

CASE STORIES OF ARCOD-LAMP SCHOLARS



LUMINOUS ADVANCED MENTROING PROGRAMME

LUMINOUS



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Foreword

Association for Rural Community Development (ARCOD) implements the “LAMP Programme” (Luminous Advanced Mentoring Programme) as a partner NGO of Luminous. It has been a very fruitful experience for us to work with Luminous all through these 8 years. This partnership has fetched a good honor from the government education department at district and state levels.

We together are grounded in a simple yet powerful belief: when young people are given the right guidance, support and direction, their potential can be transformed. What we have shared in this booklet arise from the lived experiences of students who have been part of this journey. They are real accounts of how thoughtful mentoring has helped shape the paths of girls and boys—building confidence, nurturing resilience, remarkable improvement in academics and opening doors to other possibilities as prevention of early marriage for girls and pursuing higher education apart from a holistic development.

Stories have always been the most meaningful way we understand complexity and change. Long before frameworks, data models or best-practice guides, we learned by observing life as it unfolded—by seeing what worked, what failed and what it costs to learn the difference. This book is learning through experience.

The cases presented here are not idealized success stories but they are the real life experiences of ARCOD - LAMP scholars. They capture their growth which emerged through their own efforts in changing behaviors through perseverance and guidance.

In many cases, the “right” path becomes visible only when the “spark” appears in the mind of students (with support from mentors, teachers and members at home) they show to this world that positive change is always possible. This booklet contains such

10 stories of scholars who had the “spark” in changing their own lives.

Home visits by the Project Coordinators played a transformative role in mentoring the scholars offering consistent emotional guidance to the child and their families, mentoring the scholar, and reassurance during critical stages of the scholars’ academic journeys. These visits fostered strong relationships of trust with families, enabling open conversations about education, well-being and future aspirations. During the COVID-19 pandemic, when uncertainty, isolation and financial stress severely affected households, the mobile phones became a vital lifeline. The mobile phones bought by scholars using LAMP scholarship helped scholars remain focused on their studies despite unprecedented challenges.

Through close engagement with families, the coordinators identified instances where early marriages were being arranged for young scholars, posing a serious threat to their education and personal growth. Timely and sensitive interventions—through counseling, awareness-building and sustained dialogue with parents—successfully prevented 11 early marriages, allowing these scholars to continue their education and pursue their dreams.

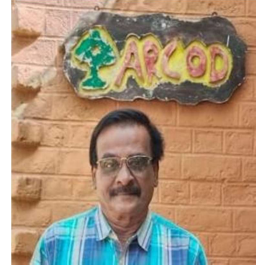
Complementing these efforts, scholars participated in life-skills training and capacity-building workshops that empowered them with a deeper understanding of themselves. These sessions helped scholars recognize their strengths, build confidence, develop resilience and envision a future aligned with their potential. Together, these interventions contributed significantly to improved academic outcomes and the holistic development of the scholars.

Hats off to Luminous for the support!

This booklet actually encompasses all the aspects of the above and offers a deeply human glimpse into lives shaped by care,

commitment and belief. It invites readers to listen more closely, guide more generously and reflect with compassion. If it inspires positive change, it has fulfilled its purpose!

V.R. Keshavraj
Founder - Executive Director
ARCOD



LAMP Scholars Induction Programme 2025 - 26

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About Association for Rural Community Development (ARCOD)

Our Vision

The vision of ARCOD is a social, economic, political and health empowerment of Rural Poor, Dalits, Adivasis, Marginal and Small Farmers Women and Children in its operational areas

Our Mission

To establish human resources with necessary attitudes, knowledge and skill within ARCOD and among the marginalized communities to facilitate emanation of collective leadership for socio - economic and political empowerment

To improve the standard of living of marginalized families in its operational areas through sustainable development activities like Environment, Collective Enterprises, Education, Health and other development Activities.

Who we are

The Association for Rural Community Development (ARCOD) was founded in 1988 by Mr. V. R. Keshavraj, a trained social worker from the Madras School of Social Work. With over a decade of grassroots experience working with rural and tribal communities, Sri Lankan repatriates, and fisher folk, he envisioned an organization rooted in people-centered development. ARCOD began its journey in the then undivided Dharmapuri district, focusing on socio-economically marginalized communities. Over the past 38 years, ARCOD has grown—symbolized by its banyan tree logo—into a strong institution reaching lakhs of vulnerable people, primarily in Krishnagiri district.

At ARCOD, our mission is to empower and uplift rural communities through comprehensive and sustainable development initiatives.

Established in 1988 with a vision to create a positive impact in the lives of underprivileged and marginalized groups, ARCOD has been working diligently to address critical issues in education, child protection (including children born with HIV), women empowerment and sustainable agriculture.

Thematic Areas of work

- Wasteland Development ,Watershed Management and Promoting Ecological Agriculture
- Reproductive and Child Health
- Strengthening Women leadership in Panchayath Raj Institutions
- Skill Development Trainings.
- Welfare Program for Tea Estate Workers
- Community Driven HIV Prevention Program
- Promotion of Best Parenting Practices
- Implementation of CHILDLINE - 1098 as a Collaborative Organization
- Facilitating Quality Learning by the Children in Multi Lingual Area.
- Supporting Children Born with HIV for education, nutrition, health & employability
- Promotion of Girls Education to prevent child marriages
- Educate boys on gender and provide educational support socio economically poor.
- Sustainable agriculture practices covering 1750 farmers.

LAMP Team Review Meeting



ARCOD - LUMINOUS - LAMP

Summary

The LAMP Project is being implemented by ARCOD with the support of Luminous Power Technologies under its CSR. The project was initiated in the in the year 2018 - 19. So far, 167 scholars have completed the school final. About 92% of the scholars have joined higher courses after completing 12th Standard.

Overall Objective

To encourage students from remote areas to continue higher studies and attain competencies to complete higher secondary education with higher grade to qualify for higher education.

Specific Objectives

- To provide learning opportunities outside the classroom for about 20 days in a month
- To provide life skