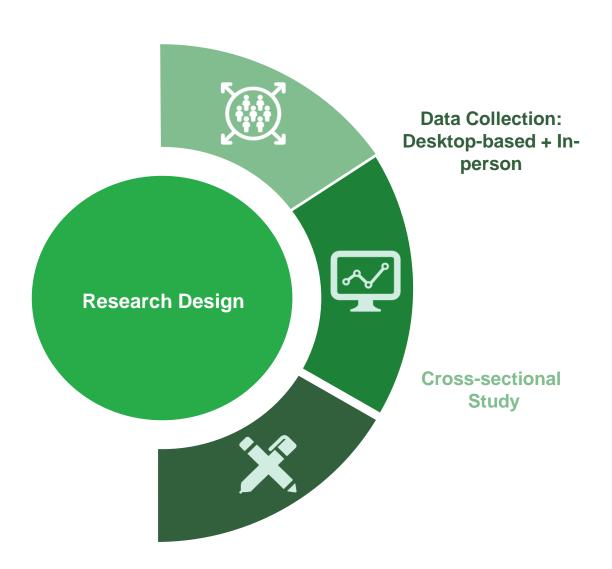
• To assess the resilience of farmers to tackle the effects of climate change especially practices related to regenerative agriculture practices through the Action for Climate and Environment (ACE) program



Improve Performance

- To provide learning insights based on program data on strengthening delivery and operational strategy
- To provide insights on strengthening delivery, if any
- To provide sectoral insights and an outside in perspective for the Livelihood, Health, Environment, and Education projects (where relevant)

Research Design



The study used both mixed and qualitative approaches as per the specific context of the 9 programs. **Desktop-based** approach consisting of program documentation review and virtual interaction with key stakeholders were deployed to gather secondary data for each program. The **in-person** approach focused on gathering data from stakeholders of MITRA and ACE program in Bihar and Telangana respectively.

The data was collected from a key stakeholders at one specific time to analyze and answer the study's key research questions pertaining to the efficacy and impact of the programs. Data was collected using systematic tools and techniques to avoid recall bias.

Areas of Enquiry

Based on the program documents, Sattva contextualized the OECD's DAC Framework to map indicators for each program across thematic areas.

DAC Component	Areas of Enquiry		
	Systematic identification of needs for initiating the program		
Relevance	Alignment of the program design with identified needs		
	Selection criteria of geography and target group		
Coherence	Alignment of the program with Sustainable Development Goals 2030		
	Alignment of the program with national policies and schemes		
	Theory of Change or Logical Framework Approach for the program		
	 Monitoring, Learning and Evaluation systems and achievement (planned vs actual) and governance mechanisms 		
Effectiveness	Qualification of implementation team		
	Risk and mitigation strategies		
	Feedback mechanism		
Impact	Change in access/awareness/knowledge/skills		
	Change in the behaviour/attitude/practise		
	Change in socio-economic well-being		
Suctainability	Operational sustainability		
Sustainability	Institutional sustainability		

Study Outreach and Stakeholder Mapping

The following is a **list of stakeholders** that Sattva engaged with, to get an on-ground understanding of the programs and their impact.

Thematic Focus	Program	Sample Size (Planned)	Sample Size (Achieved)
Education	Kallam Anji Reddy Vocational Junior College	Program Team – FGD - 1	1 FGD with 7 Staff Members
		Students - FGD - 1	1 FGD with 4 Passout Students
		Headmaster - IDI - 1	1 IDI with Principal
	Kallam Anji Reddy Vidyalaya	Program Team - FGD - 1	1 FGD with 4 Teachers
		Students - FGD - 1	1 FGD with 2 Alumni 1 FGD with 3 Grade 10 Students; 3 Grade 9 Students
		Headmaster - IDI - 1	1 IDI with Principal 2 IDIs with 2 Vice Principals
	School Improvement Programme (SIP)	Program Team - FGD - 1	1 FGD with 6 Team Members
		Students - FGD - 5	1 School - 1 FGD with 6 Grade 6 Students 1 School - 1 FGD with 5 Grade 6 Students and 1 Grade 9 Student 1 School - 1 FGD with 3 Grade 6 students and 2 Grade 9 Students 1 School - 1 FGD with 3 Grade 6 students and 3 Grade 9 Students 1 School - 1 FGD with 3 Grade 6 students, 2 Grade 7 Student, 1 Grade 9 Student
		Headmaster - IDI - Total 5 (1 per school)	IDIs with 4 Headmasters and 1 Special Officer

FGD – Focus Group Discussions; IDI – In-depth interviews

Study Outreach and Stakeholder Mapping

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Thematic Focus	Program	Sample Size (Planned)	Sample Size (Achieved)
Skilling and Livelihood		Program Team - FGD - 1	1 FGD with 7 Team Members
	Youth Skilling	Youth - FGD - 2	1 FGD with 4 women and 1 youth 1 FGD with 3 boys, 2 girls
	PwD Skilling	Program Team - FGD - 1	1 FGD with 4 Team Members
		Youth - FGD - 2	1 FGD: 5 PwD 1 FGD: 5 PwD
	Healthcare Skilling	Program Team - FGD - 1	1 FGD with 7 Team Members
		Youth - FGD - 2	1 FGD with 5 Students 1 FGD with 5 Students
	Agriculture Project MITRA	Program Team - FGD - 1	1 FGD with 9 Team Members
		Farmers - FGDs - 4-5 (In-person)	1 FGD - 8 Farmers; 1 FGD - 4 Farmers; 1 Mushroom Cultivator 1 FGD - 4 Farmers; 1 FGD - 4 Farmers; 1 Mushroom Cultivator
Health	Community Health Intervention Program (CHIP)	Program Team - FGD - 1	1 FGD with 15 Team Members
		Community Members - FGD - 4	4 FGDs with 10 community members per group
Environment	Action for Climate and Environment (ACE)	Program Team - FGD - 1	1 FGD with 11 Team Members
		Farmers - FGDs - 4-5 (In-person)	1 FGD - 5 Farmers; 1 FGD - 4 Farmers; 1 FGD - 10 Farmers

FGD – Focus Group Discussions; IDI – In-depth interviews

Education

Background

Dr. Reddy's CSR Education initiatives prioritize empowerment through education, aiming to enhance its quality and accessibility for underprivileged children. Implemented in collaboration with partners like Dr. Reddy's Foundation, these efforts aim to make education more affordable, accessible, and employment-oriented, thereby improving academic and vocational outcomes.

Objective: To make quality education affordable and accessible with an aim to improve the academic and non-academic outcomes and impart employment oriented vocational skill training

Programs



Kallam Anji Reddy Vidyalaya (KARV)



Kallam Anji Reddy Vocational Junior College (KAR-VJC)



School Improvement Programme (SIP)

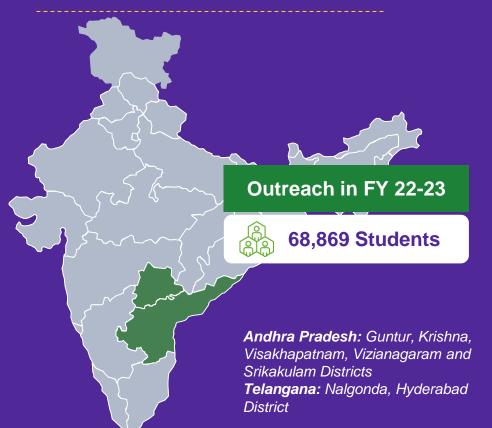
Spending in FY 22-23



Implementing Partners



Coverage



Convergence

UN's Sustainable Development Goals 2030







Companies Act, 2013
Promoting education, including special education and employment enhancing vocational skills

Kallam Anji Reddy Vidyalaya (KARV)

Kallam Anji Reddy Vidyalaya is a co-educational Day School established in 2001 with the aim to make quality education accessible to children from economically backwards homes. The school adopts the State Board syllabus and prepares students for Secondary School Certificate (SSC) examinations.

Key Program Activities in FY 22-23

The school provides **Holistic Education** that focuses on the overall development of the student. Along with academics, the school also provide opportunities for the students to develop their social, emotional, and physical skills.



Counseling and career guidance sessions were conducted last year, featuring a soft skills trainer focusing on time management and career advice. These sessions continue for the current academic year, exclusively for 10th-grade students.



As part of National Education Policy, **vocational courses** on General Duty Assistant (GDA) was introduced for 8th-grade students and Soft Skills training was introduced for 10th-grade students.



Students were **trained by Enabled Leadership in Football and Music** to participate in competitions at different levels.



Grade 3 to 8 students were **trained on Foundational Literacy and Numeracy (FLN)** to strengthen their foundational skills and prepare them for academic success.

Key Program Statistics



Total Students: 2339

Boys: 1186 (51%) Girls: 1153 (49%)



Pupil Teacher Ratio

Upto 3rd-grade: 1:30

4th to 10th-grade: 1:40



Dropout Rates

8-10% annually due to migration for parents' job

School Facilities



Separate washrooms for girls and boys



15 Digital Classrooms



Computer Lab



Science Lab



Update School Website

Four clubs (Anti-drug awareness, Cyber safety, Mental health, Physical well-being) were initiated by the Deputy Commissioner of Police (DCP) to **promote awareness and provide support to students**

Outreach of Training Initiatives



248 students provided FLN training



202 students completed GDA training



174 students completed Soft Skills training



100 students provided Football training



20 students provided training in Music

KARV provides a beacon of opportunities for students from low-income households, seeking affordable and quality education



Marginalised socio-economic background of students

- 80% of students hail from families earning less than INR 2,00,000 annually, encompassing diverse occupations like daily wage laborers, drivers, watchmen, and more
- 70% of students are first-generation learners, where only 10% of parents have received formal education, often working as illiterate housemaids and in similar occupations



Lenient Admission Process: Involves assessing language proficiency for pre-primary students and conducting baseline tests for other classes to evaluate their academic standards. Admission decisions are not solely based on test results, as they serve to identify areas for improvement



Affordable, Subsidised Fees Structure

- Ranges from INR 15,000 for Nursery to INR 24,400 for 10th-grade students for the entire year
- To alleviate the financial burden on parents and provide greater affordability and flexibility
 - Fees is payable in three terms
 - 50% concession for families with two children studying in the school
 - Free education for teachers and staff members' children (10% of the total students)

Key reasons stated by students for joining KARV



Affordable school fees



Individual attention provided by teachers



Poor education standards in previous school



Lack of sanitation facilities in previous school



Proximity from home

Effective monitoring, skilled educators and providing robust academic support enhances student learning outcomes



Well-defined monitoring systems and process have been established

- School prepares an **annual plan** (key activities, teaching/learning material needed, monthly assessments, syllabus completion targets, etc.) before the start of each academic year
- State Board curriculum is followed for all the grades
- School adheres to the **Continuous and Comprehensive Evaluation** pattern, including four formative assessments and two summative assessments, alongside slip tests, classwork, and homework evaluations
- Parent-Teacher Meetings are conducted five times in a year, after each assessment, with an average attendance of 70% of parents, despite challenges such as parents being engaged in daily wage jobs
- Governance:
 - Monthly progress reports are prepared by the school and quarterly meetings are conducted to discuss progress
 - o DRL team including trustees visit the school frequently to understand more about the school's functioning, achievement and challenges



Proficient educators are delivering quality education

- Minimum qualification for teaching positions include a Bachelor of Education (B.Ed) or Diploma in Education
- Only the teachers having **prior experience** in Pre-primary Teacher Training and Physical Education Training are hired
- Periodic training sessions planned on need basis for the teachers
- Three days of training sessions was conducted for teachers by The Teacher Foundation program in Bengaluru



Learning challenges are addressed by maximising academic support

- Overcoming obstacles posed by parental academic backgrounds and livelihood demands, **remedial classes** effectively bridge educational gaps for students
- Addressing the absence of an English-speaking environment at home, the school fosters English proficiency through immersive practices within the school environment, utilizing **diverse pedagogical tools** such as group activities and exercises conducted in English
- In response to students' challenges comprehending scientific concepts due to English terminologies, the school maximizes the use of its two **functional mobile labs**, equipped with specialized tools, facilitating enhanced learning experiences in physics, chemistry, and biology.

KARV's initiatives have been instrumental in fostering academic advancement within the educational system and nurturing the holistic development of students



Academic Achievements

- All the 174 students who appeared for the Broad Examinations passed the exams
- 79% of KARV students are in top three grades (out of 9 grades) in 10th-grade



Achievements in Sports

- Zonal level participation of students in Kho-Kho, Kabaddi and Volleyball
- Students have participated in district, state and national level competitions in football



Academic Progress (after 10th-grade)

- 100% of the students pursue higher education rather than immediate job opportunities
- Around 10% of the students join Kallam Anji Reddy Junior Vocational College
- Remaining students either join polytechnic or other schools offering intermediate studies

"Our school offers free-of-cost vocational courses and none of the other neighbouring schools has such provisions. The schools provides various ways to build our personality, which, we may not get to strengthen in the outside world. Our teachers are fantastic as they give individual attention and use different tools for teaching. This is the best school that provides quality education!" - Students of KARV

Impact of KARV as reported by Headmaster, Teachers and Students

ABC

Foundational Numeracy and Literacy

- Students are now able to read faster and fluently in English and are also to perform multiplication and division
- 25-30% students have improved their academic scores after being trained in FLN



GDA Training

Equipped students with essential life support skills, including CPR and first aid, paving the way for future pursuits in healthcare fields like BSc Nursing, Medical Lab Technicians, etc.



Soft Skills Training

Communication skills, interview etiquettes, and other interpersonal skills have helped students gain confidence in their personality and improved their ability to manage emotions

Kallam Anji Reddy Vocational Junior College (KARVJC)

DRF started KARVJC in 2003 to enable matriculate students from low-income families attain employment oriented technical education. Students from low-income families used to settle for low-paying daily-wage jobs, as it was difficult to support their family's sustenance if they pursued a four-year degree. KARVJC supports these students through two-year vocational courses.

Key Program Activities in FY 22-23

KARVJC pursues its ideals by placing 'excellence in vocational education' as the central part of its vision. The aim of the institution is to be known as a top-notch institute for technical education and all-around development of entrants.



9 technical courses which are: Accounts & Taxation, Pharma Technology, Electrical technician, Automobile Engineering Technician, Computer Science, Medical Lab Technician, Multi Purpose Health Worker-Female, Physiotherapy, PreSchool Teacher Training



Bridge courses in Math, Chemistry and Physics (MCP) and Biology, Chemistry and Physics (BCP) are provided to students for supporting them to write national entrance exams



On-the-job training (OJT) with relevant technical organisations for students to gain first-hand experience of working in a technical role with a potential employer



Soft skills training for students who plan to appear for interviews to gain employment



Placement services for students who are seeking employment in technical roles in organisations

Key Program Statistics

Program Outreach	First Year	Second Year	Total
No. of students	466	336	802 (Male: 452; Female: 350)
No. of students who attended OJT	234	157	391
No. of students who gave exams	435	320	755
No. of students who passed	340	280	620

Other Initiatives at KARVJC

- 1. The college prioritizes **legal education** and implements robust **anti-harassment measures** to ensure a safe environment for all. As part of this commitment, the SHE Teams, a division of the Telangana Police dedicated to enhancing the safety and security of women, are invited to educate students on legal boundaries and discourage any form of teasing or harassment within the college premises. Additionally, a senior team, particularly a women's committee, is in place to address issues concerning girl students and female employees, fostering a culture of respect and support throughout the college community.
- 2. Unlike any other vocational training institutions in the region, KARVJC has a dedicated **Placement Coordinator** who collaborates with potential employers for placement of second year students at entry level positions
- 3. Soft skills training for students to help them improve their communication skills, aptitude and ability to face interviews with confidence

KARVJC's inclusive mobilization and admission strategy provides technical learning opportunities to students from marginalised socio-economic backgrounds



Planned mobilization efforts for reaching underrepresented groups

- As the Academic Year starts in June, the teachers in the college initiate mobilization activities in December itself
- A detailed mobilization plan includes listing out the places to be covered including Zila Parishad schools, private schools, slum schools, and villages, with students residing within a radius of upto 20 kilometers
- State Government schools including Telangana Govt. Officials also recommend the college to students from Telugu-speaking backgrounds



Lenient Admission Process: Admission criteria align with government standards, requiring completion of 10th grade and a simple test covering English proficiency, after which students receive counseling to guide their course selection



College provides admission to students from vulnerable backgrounds

- Around 95% students belong to households which are Below Poverty Line
- They are usually the first-generational learners in their family
- Students from 18 orphanages have been given admission in the college
- Admission has been granted to 12 HIV+ students as well

"The college provides quality technical education at an affordable fees. There are a variety of course to choose from and the focus is not just on gaining theoretical knowledge but also practical experience, which improve understanding of different concepts and phenomenon." - Students of KARVJC

College gives admissions to students who work part-time while studying

- Around 10% (87 students) actively contribute financially to their families while studying
- Typically, these contributions range from INR 5000 to 6000 per month
- Girls usually work in hotels and malls while boys are engaged in jobs requiring minimal technical skills
- 6-7 students are employed by Swiggy and Zomato, earning an average monthly income of INR 20,000

Diverse strategies are deployed as support measures for enhancing educational outcomes and staff development



Structured progress monitoring systems and activities schedule

- The **examination pattern** at this institution mirrors the unit tests and half-yearly exams of the school system. Additionally, slip tests are conducted, focusing on a few questions related to one concept.
- The **board exam passing rate** is around 80-82%. Students who fail, especially those who recently transitioned from Telugu medium schools, receive extra attention. The state board offers them a chance to sit for exams conducted 2 months after the final exams.
- On-the-job training (OJT) lasting one month is provided annually to all the students in December
- Regular Parent-Teacher Meetings (PTMs), are conducted approximately 3-5 times a year



Skilled lecturers are providing high-quality education

- There are a total of 27 staff members, out of which 22 are lecturers. The remaining staff includes placement coordinators, administrators, etc.
- Criteria set by the Government of Telangana mandates all the lecturers to have a **postgraduate degree** with 60% in the concerned subject. Selection of lecturers involves a demo class, a written test/questionnaire, and an interview conducted by the Principal, focusing on subject knowledge, classroom management, and student psychology.
- Capacity Building Sessions: Lecturers are trained by DRF team quarterly; Annual Teachers Training on pedagogical methods and SAFAL Framework was conducted by The Teacher Foundation



College utilizes varied approaches to tackle persistent challenges

- Discipline among 16-18-year-old students poses a significant challenge:
 - o A disciplinary committee has been formed to address major behavioural incidents
 - Latecomers are not sent back home but provided with counselling sessions and their parents are informed
- Booklets are tailored to assist boys balancing work and study in preparation for final exams
- Counseling sessions are conducted for parents to:
 - Reduce dropout rates influenced by parental migration to Andhra Pradesh and early marriages of girls, aiming to ensure these events occur after students complete their courses
 - o Stress on the importance of nutrition to prevent weakness among students who do not bring lunch

KARVJC has empowered students through technical training, on-the-job exposure and equipped students to pursue higher education and gain employment



Technical Knowledge

- 78% students in first year and 88% students in second year passed the examinations
- In 2023, the state topper among all vocational colleges in Telangana was from KARV-JC, achieving a remarkable score of 990 out of 1000
- Alumni emphasized how the practical knowledge gained during the course gave them a competitive edge in their graduation

"I have found immense value in the practical training offered by KARVJC, such as website building, coding in HTML and Java, which have significantly shaped my career prospects and led to promising placement opportunities" - Alumnus, KARVJC



On-the-job Training

- College ensure OJT for students in sectors relevant for students' exposure to the workplace
- OJT built students' confidence, particularly in their core subjects, improved communication and soft skills, and enhanced their academic performance
- Students who underwent OJT at Volkswagen were placed as technicians with starting salaries ranging from INR 10,000 to 15,000 per month



Progression after Course Completion

66% students sought admissions in higher education

32% students were placed in sectoral jobs

2% students joined their family's profession

- HRs from distinguished organisations are invited for campus placements or taken to the company for interviews
- Average monthly salary of students placed is INR 12,355
- Placements sometimes result in quick turnover, attributed to the inability of students to handle work pressure or aspirations for further education

"As educators at KARVJC, we're proud to witness remarkable growth in our students. From enhanced knowledge to improved dressing, maturity, and punctuality, these advancements affirm our dedication to fostering well-rounded individuals primed for success in academia and beyond." - Lecturers, KARVJC

"We have seen noticeable improvements in our attitudes and behaviors since joining the college, as noted by out parents. These include a heightened sense of responsibility toward our future, and enhanced dedication towards studies." - Alumnus, KARVJC

School Improvement Programme (SIP)

Launched in 2011, DRF's School Improvement Programme (SIP) strives to deliver quality education to children near Dr. Reddy's Laboratories at Bachupally. Initially comprising 11 schools, SIP has expanded to 229 schools, now educating over 65,728 students.

Key Program Activities in FY 22-23

SIP employs a comprehensive approach, focusing on creating conducive learning environments, enhancing school infrastructure, and fostering talent development for holistic education.



Grade 6 students were trained on **Foundational Literacy and Numeracy (FLN)** to strengthen their foundational skills and prepare them for academic success.



The **WASH program** ensured students have access to clean water, maintain personal hygiene, and receive health check-ups and supplements.



Installation of **RO plants** and mobile science labs in schools along with various sports initiatives act as catalysts in enhancing overall well-being on students

Key Program Statistics





WASH implemented and practiced across 185 schools



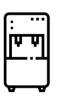
Other SIP Initiatives across 44 schools



Dropout Rates5-10% annually due to migration for parents' job

School Facilities





RO water system



Mobile Science Lab

A Memorandum of Understanding (MoU) was established with the Sarva Shiksha Abhiyan (SSA), which concluded in December 2022

Outreach of Training Initiatives



~1604 students provided FLN training



49629 students impacted through WASH



70+ schools equipped with RO water system and 72 with mobile science labs



Sports emphasized across 78 schools

SIP is empowering education for students from marginalised demographics while maintaining a high retention rate



Diverse Demographic representation of students

- The school **primarily enrolls children from disadvantaged backgrounds**, including orphans, semi-orphans, and those from Below Poverty Line (BPL) families, many of whom are girl children
- Among the students, ranging from 3rd to 10th grade, 50% of parents are employed in fishing, 30% in tree cutting, and the remaining 20% consist of various daily wage earners



Low dropout rates: The schools on an average have sustained a commendable retention rate, experiencing minimal dropouts primarily due to migration, while boasting an attendance rate of 90-95% among students. These figures underscore the high levels of student engagement



Program Focus Areas and Objectives

- The program team emphasized that the program revolves around three main areas: Foundational Literacy and Numeracy (FLN), Water, Sanitation, and Hygiene (WASH), and the management and maintenance of Reverse Osmosis (RO) Plants
- This collective decision to prioritize these aspects is motivated by alignment with the goals of Nipun Bharat and the dedication to addressing educational disparities
- Initiatives have been initiated, starting with interventions aimed at students from the 6th grade and beyond

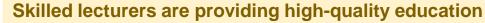
"As a student, I value the various programs at school. They have helped me learn better and score better too. I am Water Leader of my class and oversee drinking water and sanitation facilities. This helps me when I am with my family too as I try to tell them about cleanliness and hygiene." - 7th Grade Student

A range of strategies are utilized to bolster educational achievements and foster staff growth



Structured progress monitoring systems and activities schedule

- FLN facilitator engages with a maximum of two Grade 6 classes per day, alternating between two schools within a 5-kilometer radius
- Activity-based curriculum has been developed internally, with a total of 130 hours of content (50% is dedicated to English language development)
- Tutor for WASH and Nutrition visits 1-2 times monthly, while specific student leaders conduct weekly inspections of personal hygiene of the students along with school cleanliness (washroom and kitchen area)



FLN Teacher Requirements

- Graduates with preferably a B.Ed degree and 6 months to 1 year of teaching experience, especially in primary classes
- Four rounds in selection process: Assessment of comprehension, English proficiency, demonstration class reviewed by L&D team, and HR interview
- Teacher Training: 5-day Training of Trainers program covering role clarity, content training, and pedagogy in Telugu and FLN. Curriculum is entirely activity-based with 50% dedicated to English language development

Public Health Education (PHE) Integration

- Educators possess backgrounds in **Bsc Nursing**, **Home Science**, **or Nutrition**, **or GNM/ANM with 3 years of experience**.
- Educator Selection Process: Involves three rounds of interviews: normal, operations, and demonstration
- After orientation, educators undergo 5 days of training

Holistic Development & Infrastructure Initiatives



- FLN Program: Students engage in math problem-solving, Telugu passage reading, and English sessions focusing on phonics and reading comprehension. They are assessed based on reading speed and blending skills under teacher guidance. A health teacher visits twice a month to teach sanitation and hygiene practices.
- **Health Clubs for WASH**: Health Clubs are formed in each school comprising of various leadership roles such as Sanitation Leader, Water Leader, Primary Health Leader, and Hygiene Leader, which are assigned to students across grade 6-9. Their responsibilities include maintaining cleanliness, promoting handwashing, monitoring water quality, addressing health issues, and educating peers on nutrition and hygiene. Weekly commitments foster a culture of hygiene and health consciousness, resulting in positive behavioral changes and community-wide impact.

SIP has empowered students by enhancing their foundational literacy and numeracy skills, providing exposure to WASH, and equipping them to enhance their overall well-being

ABC

+-x÷= Foundational Literacy and Numeracy

- In terms of FLN improvement, the baseline 'word count per minute' (WPM) was measured at 28, increasing to 49 post-intervention.
- Owing to the program, students have experienced a boost in their confidence levels, evident in their ability to speak confidently on stage, interact with peers outside of class, and engage with teachers more comfortably.

"I've seen a big improvement in how well I read and do math.

Before, reading and multiplication were hard, but now, thanks to
the teachers, I am much better at both."- 6th Grade Student



WASH

- Students now demonstrate independent use of wash points, improved personal hygiene habits like hair combing, and effective cleanliness management by appointed leaders in wash areas, classrooms, and queues.
- Personal practices changes extend to educating parents about hand washing, raising awareness among neighbors, advocating for vegetable cleaning, and discouraging open defecation.



Overall Well-being

- Headmasters emphasize the significance of the RO plant ensuring safe drinking water for grades 3 to 12. Maintained by DRF, it replaces bore water sources and is crucial for seaside schools. The RO water is used not only for drinking but also for cooking.
- **Mobile science labs** enrich students' scientific learning, while a sports volunteer initiative enables district-level competition participation, fostering sportsmanship and talent development.
- **Sports Participation:** DRF has provided hockey kits, facilitating participation of 37 students from one of the schools, with equal representation of both genders, in state-level competitions over the last two years. Competitions are held at district, zonal, and state levels for both under 14 and under 17 categories, promoting sports engagement and skill development among students of all genders.

"I'm proud to share that our health leaders in each class are distributing iron tablets to students in need, under the supervision of a healthcare provider. This initiative is greatly contributing to the health and well-being of our students. Moreover, it's raising awareness among them, prompting discussions with their families when they return home." - SIP Program Team Member

Recommendations

Career guidance and counselling: Providing dedicated sessions on career guidance and counselling will enable KARV students to gain exposure to varied career opportunities, which will enable them them make informed career choices and set their goals based on long-term career planning.

Guest lectures by professionals from diverse industries for KARV and KARV JC students already exists and should be strengthened further providing practical application of studies, clarity in interests, networking, and skill development.

Access to nutritious food: Access to nutritious food is a concern for students attending KARV and KARVJC, as many are unable to bring lunch from home due to their parents' early departure for work and lack of time to prepare meals. Consequently, students often arrive at school without a lunch box and experience hunger throughout the day. Implementing a solution such as providing mid-day meals or establishing a canteen near the two institutions would greatly alleviate this issue. Such measures would ensure that students have access to nourishing food during school hours, supporting their overall well-being and academic performance.

Liaising with the government: DRF to keep efforts on (in collaboration with other junior colleges) to explore that Pharma Technology course students can be allowed for B. Sc Pharmacy course for higher studies

Skilling and Livelihood



Background

Dr. Reddy's has generated skill-based training and job prospects for youth and individuals with disabilities, while also empowering small and marginal farmers to embrace modern technologies and optimal agricultural methods. This portfolio has not only benefited the beneficiaries but also added value for the company and its stakeholders.

Objective: To **boost the employability** of youth and individuals with disabilities and address the gap in agricultural extension services, particularly for marginal farmers, by **facilitating access to public extension resources**, involving agricultural experts, promoting best practices, and fostering peer learning and knowledge sharing among farmers.

Programs



Youth Skilling



Persons with Disabilities (PwD) Skilling



Healthcare Skilling



Agriculture Skilling- Making Integrated Transformation Through Resourceful Agriculture (MITRA)

Spending in FY 22-23



Implementing Partners



Coverage



Outreach in FY 22-23



82,557 Stakeholders

8 states including Assam, Andhra Pradesh, Bihar, Kerala, Madhya Pradesh, Odisha, Jharkhand, Telangana

Convergence

UN's Sustainable Development Goals 2030







Companies Act, 2013
Enhancing vocational skills
especially among children, women,
elderly, and the differently abled
and livelihood enhancement
projects

Youth Skilling

Dr. Reddy's Youth Skilling Program focuses on building core employability skills of youth which are domain agnostic and help youth meet job requirements of multiple sectors; placing them in quality jobs which match their aspirations.

Key Program Activities in FY 22-23



Mobilization: Customized outreach activities for the centre to enrol the right target group for the program



Counselling: Youth and women are oriented about the reality of job market and their aspiration related to job is captured



Training: Activity-based sessions leveraged to equip youth and women with core employability skills



Assessment and Certification: Candidates are assessed based on their knowledge and skills and provided certification



Placement: Candidates are provided employment opportunities in companies aligning with their aspirations using a match-making platform



Post-placement follow-up: Concurrent monitoring of placed candidates to ensure job continuity

Key Program Statistics

Program Outreach	Total 4 Youth Skilling Centres located in Andhra Pradesh, Telangana, and Odisha	Total 2 Women Skilling in Kerala and Madhya Pradesh	Total (Youth Skilling)
No. of candidates mobilized	Total: 736 Male: 335 Female: 401	Total: 354	Total: 1090
No. of candidates counselled	Total: 736 Male: 335 Female: 401	Total: 354	Total: 1090
No. of candidates trained	Total: 674 Male: 308 Female: 366	Total: 329	Total: 1003
No. of candidates assessed & certified	Total: 674 Male: 308 Female: 366	Total: 329	Total: 1003

Clearly established candidate selection criteria and operational processes ensure that candidates of the defined target group are trained for their preferred jobs



Skilling Centres provide admission to youth and women from vulnerable backgrounds

Youth: 18 to 30 years Women: 31 to 45 years Not in Education, Employment or Training (NEET) category

Belonging to low-income households

Widowed women and/or single-parent (woman)



Well-defined operational process flow has been established and is followed across centres

Area Head prepares a

Mobilization

- microplanner along
 with the Centre
 Associate based on
 yearly targets
- 17 different mobilization tools used to reach out to the target groups (pamphlets, road shows, newspaper ads, tech app ads, SHG meetings, meeting with Sarpanch, etc.)

Counselling

 Area Head uses a standardized sheet with 12 questions to understand more about the candidate (Profiling: Personal information, Qualification, Aspiration, Competencies)
 Employability Skill

Assessment test is

conducted

Training

- ●55 days plan -Day-wise plan is defined for the entire training period ●All trainer
- •All trainer follow the defined plan •At least 5
- mock-interviews are conducted for each students by trainers and Area Head

Assessment & Certification

- Conducted by the Area Head and virtually by a central team
 All candidates
- who clear the assessment are provided with course completion certification

Placement

- Matchmaking platform is used to map employers (jobs available) and candidates' aspirations
- Candidates are sent for job interviews based on the matchmaking portal results
- DRF aims for a minimum placement at INR 13,500 per month

Post-Placement Follow Up

A total of 5 touchpoints (Day 1, Day 30, Day 60, Day 90, between 1 to 15 Feb) with the candidates who have completed the training to understand their employment status and overall well-being

Standardised processes and systems elevate the training's efficacy and bolster candidate's job retention



Effective M&E system improves the quality of delivery, supported by a tech platform

- Data is captured at each step during the lifecycle of a candidate at the training centre: Pre-training (Mobilization; Profiling of Youth; ESA Score); Training (Attendance); Post-training (Assessment; ESA Score; Placement details; Follow-up from candidate and employer)
- Meetings with parents/guardians are conducted at the beginning and at the end of the training
- Governance:
 - Quarterly reports shared with central team for collation
 - DRL team visit the centre regularly



Trainers equipped with proper training and orientation, ensure high-quality delivery of course content

- Minimum qualification criteria is graduation and a trainer's competency test is conducted during hiring
- All the trainers undergo a 60-day training
 - Mind-Set change and effort level changes are the foundational principles of GROW ToT program
 - o After completion of ToT, trainers are certified by L&D team
- Refresher training is conducted 6 times in one year
- Standardised team structure and role clarity for each designation (1 Centre Associate, 2 Trainers, 1 Housekeeper report to Area Head)



Placement and retention challenges are addressed through tailored job opportunities

- Understanding candidates' backgrounds and aspirations helps match them with suitable jobs, improving retention post-placement
- DRF helps women balance household responsibilities and work commitments by sensitizing employers and finding suitable job placements
- Guardian meetings during training motivate families to support women in their jobs, reducing early job exits due to household chores
- DRF faces challenges matching the preference for WFH jobs for older women seeking career restarts, but still places some in WFH roles and others within 10 kilometers of their residence, improving retention by enabling them to work outside the home

Voices from the Ground regarding the Effectiveness of the Skilling Program

"I got to know about the course through an advertisement and called the GROW Centre. I was intrigued to know more about a course where women in the group group of 31 to 45 could learn employability skills and that too free of cost. The most important skill I learnt from the program was how to face interviews. I was able to get a job and I continue to use those skills at work, even today." - Alumnus, Women Skilling Program

"I came to know about the course from a friend. During the course, we would also have interactions with the Area Head, Gautani ma'am and share our problems. Gautami ma'am would make sure that the classes are going on as planned and would take our feedback. After joining the course, I learnt a lot about the key skills that employers look for." - Alumnus, Youth Skilling Program

"A WhatsApp group was created for each batch during the beginning of the training. We use that group even today, after it has been so many more than 1 year since our training completed! We get updates from DRF regarding job opportunities, alumni meetings etc. We also use the group to wish each other on birthdays, wedding anniversaries, festivals, etc." - Alumnus, Women Skilling Program

"Some women in the batch would be slow learners. The trainers would give more attention to them and even we, as batchmates would try to help them out. DRF provided a secure environment for learning and upgrading skills, which is particularly helpful for candidates who are sitting in a classroom after years." - Alumnus, Women Skilling Program

Skilling program empowers youth and women, equipping them with core employability skills tailored to their professional pursuit while fostering their holistic development

Program Impact	Youth Skilling	Women Skilling	
No. of candidates who gave interviews	Total: 674 (Male:308; Female: 366)	329	
No. of candidates who were placed	Total: 471 (Male: 210; Female: 261)	233	
Average Monthly Salary	Tier 1: INR 14,880 Overall Average: INR 12,896	Tier 1: INR 14,857 Overall Average: INR 12,883	רומכנ

Impact of the Skilling Program as reported by Youth and Women

Improved Knowledge and Skills

- Candidates' digital and communication skills have improved
- · Overcame their fear of public speaking
- Learnt punctuality and importance of personal grooming and body language
- Gained confidence to face interviews
- Mustered courage to re-enter workforce

Improved Access to Employment Opportunities

- Able to make informed career choices due to the support of the trainers
- Appeared for and cleared interviews in jobs of their choice
- Utilizing the soft skills acquired during training while doing their job
- Are being appreciated by their employers for their professionalism

Improved Agency and Overall Well-being

- Learnt to respect themselves as worthy and capable individuals
- Have started saving and financially contributing to their families
- Have became financially independent
- Gained respect of their family members, relatives and friends

Voices from the Ground regarding the Impact of the Skilling Program

"After finishing school, I wandered aimlessly around my village with friends. Thanks to DRF, I enhanced my soft skills, securing a job at IFL with a INR 15,000/month salary, nudging customers to pay their loans. Later, as a Customer Care Executive at a BPO earning INR 18,000/month, I gained a newfound identity as a responsible, hardworking individual, transcending past perceptions of being once deemed aimless." - Alumnus, Youth Skilling Program

"Despite my husband's belief that no one would hire a 40-year-old woman, I joined DRF's training program and discovered newfound confidence in supporting my family financially. Now employed, I've learned to value and care for myself, bringing happiness to my husband, children, and gaining respect from extended family. Every woman should grasp basic employability skills and overcome obstacles. Joining the program felt like returning to college, surrounded by women of similar ages and life challenges. DRF provided me with a supportive new family." - Alumnus, Women Skilling Program

"My parents were skeptical about the training. For them, it was hard to believe that a training institute that would conduct well-planned sessions on critical employability skills and then actually help you get a job. After I completed the training and got a job, my parents are very happy with my progress. They in fact encourage other people to get their family members to join the course and learn from DRF." - Alumnus, Youth Skilling Program

"I couldn't complete my graduation due to marriage and had two children. Struggling with depression over our financial struggles, a friend introduced me to the program. After understanding about the training, I decided to join. The course lifted me out of depression, inspiring a positive outlook on life. I landed a job after my first interview and the company is considering promoting me due to my performance. Becoming a role model brings me immense joy, knowing I can guide others to success. My gratitude to DRF is profound, beyond words." - Alumnus, Women Skilling Program

"I needed to get a job due to my family's financial situation. I got to know about the DRF program and enrolled in it. I immensely improved my digital and communication skills, which helped me secure a job. I earn INR 17,000 per month and am now able to manage my family's financial requirements."

- Alumnus, Youth Skilling Program

"My journey has been filled with challenges, from supporting my husband's failed business to battling health issues and unemployment. With the support DRF, I found a telemarketing job, now earning around INR 20,000 per month. I'm proud to contribute to our household. Through struggles, I've learned self-reliance and the importance of women supporting each other. I advocate for all women to have the opportunity to work and earn their own income. It's about more than financial independence; it's about confidence, setting examples for our children, and embracing our identities." - Alumnus, Women Skilling Program

PwD Skilling

GROW PwD is a placement-linked skilling program for youth with 11 different disabilities including locomotor, visual, speech and hearing impairment, which aims to mainstream them in the workforce by training them on core employability skills.

Key Program Activities in FY 22-23



Mobilization: Customized outreach activities for the centre to enroll the right target group (Persons with Disability PwDs) for the program



Counselling: PwDs are oriented about the reality of job market and their aspiration related to job is captured



Training: Activity-based sessions leveraged to equip PwDs with core employability skills



Assessment and Certification: Candidates are assessed based on their knowledge and skills and provided certification



Placement: Candidates are provided employment opportunities in companies aligning with their aspirations using a match-making platform



Post-placement follow-up: Concurrent monitoring of placed candidates to ensure job continuity

Key Program Statistics

States where a total of 6 Training Centres are located: Andhra Pradesh, Assam, Jharkhand and Odisha



Clearly defined candidate selection criteria and operational processes ensure that individuals from the PwD group are trained for their preferred jobs, with the employer sensitive to their needs



PwD Skilling Centres provide admission to disabled individuals coming from economically challenging backgrounds

Age Group: 18 to 35-year-olds
Minimum Qualification: 10th Grade

Individuals with 11 diverse disabilities, including dwarfism, wheelchair users, and survivors of acid attacks

PwDs belonging to low-income households, often the sole bread earner



Well-defined operational process flow has been established and is followed across centres

Mobilization

- The outreach activities begin with area mapping and adapt according to audience receptiveness
- Program awareness initiatives involve participation from Disability offices, and community groups
- Diverse mobilization tools are deployed, including pamphlets, road shows, and meetings with Sarpanch, to engage with the target groups

Counselling

- •Employability Skill Assessment test is conducted
- Training spans 60 days, focusing on skill enhancement and employability

Training

- Parent-teacher meetings occur on the 6th and 42nd days, facilitating feedback and engagement
- Post-training, 4 to 5 mock interviews aid preparation of candidates

Assessment & Certification

- Conducted by the Area Head and virtually by a central team
- •All candidates who clear the assessment are provided with course completion certification
- •Skillyfi app aids in course navigation, certification, and progress tracking, enhancing accessibility

Placement

- Alumni meets foster networking and further understanding about different job roles and workplace requirements.
- Match-making is conducted for each student on DRF's IT portal. A minimum of 75% match is a must before candidates are sent for interviews to potential employers

Post-Placement Follow Up

follow-ups Regular post-placement (Day 1, 7, 40, 70, 90) ensure ongoing support and iob retention (70 to 80%), with high employer satisfaction and retention rates among observed individuals with disabilities

Standardised processes and systems elevate the training's efficacy and bolster candidate's job retention



Effective M&E system improves the quality of delivery, supported by a tech platform

Data is captured at each step during the lifecycle of a candidate at the training centre

- **Pre-training:** Mobilization; Profiling of Youth; ESA Score Counseling is followed by Employability Skills Assessment (ESA), tailored to varying competency levels, Employer sensitization initiatives and job fairs facilitate job placements and industry engagement.
- Training: Attendance
- Post-training: Assessment; ESA Score; Placement (Company, Location, Profile, Salary); Follow-up from candidate and employer



Trainers equipped with proper training and orientation, ensure high-quality delivery of course content

- The minimum qualification requirement is graduation, and a trainer's competency test is conducted during the hiring process.
- Candidates undergo 3-4 rounds of interviews, focusing on soft skills, communication, and conceptual understanding of topics. Additionally, their sensitivity towards the needs of PwDs is also assessed.
- All the trainers undergo a 60-days training
 - Mind-Set change and effort level changes are the foundational principles of GROW ToT program
 - After completion of ToT, trainers are certified by L&D team
- Refresher training is conducted 6 times in one year
- Standardised team structure and role clarity for each designation (1 Centre Associate, 2 Trainers, 1 Housekeeper report to Area Head)

The skilling program empowers individuals with disabilities with tailored employability skills, overcoming societal norms, and improving their lives



Program Impact

PwD Skilling

No. of candidates who gave interviews

No. of candidates who were placed

Average Monthly Salary

Total: 952 (Male: 698; Female:254)

Total: 626 (Male: 461; Female: 165)

Tier 1: INR 14,677 Overall Average: INR 12,297 "Parents are highly satisfied with their children's improved communication skills, manners, local language proficiency, grooming, hygiene, discipline, and punctuality, especially in attending classes independently and overcoming their fear of speaking"

- PwD Skilling Program Team Member

Impact of the Skilling Program as reported by Program Team & PwDs

Improved Knowledge and Skills

- Candidates have enhanced their digital and communication skills
- Conquered their fear of public speaking
- Learned the significance of punctuality, personal grooming, and body language
- Gained confidence in facing interviews

Improved Access to Employment Opportunities

- Enabled to make well-informed career decisions with the guidance of trainers
- Successfully attended and passed interviews for desired positions
- Applying acquired soft skills in their job tasks
- Employers value their professionalism and show appreciation

Improved Agency and Overall Well-being

- Learned to recognize their own worth and capabilities, fostering self-respect
- Begun saving money and financially supporting their family
- Gained respect of their family members, relatives and friends

Voices from the Ground regarding the Impact of the PwD Skilling Program

"I've significantly improved my computer knowledge through my work at DRF in the QA department. Starting with a salary of INR17,500, I now earn INR 24,000."

- Alumnus, PwD Skilling Program

"With GROW's help, my monthly family income rose from ₹8,000 to ₹24,333. After training, I secured a ₹16,333 per month job at Jio. Despite having Monoplegia since birth, I joined GROW PwD program seeking employment. Regular training and dedication improved my skills. Rejected at Cognizant, I persisted and landed a tele-caller job at Jio. Grateful to DRF for their constant support." - Alumnus, PwD Skilling Program

"Thanks to GROW PwD, I tripled my family's income to ₹22,584 monthly. Now, I work as a Customer Support Executive at Indigo, earning ₹14,584 per month. Despite being Hard of Hearing, I joined GROW to improve my skills. Post-training, I quickly secured this job, and I'm delighted." - Alumnus, PwD Skilling Program

"I boosted my family's monthly income from ₹60,000 to ₹80,775 by completing training and landing a job as a Process Associate at Amazon, earning ₹20,775 per month. Despite being a dwarf from Ahmednagar, Maharashtra, I pursued an M.Sc. in Electronics. Joining a PwD skilling program aimed to enhance my skills and secure a job. Dedicated and punctual throughout training, I swiftly secured a position at Amazon, where I'm thriving. My family is thrilled with my progress." - Alumnus, PwD Skilling Program

Healthcare Skilling

Addressing the shortage of skilled healthcare professionals, the High Quality Health Care Skilling Program prioritizes training for women from low-income families. Focused on creating proficient allied healthcare workers, the program equips youth with quality training tailored for roles in the non-medical health sector, ensuring their readiness for the workforce.

Key Program Activities in FY 22-23



Mobilization: Customized outreach activities for the centre to enrol the right target group for the program



Counselling: Candidates are oriented about the reality of job market and their aspiration related to job is captured



Training: Activity-based sessions leveraged to equip candidates with core employability skills



Assessment and Certification: Candidates are assessed based on their knowledge and skills and provided certification



Placement: Candidates are provided employment opportunities in companies aligning with their aspirations using a match-making platform



Post-placement follow-up: Concurrent monitoring of placed candidates to ensure job continuity

Key Program Statistics

States where the total 2 Training Centres are located: Andhra Pradesh and Telangana



Clearly established candidate selection criteria and operational processes ensure that candidates of the defined target group are trained for their preferred jobs



Skilling Centres provide admission to youth and women from vulnerable backgrounds

Age Group: 19 - 30 years

Minimum Qualification: Grade 10

Candidates belonging to low-income households from deprived communities



Well-defined operational process flow has been established and is followed across centres

Mobilization

- Area Head prepares a microplanner along with the Centre Associate based on yearly targets
- Rural areas, urban slums, and tribal areas are the primary focus areas for mobilization efforts
- Door-to-door mobilization, group meetings, and collaboration with ASHA workers, NGOs, PHCs, and Anganwadis

- Counselling
- •Parent and Students are counselled by the Centre manager at the beginning of the course to ensure expectation setting
- Details of the students are captured on the GROW portal

- Training
- 90 days of trainingCurriculum includes internal
- quizzes, aligned with NSDC patterns, and concurrent soft skills classes
- ●15 days on-thejob training depending on the hospitals' requirements;

preferably in NABH

certified hospitals

Assessment & Certification

- •NSDC certified partner does the assessment after on-the-job training
- All candidates who clear the assessment are provided with course completion certification from NSDC

- Placement
- Matchmaking (GROW) platform is used to map employers (jobs available) and candidates' profile
- Candidates are sent for job interviews
- Details of placement along with the offer letter is uploaded on the GROW portal

touchpoints (Day 1, Day 30, Day 60, Say 60, between 1 to 15 Feb) with the candidates who have completed the training to understand their employment

status and overall

well-being

Post-Placement

Follow Up

A total of 5

Standardised processes and systems elevate the training's efficacy and bolster candidate's job retention



Effective

- A comprehensive 90-day training program, totaling 540 hours, includes theoretical and digital classes, soft skills, and communication training
- Parent-teacher meetings are conducted periodically
- OJT governance through in-person interaction with superintendents of the hospital at least once during the training period
- Governance:
 - o Quarterly reports are shared to the central team for collation for DRL
 - o DRL team visits the Healthcare Skilling centres periodically



Trainers equipped with proper training and orientation, ensure high-quality delivery of course content

- Minimum qualification criteria is B.Sc. Nursing and a trainer's competency test is conducted during hiring
- All the trainers undergo a 30-day training
 - o Mind-Set change and effort level changes are the the foundational principles of High Quality Skill Training program
 - After completion of ToT, trainers are certified by L&D team
- Refresher training is conducted 6 times in one year
- Standardised team structure and role clarity for each designation (2 Technical Trainers, 1 Soft Skills Trainer, 1 Community Mobilizer, 1 Housekeeper report to Center Manager)



Placement and retention challenges are addressed through tailored job opportunities

- Understanding women candidates' backgrounds and aspirations helps match them with suitable jobs, improving retention post-placement
- DRF helps women balance household responsibilities and work commitments by sensitizing employers and finding suitable job placements
- Guardian meetings during training motivate families to support women in their jobs, reducing early job exits due to household chores
- DRF faces challenges matching the preference for WFH jobs for older women seeking career restarts, but still places some in WFH roles and others within 10 kilometers of their residence, improving retention by enabling them to work outside the home

Healthcare Skilling Program has enhanced the competencies of the candidates, providing them with different job prospects and fostering their personal growth



Program Impact

Healthcare Skilling

No. of candidates who gave interviews

Total: 406 (Male: 13; Female: 393)

"There are prospects for international placements through NSDC for the position of caregivers' role in Finland. 60 Healthcare Skilling candidates were selected for this opportunity with a monthly salary of upto INR 2 lakhs!" - Program Team

No. of candidates who were placed

Total: 289 (Male: 7; Female: 282)

Average Monthly Salary

Tier 1: INR 15,809 Overall Average: INR 14,674 "Several students who improved their soft skills as well as medical skills through the training program found employment with an air ambulance service called Stanley, with salaries of INR 40,000 per month." - Program Team

Impact of the Healthcare Skilling Program as reported by Women

Improved Knowledge and Skills

- Candidates' have learnt medical skills such as hygiene and oral care of patients etc.
- Through the OJT, the candidates got exposure to working in the hospital and learnt skills such as patient management, vital signs monitoring and other medical procedures

Improved Access to Employment Opportunities

- Able to make informed career choices due to the support of the trainers
- Utilizing the soft skills acquired during training while doing their job
- Are being appreciated by their employers for their practical medical skills and theoretical knowledge

Improved Agency and Overall Well-being

- Have started saving and financially contributing to their families
- Gained respect of their family members, relatives and friends
- Using their savings and leveraging their existing knowledge, some candidates plan to pursue B.Sc. Nursing

Voices from the Ground regarding the Impact of the Healthcare Skilling Program

"I come from an agricultural family, and to support them, I joined the program on the suggestion of a few relatives. Now, I've been working for six months, earning a salary of 15k per month. Excitingly, I have a job offer in Finland through DRF, with a salary of 2 lakhs! My family is overjoyed and proud. I'm currently taking English language classes to prepare for my move and will then get on to file for visa." - Alumnus, Healthcare Skilling Program

"Thanks to DRF, I've discovered a whole new world of healthcare. At Fortis Homecare Healthcare Services, I'm entrusted with vital tasks like feeding patients, tending to bed arrangements, and handling diaper changes. Initially, my monthly salary was INR 18,000, but with time and dedication, it has risen to INR 20,000. I'm immensely grateful for the opportunities and growth this job has provided me." - Alumnus, Healthcare Skilling Program

"Due to the emphasis that the training program gives on practical skills, some of the doctors and nurses in the hospital feel that me and my batchmate from DRF's Healthcare Skilling Program, perform better than the staff members who have completed General Nursing and Midwifery (GNM)."-Alumnus, Healthcare Skilling Program

"I come from a small remote village, and my journey to opportunities began when I met Santosh, a mobilizer who introduced me to the GDA program. Actively participating in the program, I secured a position at ASHA Hospital in Hyderabad. Here, I assist doctors during rounds and provide basic life care support to patients. Earning a salary of INR 15,000, with food and accommodation provided, I am delighted to contribute to my family's well-being. Previously reserved among friends, I now exude confidence, earning admiration from others. My journey with the Healthcare Skilling Program has been nothing short of transformative, leaving me with no suggestions but overflowing gratitude for the experience."- Alumnus, Healthcare Skilling Program

"Three of us underwent a month-long On-the-Job Training (OJT), focusing on soft skills, oral care, and vital sign monitoring. Our confidence soared during our time at Nightingale Hospital in Bengaluru, where we assisted nurses and began our professional journey just a week ago. With a salary of INR 15,600, including food and accommodation, we feel respected and self-motivated. Our responsibilities include patient care, hygiene maintenance, nebulization, dementia care, diaper changing, and facilitating exercises. This experience has inspired one of us to pursue a BSc in Nursing, seeing this course as a stepping stone towards her academic aspirations." - Alumnus, Healthcare Skilling Program

Agriculture Project MITRA

MITRA (Making Integrated Transformation Through Resourceful Agriculture) empowers farmers through the adoption of cutting-edge technology and modern farming techniques. By enhancing productivity and reducing input costs, MITRA aims to boost farmers' incomes and overall well-being. The initiative establishes community-owned platforms at the village level, facilitating efficient utilization of last-mile connectivity through a network of lead farmers. This enables small and marginal farmers, who lack access to agri-extension services, to benefit from improved agricultural practices.

Key Program Activities in FY 22-23

The Lead Farmer Platform (LFP) is developed through active involvement of the farmers community and village-level institutions to enable the promotion of new and improved agricultural practices amongst the farming community in the village



Package of Practices (PoP) involves using different agronomy practices (land preparation, seed treatment, seed rate, weed management, pest management, etc.) that reduces the overall cost of cultivation



Wet Direct Seeded Rice (W-DSR) involves sowing pre-germinated seeds in wet puddled soils, offering an alternative to conventional rice transplanting methods



Zero Tillage (ZT) is a conservation agricultural technology that involves sowing crop seeds (wheat) directly into unplowed fields, eliminating tilling and minimizing soil disturbances



Intercropping involves cultivating two or more plant species (potato and maize) closely together in the same field, increasing productivity per unit area and maximizing resource utilization



Mushroom cultivation was promoted as a non-farm intervention for enhancing income of landless/migrant laborers particularly women

Key Program Statistics

913 villages were engaged in Samastipur (Bihar) in the MITRA program in FY 22-23 impacting 80,196 Lead and Fellow Farmers



1202 Lead Farmers trained on Zero Tillage (Wheat)



Lead Farmers trained on:
Package of Practices (TPR*): 861
TPR to DSR**: 2182



Lead Farmers trained on Package of Practices
Potato: 586; Maize: 137



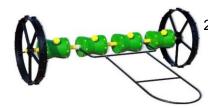
569 Lead Framers trained on Intercropping (Maize and Potato)



1732 farmer including 385 women trained on Mushroom cultivation



14 ZT machines were purchased by farmers with support of Dr. Reddy's Foundation's subsidy and lowest cost due to bulk purchase advantage



250 drum speeders were purchased by farmers at 50% subsidy; these machines were tailor made for local soil and seed types to improve the efficiency and better output

Pilot on 'Apical Root Cutting' technology in potato with technical support of International potato center (CGIAR) in Samastipur, Bihar with a yield of 9.15 quintals in 1.2 acres

	Farming Method		Amount of	f Land (Acres) - Lead and Fellow Farmers	
* TPR: Traditional Plantation of Rice * DSR: Direct Seeded Rice	Zero Tillage (Wheat)			29385 acres	
	TPR (Paddy)			36086 acres	
	TPR to DSR (Paddy)			11272 acres	
	Intercropping (Potato and Maize)			1586.8 acres	

Strategic village selection and community-driven leadership fosters knowledge sharing within the farming communities of Samastipur



Well-defined Village Selection Criterias

For ensuring that the right villages are selected in Samastipur district of Bihar for the MITRA program, the team focused on the following:

- Discussion with Block Agriculture Officer, Krishi Vigyan Kendra (KVK), and PUSA Agriculture University
- Identification of village through:
 - Transit walk including interaction with Panchayati Raj Institute (PRI) members and Kisan Salahkar
 - Understanding if the village is *chiraagi* or *bechiraagi* (villages which has lamps lit in the evening i.e. they are inhabited or uninhabited)
 - Ensure that 70% of households in the village are dependent on agriculture
 - Should have a majority of small and marginal farmers (less than 5 acres of land)



Empowering Farmers by Building Community Leadership

- Based on the program team's discussion with the PRI members, the date, time and location of the first meeting in the village is decided
- Farmers are invited through door-to-door visits and by dhol nagada announcements one day before or on the day of the meeting
- Lead Farmers are chosen from the target village to act as the main point of contact and actively engage in program activities. Once the Lead Farmer adopts DRF methods and demonstrates positive outcomes, other farmers in the village, known as Fellow Farmers, indirectly benefit by adopting these methods themselves
- Selection of the Lead Farmer involves four necessary steps:
 - STEP 1: Community meeting which involves nomination of nominee lead farmers from within the farming community
 - **STEP 2: Expectation setting** with the nominee lead farmers to clearly understand their socio-economic background and establish that the program will not provide any financial assistance but technical knowledge and guidance on different agronomic practices

STEP 3:

- **Task-based selection** where nominee lead farmers are asked to collect details of other farmers in the village to understand how interested the potential lead farmers are to engage with the program and whether they will be able to meet the program's expectations
- Farmers who complete the task given to them by filling the farmer details in the template provided to them, then undergo **capsule-based training** (learn and implement) through the KVK or PUSA Agriculture University
- **STEP 4:** Those who complete the trainings are called Lead Farmers and they practice their learnings (**demonstrations**) on their land and create awareness amongst other farmers in the village as well

Skilled team members ensure efficient monitoring and support, driving cost reduction and productivity for Samastipur farmers



Well-defined monitoring systems and processes have been established

- Each of the 5 clusters in Samastipur is managed by a team member, and each village has 1-3 lead farmers with whom the primary interaction takes place
- The program team visits the farmers once every 2 weeks and sometimes weekly once if it is a peak season (sowing / harvesting)
- To facilitate monitoring, the Community Facilitator closely **tracks the Change in Cost of Cultivation for each Lead Farmer** individually and for the farmers under their guidance collectively. This information is recorded in a register using a standardized template
- There is a WhatsApp group which includes lead farmers, team leads, and subject matter experts (SMEs) for the purpose of sharing and discussing information and problems

• Governance:

- Progress update meetings conducted internally
- Per season, progress reports are shared with DRL



Qualified team members enable farmers to reduce cost of cultivation and enhance productivity

- 35 team members: Community Facilitator, Cluster Manager, District Manager, Project Manager, and Associate Director (Operations)
- Well-defined selection criteria for the Community Facilitator: At least 10th grade; Proficient in local and English languages; Owns a mobile phone, and has some rural or farming experience
- Adherence to defined selection protocol for onboarding Cluster Managers: A graduate degree; 3-4 years of agriculture-related work experience;
 depending on the performance, Community Facilitator can also be promoted to Cluster Manager
- Project Managers and District Managers must have a minimum of 5-8 years of experience

WHEAT - Lead Farmers who received training on wheat cultivation, slashed costs and boosted income by adopting practices like Zero Tillage, optimized seed usage, and efficient fertilizer application

		BEFORE	AFTER		
⊕ ※	Land Preparation	Would involve extensive operations such as ploughing using cultivator, making the land muddy, use of rotavator	Wheat is sown right after harvesting of previous crop, retaining soil moisture using the Zero Tillage approach		
(8)	Seed Treatment	66 kgs of seed per <i>acre</i> Seeds would not be treated before sowing	33 to 44 kgs of hybrid seeds per <i>acre</i> Seeds are being treated with Babistin before sowing		
\sim					
000	Sowing	Broadcasting of seeds	Use of Multicrop Planter Machine; reducing labour cost (INR 3500 to INR 1500) and time for sowing (2 days to 45 minutes)		
~~~					
	Fertilizer Application	Per <i>acre:</i> Diammonium Phosphate (DAP): 110 kgs; Potash: 44 kgs; Urea: 110 kgs	Per acre: DAP: 44 kgs; Potash: 22 kg; Urea: 44 kgs		
<b>A A</b> •					
	Weed Management	Nom Nee Gold is used when there is weed in the farm	Pendimethalin is used within 24 hours of sowing Nom Nee Gold is used after 22 days from sowing		
<b>A</b> . <b>A</b>					
666	Irrigation	6 to 7 times during the entire cultivation period	3 to 4 times during the entire cultivation period, reducing cost of labour (INR 150 for each time) and cost of electricity (INR 50-100)		
•					
<b>\$</b>	Yield	880 to 1320 kgs per <i>acre</i>	1760 to 2200 kgs per <i>acre</i>		
•					

Lead Farmers were able to reduce cultivation costs (INR 18,656 to 14,300 per acre) which resulted in increase in average income by INR 8,734 per acre

#### PADDY - Paddy initiatives saw reduced costs of cultivation, increased incomes, and improved disease management via enhanced seed treatment and direct seeding practices

#### PADDY (TPR)

#### **BEFORE**

#### **AFTER**



**Seed Treatment** 

Seeds would not be treated before sowing

Seeds are treated before sowing to prevent fungal/bacterial infection



**Fertilizer Application** 

Per acre: Diammonium Phosphate (DAP): 66-88 kgs; Potash: 33 -44 kgs; Urea: 132-154 kgs

Per acre: Diammonium Phosphate (DAP): 33-44 kgs; Potash: 16-22

kg; Urea: 66-77 kgs



**Pest Management** 

Did not know about the diseases and pest infestations

Farmers know about specific diseases / pests, medicines and quantity

#### PADDY (TPR)

- Cost of Cultivation has reduced from INR 22,946 to INR 20,812 per acre
- Average increase in disposable income is INR 8,294 per acre

#### PADDY (TPR to W-DSR)



In addition to the Package of Practices being followed for Paddy (TPR), the fundamental difference in using W-DSR is in the **Land Preparation**. The paddy seeds previously would be prepared in a nursery for 18 to 22 days and then planted to the agriculture land. However, in W-DSR, the paddy seeds are directly planted in the land, thus reducing the overall cultivation cycle, labour cost, time and effort.

#### PADDY (TPR to DSR)

- Cost of Cultivation has reduced from INR 20,328 to INR 17,512 per acre
- Average increase in disposable income is INR 7,436 per acre

"I have become the crop doctor in my area. Everyone asks me if their crop has any disease regarding what medicine to use and in what quantity. My own farm had a disease and I went to the shop and told the shopkeeper exactly what I needed and the amount. I thought my crop yield would definitely reduce but owing to the knowledge I gathered from the trainings, my crop yield was 100 kgs, as I had anticipated in the beginning of the crop cycle. "- Lead Farmer, Tilni Village, Samastipur, Bihar

# INTERCROPPING - Farmers improved their agriculture practices resulting in higher potato yields and increased income through optimized seed treatment and reduced fertilizer usage

Lead Farmers were trained on intercropping and were taken to Central Potato Research Institute in Patna to witness different practices pertaining to potato farming



#### **Seed: Variety, Treatment and Sowing** (Before and After the program)

- Farmers would mostly grow C-40 variety of potato
- Farmers would not treat the seeds before sowing
- Potato seeds would be cut in half and then sown; increased chances of disease infestation

- •Farmers **started using breeder seeds** such as Lalit, LR, Kupri Sindoori, Khyati, Pokhraj, etc.
- •Seeds are treated with Babistin, reducing disease infestation
- •Potato seeds less than 40 mm size are **sown directly**; cut in half and sown if the size is greater than 40 mm



#### Efficient Fertilizer and Fungicide Utilization (Before and After the program)

Farmers, unsure about fertilizer and fungicide quantity needed, tended to over apply both

- Per Acre: DAP: 132 kgs; Potash: 66 kgs; Zinc: 33 kgs; Urea: 66 kgs
- ●Per Acre: 55 kgs of M-40 fungicide

After their soils were tested and farmers were trained under the program, they started using fertilizer and fungicide as per their soil requirement

- •Per Acre: DAP: 66 kgs; Potash: 22 kgs; Zinc: 11kgs; Urea: 33 kgs
- •Per Acre: 11kgs of M-40 fungicide



#### Reduced Cost of Cultivation and Improved Yield as well as Income (Before and After the program)

- Cost of Cultivation: INR 2625 per acre
- Potato yield would be 66 to 110 quintal per acre

- •Cost of Cultivation reduced to INR 2422 per acre
- ●Potato **yield increased** to 132 to 154 yield per *acre*
- Average increase in income from intercropping: INR 26,664 per acre

## MUSHROOM - MITRA program empowered women through profitable mushroom cultivation, increasing their household financial contributions with significant returns on investment



## Gained Knowledge about Mushroom Cultivation

- Women were trained by DRF on the method of oyster mushroom cultivation
- 12 kgs of spawn was provided to the women
- Other items necessary for mushroom cultivation include PP Bag, Straw, Formalin, Rubber and Bavistin
- Cost price of setting up 1 kg of spawn for cultivation ranges from INR 170 to INR 250



#### **Produced and sold Mushroom**

- 1 kg of spawn yields 10 to 15 kgs of oyster mushrooms
- Harvested three times (22nd day, 10 to 12 days after first harvest, then 10 to 12 days after second harvest)
- While fresh mushrooms are sold latest within one day of harvest, dried mushroom can be sold within 6 months
- Selling price of oyster mushrooms is typical INR 150 to INR 200 per kg



#### Earned income through Mushroom Cultivation

- Women would distribute small amount of mushroom, sparking demand and transforming attitudes toward mushroom consumption
- Women were able to get an average income of INR 15,000 over a time period of 6 months
- Women are able to contribute to their household expenditures by earning substantial profits from selling oyster mushrooms within the village

"I attended 7 days of training provided by DRF where they taught us the process to produce mushrooms. I started with 1 kilogram and saw great results! I was able to sell around 17 kgs of mushroom at INR 150 per kg for a marriage in the village. The only thing that one needs to keep in mind is that the room in which cultivation happens, its temperature should be maintained so I spray water using a sprayer 3 to 4 times in a day. I also purchased a thermometer to ensure the room's temperature is maintained. By spending barely INR 250, I was able to earn almost 10 times of my investment. I plan to continue cultivating mushrooms and expand the scale as well."- Shiela Chaudhary Ji, Pusaho Village, Samastipur, Bihar

#### **Photos from the Field (Samastipur)**



FGD with DRF Team Members to understand the processes followed and the impact of the program



Field visit to understand the different agronomy practices adopted by farmers



FGD with Lead and Fellow Farmers to understand the impact of the program



Multi Crop Planter sold as a part of the program



Mushrooms being sun-dried for selling

## Healthcare

#### **Background**



Guided by the mantra "Good Health Can't Wait," Dr. Reddy's health initiatives prioritize accessibility and affordability, offering vital services to underserved communities. These efforts encompass primary healthcare provision and advocacy for healthy practices, aiming to alleviate disease burdens and enhance healthcare accessibility in rural areas.

**Objective:** To make quality healthcare services accessible and affordable to rural communities

#### **Programs**



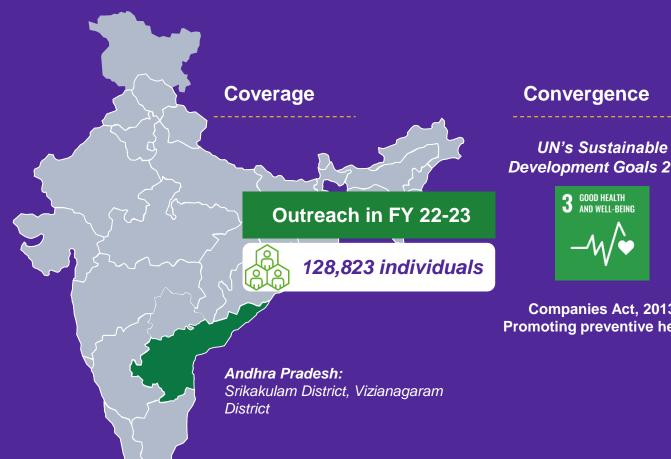
**Community Health Intervention Program** (CHIP)

#### **Spending in FY 22-23**



#### **Implementing Partners**





#### Convergence

**Development Goals 2030** 



Companies Act, 2013 **Promoting preventive health** 

#### **Community Health Intervention Program (CHIP)**

Through this initiative, NICE Foundation aim to provide Primary, Promotive & Preventive care at the doorstep, to a large segment of rural population that do not have access to safe and reliable healthcare in the region. The medical team provides free medicines to care for both common and communicable diseases. When higher medical assistance is needed, patients are given referrals.

#### **Key Program Activities in FY 22-23**

The program provides primary healthcare services to approximately 155 villages, ensuring universal access for all residents. By addressing health issues early on, the program promotes proactive healthcare management.



Home-Based Care for elderly in need of geriatric care along with, high risk pregnant women, postnatal women, newborn, PWD and people with chronic health conditions



**General Medical Care** for all patients with mild to moderate primary health conditions



**Regular Medical Care** for patients having hypertension and diabetes



**RMNCH+A** services for Newborns, Children, Adolescents and Reproductive age group women. Beneficiaries are also provided with effective antenatal, postnatal and newborn care along with facilitating institutional deliveries



**School Health Care Program** aims to provide the government school going child a complete health care coverage with no cost to the families.

#### **Key Program Statistics**



Total Villages: 155
Total Population: 128,823 (Male: 46521; Female: 82302)



43135 Households

Children: 9712 Adolescents: 4944



241047 Health Screenings

#### **Outreach of the Services**



General Medical Care to 134853 individuals



Regular Medical Care to 64781 individuals



RMNCH+A Care to 25473 individuals

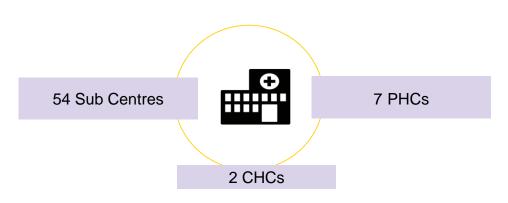


Health Program demonstrated in 138 Schools

#### **Frontline Workers for Healthcare**

# 89 Sachivalayam ANMs 96 Sachivalayam MLHP

#### **Govt. Healthcare Institutions**



#### CHIP provides accessible & affordable one stop solution to villagers for all their health concerns



#### **Empowering Societal Well-being**

- Srikakulam district was chosen primarily to contribute to societal welfare, leveraging the presence of Dr. Reddy's Laboratories in Pydibhimavaram
- Emphasizing the commitment to community well-being, the initiative aims to augment health services in collaboration with Nice Foundation, recognizing the need for enhanced healthcare access in the region



#### **Targeted Healthcare Approach and Identified Needs**

- The intervention focuses on **elderly individuals, children, and pregnant women** residing in designated villages, recognizing their vulnerability and the importance of tailored support
- Four FGDs conducted with villagers unveiled prevalent health service needs, including Blood Pressure management, Diabetes care, Joint Pain relief, common cold & flu treatment, and prenatal care for expectant mothers



#### **Enhanced Healthcare Accessibility and Community Preference**

- General medical care is rendered **twice weekly** (either on Monday & Thursday or Tuesday & Friday, village-dependent), offering follow-up examinations, medication provision for hypertension, arthritis, diabetes, antenatal care visits, and general consultations for symptoms such as fever
- Villagers noted that while Primary Health Care (PHC) offers similar services, its **individual patient focus** is perceived as less comprehensive, with irregular service availability, prompting a preference for CHIP program services

#### Key reasons stated by community members for preferring CHIP services over others



Affordable (free of cost)



Accessible (One stop service)



Reliable healthcare providers

# Effective monitoring and skilled healthcare providers acting as a catalyst in enhancing well being of community members



#### Well-defined monitoring systems and process have been established

- Field data is collected weekly using FDHS health records and beneficiary registration cards. Field supervisors and Nurse midwives capture data on various parameters, which are then included in MIS reports
- Monthly progress meetings involve all 12 field teams, where each team's progress is assessed against set targets. These meetings include participation from a senior officer from the Head office, Project Coordinator, and all FDHS teams
- DRL representatives visit quarterly or as needed, with local DRL members coordinating visits during statutory audits or specific purposes.
- Quarterly reports are sent to DRL, with additional reporting done as needed



#### Proficient team members delivering quality healthcare services

- A total of **12 teams are allocated across three mandals** (Pusapatirega 4 teams, Ranastalam 4 teams, Laveru 4 teams). Each team comprises 1 Field Supervisor, 1 Nurse Midwife (NMW), 1 Nursing Assistant, and 1 Outreach Worker, supplemented by 3 Field Coordinators for each project under a single Project Coordinator
- The program team possesses **specific qualifications**: Field Coordinators hold graduation degrees, NMWs possess B.Sc. Nursing/GNM/ANM qualifications, Nursing Assistants have MPHW/GDA credentials, and Outreach Workers possess graduation/intermediate qualifications
- NICE Foundation provides comprehensive training to all team members, with varying frequencies based on job roles: NMWs undergo 15 days of training, Field Supervisors attend sessions for 10 days, Nursing Assistants undergo 1 month of training, and Outreach Workers participate in a 10-day program. All training sessions are conducted by professionals from the Head Office in Hyderabad



#### **Addressing misconceptions on Pain Management**

• The program team has observed a **common concern among villagers**, **particularly elderly individuals with arthritis**, who believe **injections are necessary for pain relief**. As a result, they often opt for tablets provided by NICE Foundation before seeking injections at the Primary Health Center (PHC), **risking overuse of painkillers** and health complications. The team continues to make best efforts to raise awareness of the risks involved, indicating a continued education and intervention.

## The program's impact is evident in heightened community awareness, improved adherence to preventive measures, and enhanced health-seeking behaviors



## 1296 Institutional Deliveries

- 634 deliveries in the private sector (493 cesarean sections)
- 662 deliveries in the public sector (296 cesarean sections). Additionally, 1,086 high-risk antenatal care consultations were provided



## Diabetes & Hypertension care

- 26502 people were identified with diabetes/hypertension or both due to the program
- 25441 people adhering to hypertension and diabetes medication and now have controlled it



#### **Pregnancy Care**

- 2313 Pregnant women were registered
- 918 (40%) were identified as High-Risk Pregnancies



#### **Anemia Care**

- 9% of anemic adolescents (identified, tracked, cured)
- 2313 women were provided with Iron and Folic Acid tablets up to 100 days

"I'm an old woman living with my husband. Our children don't live with us anymore. I have high blood pressure. Every week, the team comes to see me. They give me medicine and talk to me about how I feel. They also help with the pains in my joints. I can't always walk to the nearby health center like younger people can. So, these visits are really helpful for me." - Community Member, Venugopalapuram Villages, Laveru Mandal

"I've witnessed firsthand the transformative impact of CHIP. The substantial decrease in out-of-pocket expenses for healthcare is remarkable. Before, villagers were burdened with costs averaging nearly INR 500, only factoring in daily wages and travel expenses. With the introduction of door-to-door service, healthcare has become accessible to all, free of charge, except in emergencies." - Community Member, Pallipeta Village, Ranastalam Mandal

#### Recommendations

#### **Conduct a Comprehensive Ground Analysis**

The first Needs Assessment Study was done before program implementation in 2014. It's crucial to conduct a thorough reanalysis of the current ground situation and tailor the program to address the unmet needs of the local communities. This should involve:

- Evaluating Infrastructure and Capacity at PHCs: While the current program operates as an extension to the established Public Health System, conducting a fresh assessment of the infrastructure, resources, and capacity at Primary Healthcare Centres would aid in minimizing any redundant efforts. This assessment entails scrutinizing the availability of medical personnel, equipment, medications, and other indispensable resources.
- Understanding the pressing healthcare needs across villages: The needs assessment study would enable the program to tailor its initiatives to the most pertinent requirements of the community and would also enable the team to clearly outline the crisp objectives of the program in a systematic manner.

#### **Sustainability & Collaboration**

- Addressing Perception and Ensuring Sustainability: Feedback from stakeholders suggests that the current program is perceived more as a parallel system, largely due to deficiencies in the local public health infrastructure. Bearing this in mind, the sustainability of the project becomes paramount. This necessitates the development of strategies to ensure the project's longevity and scalability without being overly dependent on external funding or support.
- Fostering Collaboration for Enhanced Effectiveness: Establishing collaboration between CHIP and existing healthcare systems, such as PHCs, is indispensable for enhancing effectiveness and minimizing redundant efforts. This collaborative approach should encompass the sharing of resources, expertise, and best practices to bolster overall healthcare delivery. Furthermore, such collaboration is likely to address issues like painkiller abuse among the elderly by consolidating their medication sources, thereby reducing the likelihood of misuse.

In the existing Healthcare ecosystem, below mentioned are some models which already exist and cultivate sustainability. DRL along with NICE Foundation can recreate some as per the geography and program objectives.

- <u>Karuna Trust:</u> The initiatives undertaken by Karuna Trust followed the Public Private Partnership (PPP) model. This model was first tried in partnership with the Government of Karnataka at the Gumballi PHC in Chamarajanagar district of Karnataka in 1996, when the government entrusted the PHC to Karuna Trust. Presently, Karuna Trust extends its reach to over 1.5 million individuals by directly managing approximately 70 PHCs across 7 states of India.
- <u>SNEHA (Mumbai)</u>: SNEHA partners with municipal corporations around Mumbai, to strengthen the referral processes for maternal and newborn care. This has lead to better coordination and documentation across various health facilities. They also collaborate with the health staff to develop effective processes, track efficiency, and facilitate community awareness building.

## **Environment**

#### Background



The ACE program, launched in 2021 with DRF, aims to address climate change impacts while enhancing community resilience. It focuses on climate-proofing farmers' livelihoods, prioritizing vulnerable groups like indigenous communities and women. ACE employs a mix of mitigation and adaptation strategies across sectors such as Agriculture, Water, Coastal Ecosystems, Smart Energy Management, and WaSH, leveraging multi-stakeholder partnerships.

Objective: ACE program supports rural communities to become climate resilient by adoption of technologies and practices; increasing green coverage to improve carbon sequestration and soil moisture

#### **Programs**



Action for Climate and Environment

#### **Spending in FY 22-23**



Total amount invested INR 6.55 Cr

#### **Implementing Partners**



# Coverage **Outreach in FY 22-23 29,311 Farmers** Telangana: Nalgonda District Andhra Pradesh: Srikakulam District

#### Convergence

UN's Sustainable Development Goals 2030



Companies Act, 2013
Ensuring environmental sustainability, agroforestry, and maintaining quality of soil air and water

#### **Action for Climate and Environment (ACE)**

ACE focuses on tackling and mitigating the impact of climate change on communities while simultaneously increasing its resilience to climate vagaries. It deploys varies strategies for climate-proofing the livelihoods of small and marginal farmers to the increasingly adverse impacts of climate change by nudging them to adopt climate-friendly technologies and farming practices.

#### **Key Program Activities in FY 22-23**

The program provides farmers a mix of mitigation and adaptation strategies to reduce the impacts of climate change in a participatory and integrated manner



**Direct Seeded Rice (DSR)** is a crop establishment system wherein rice seeds are sown directly into the field, as opposed to the traditional method of growing seedlings in a nursery, then transplanting into flooded fields



**Zero Tillage Maize (ZTM),** also known as no-till farming, is a conservation agricultural technology that involves sowing crop seeds directly into unplowed fields, eliminating tilling and minimizing soil disturbances



**Agroforestry** involves strategically integrating trees and shrubs into crop and animal farming systems to achieve environmental, economic, and social advantages.



**Alleyways in Paddy** involves transplanting paddy in rows with pathways of 20-30cm width after every 2-3 meters, enhancing sunlight exposure and aeration in the rice field



**Navadhanya** is a traditional mixed cropping system designed to keep the soil covered and enhance soil health by sowing two or more crop types in the same plot, providing climate-smart benefits and shielding the soil from direct sun exposure during peak summers.

#### **Key Program Statistics**

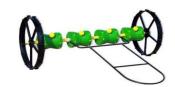
1020 villages in Andhra Pradesh and 229 villages in Telangana were engaged in the ACE program in FY 22-23 impacting 29,311 Lead and Fellow Farmers



800 (Andhra Pradesh) and 135 (Telangana) New Lead farmers trained on Zero Tillage and Intercropping



104 Lead Farmers trained on Paddy (TPR) and 64 in Andhra Pradesh 135 in Telangana on Paddy (DSR)



Drum Seeders distributed: 26 in Andhra Pradesh 49 in Telangana



Lead and Fellow Farmers taken for exposure visits **5900** in Andhra Pradesh and **135** in Telangana



Pilot in Agroforestry in **234 acres** of land



34,528 t Carbon
Dioxide eq reduced
through climate
smart agriculture
practices

	Farming Method	Amount o	of Land (Acres) - Lead and Fellow Fa	rmers
	Zero Tillage (Maize)	 • • • • • • •	70,335	
	TPR to DSR (Paddy)	 	38,594	
* <b>TPR:</b> Traditional Plantation of Rice	Intercropping	 	2350	
* <b>DSR:</b> Direct Seeded Rice	TPR	 	4894	

# ACE provides accessible and climate-resilient solutions to Farmers by empowering local farming communities through the Lead Farmer Platform



#### **Strategic Location Selection**

- Srikakulam district was selected with a primary focus on enhancing societal welfare, capitalizing on the presence of Dr. Reddy's Lab in Pydibhimavaram
- Leveraging the lab's presence, prior CSR work sites within Srikakulam were prioritized due to their familiarity with the local terrain
- Villages where agriculture serves as the primary income source were specifically targeted to maximize the program's impact
- Information about the program was disseminated through initial DRF meetings conducted in the villages as part of the mobilization process

#### **Empowering Farmers by Building Community Leadership**

- To ensure the program's relevance, a Lead Farmer is chosen from the target village to act as the main point of contact and actively engage in program activities. Once the Lead Farmer adopts DRF methods and demonstrates positive outcomes, other farmers in the village, known as Fellow Farmers, indirectly benefit by adopting these methods themselves
- Selection of the Lead Farmer involves four necessary steps:
  - Community nomination
  - Completion of a crop knowledge quiz to assess interest and expertise
  - o Training at Krishi Vigyan Kendra (KVK) Training Centres, and
  - A demonstration of learned skills from KVK sessions

#### Key reasons stated by community members for preferring DRF's agriculture methods









Increase in Yield

Increase in Disposable Income

#### Effective monitoring and skilled team members create pathways for Farmers to climate proof their livelihood



#### Well-defined monitoring systems and processes have been established

- Each mandal (similar to a tehsil/block) is managed by a team member, and each village has 1-3 lead farmers with whom the primary interaction takes place
- The program team visits the farmers once every 2 weeks and sometimes weekly once if it is a peak season (sowing / harvesting)
- To facilitate monitoring, the Community Facilitator closely **tracks the Change in Cost of Cultivation for each Lead Farmer** individually and for the farmers under their guidance collectively. This information is recorded in a register using a standardized template
- There is a WhatsApp group which includes lead farmers, team leads, and subject matter experts (SMEs) for the purpose of sharing and discussing information and problems
- Governance:
  - Progress update meetings conducted internally
  - Per season, progress reports are shared with DRL
  - Plant Head and CSR team members from DRL visit the program locations frequently



#### Competent team members enabling Farmers to reduce impact of Climate Change

- 39 team members in Andhra Pradesh and 9 team members in Telangana: Community Facilitator, Cluster Manager, District Manager, Project Manager, and Associate Director (Operations)
- Well-defined selection criteria for the Community Facilitator: At least 10th grade; Proficient in local and English languages; Owns a mobile phone, and has some rural or farming experience
- Adherence to defined selection protocol for onboarding Cluster Managers: A graduate degree; 3-4 years of agriculture-related work experience;
   depending on the performance, Community Facilitator can also be promoted to Cluster Manager
- Project Managers and District Managers must have a minimum of 5-8 years of experience

#### The program has bolstered the farmers' community resilience with a quadruple effect

The program's benefits have been fourfold

Access to machinery

Reduction in Water Usage

Yield Increase

Increase in Disposable Income

#### Through DRF's mobilisation efforts, farmers have access to improved Information, Machinery & Technology

- Lead Farmers effectively heightened awareness among the farming community, who willingly distributed resources supplied by DRF. For instance, the **double wheel marker for zero tillage** is available to all lead farmers, and neighboring farmers borrow it free of charge for their needs.
- During FGDs, farmers emphasized the visible differences observed from intercropping including
  - Reduced fertilizer requirements for subsequent crops (usage of 1 bag of fertilizer instead of 2 per acre)
  - Improved soil preparation

"As the lead farmer in my village, I've experienced firsthand the remarkable impact of zero tillage on our farming practices. Thanks to this method, our labor costs have seen a significant decrease. Previously, preparing the land for maize cultivation required the assistance of two laborers, but now, we manage the task independently."

- Lead Farmer, Lingalavalasa Village

"I've found that DSR has been incredibly beneficial for our paddy cultivation, especially considering the unpredictable weather patterns due to climate change. With DSR, even if there's a delay of 15-20 days in rainfall, our crop remains unaffected. Additionally, this method requires less water compared to traditional cultivation practices, ensuring a more resilient yield"

Lead Farmer, Thangudubilli Village

# Strategies employed by DRF has led to lowering of water consumption for cultivation of Maize and Paddy and higher crop yields

#### Total reduction in water usage has amounted to 1.99 crore kiloliters for both lead farmers and fellow farmers

2.57 lakh KL* (Telangana)

56807 KL* (Andhra Pradesh)

82.85 lakh KL* (Andhra Pradesh)

1.13 crore KL*

Paddy (Lead Farmers)

**Paddy (Lead Farmers)** 

**Maize (Lead Farmers)** 

Remaining (Fellow Farmers)

#### Evident and tangible yield benefits, led to 80% of farmers adopting the methods suggested by DRF

- Reduction in seed usage:
  - Farmers often have a tendency to overuse seeds from observing other farmers utilizing traditional methods, leading to concerns about potential yield
     loss
  - o Community Facilitator (CF) diligently monitors this situation and endeavors to cultivate trust among the farmers
  - o Farmers report a significant reduction in seed usage, particularly for paddy, from 30 kg per acre to 12 kg
- Advantages of DSR and Zero Tillage:
  - Labour cost per acre reduced from INR 6700 to INR 3300 due to elimination of nursery preparation and transplantation; Maintained soil quality
  - o Increased yields:
    - Mazie: 31 quintal/acre
    - Paddy: 28.3 guintal/acre in Andhra Pradesh and 25.4 guintal/acre in Telangana
- Advantages of Manure usage:
  - o DRF's promotion of manure usage has boosted yield and reduced cultivation costs
- Improved Pest Management
  - Area Manager often addresses farmers woes especially regarding pests by providing measures such as sticky traps thereby not impacting the yield

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#### As a result of climate-friendly solutions, there has been a rise in both the income and well-being of farmers

#### Higher Disposable Income Empowered Farmers to prioritize education, nutrition, home upgrades, and farm reinvestment



#### Increase in Disposable Income:

- o Maize (Zero Tillage): INR 12,371 / Acre
- Paddy (DSR Andhra Pradesh): INR 10,767 /
   Acre
- o Paddy (DSR Telangana): INR 13,124 / Acre



#### Disposable Income enabling Farmers to:

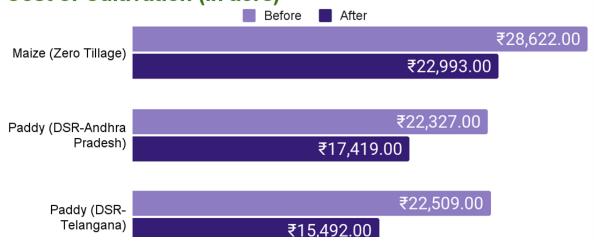
- o Enhancing children's education
- Consuming more nutritious food such as eggs and meat
- Improving home infrastructure
- Reinvesting in farming activities

#### Alternative source of Income:



- 4-5 Farmers per village in our sample have started raising cattle primarily for manure production
- Subsequently branching out into milk production for sale to the government





#### **Reduction in Cost of Cultivation:**

- Maize (from conventional to Zero Tillage) has been ~ INR 5630
- Rice (from TPR to DSR) has been ~INR 4908 (Andhra Pradesh) and ~INR 7,017 (Telangana)

"Thanks to DSR and Zero Tillage practices, I find myself with more income at the end of each season. This financial boost not only improves my household's well-being but also enables me to afford a better education for my child at a nearby private school. Additionally, I now have the flexibility to engage in daily wage labor at nearby factories when needed. Seeing the positive outcomes of these methods has instilled a deeper sense of confidence and trust in DRF."- Lead Farmer, Nelivada Village, Andhra Pradesh

#### Photos from the Field (Srikakulam)



FGD with Lead and Fellow Farmers of Embarayagullu Village



Double Wheel Marker



FGD with Lead and Fellow Farmers of Lingalavalasa Village



FGD with Program Team at Pydibheemavaram



FGD with Lead and Fellow Farmers of Nelivada Village

#### Recommendations

**Linkages to subsidized fertilizer and pesticide:** The farmers feel exploited by the local shopkeepers who charge exorbitant prices for fertilizers and pesticides. Identifying mechanisms that provide access to fertilizers and pesticides through subsidized rates will help the farmers further reduce their cost of cultivations, thus increasing their income from agriculture.

#### Improve access to quality micro-irrigation systems:

- Enabling access to micro-irrigation systems like drip irrigation, sprinkler irrigation by leveraging existing government schemes and subsidies will further improve the efficient usage of water for farming and improve weed management in the region.
- The drip irrigation system provided to some of the farmers underwent wear and tear during harvesting. To prevent such damages, it will help the farmers if they are taught about specific do's and don'ts and also DRF can ensure that the quality of the parts used in the drip irrigation system is resistant to wear and tear as much as possible.

**Provision of smaller farming equipment:** Given the small and scattered land sizes prevalent among farmers, it is advisable to introduce more accessible equipment that minimizes space wastage during operations such as turning. Farmers have expressed interest in equipment that enhances harvesting efficiency without causing damage to drip irrigation systems. While seed cum fertilizer drills machines are effective, they tend to be larger in size. Therefore, it is recommended to explore and develop compact and maneuverable alternatives that cater to the specific needs of farmers with limited land space. By providing such equipment, farmers can significantly improve operational efficiency and productivity while ensuring the sustainability of drip irrigation systems.







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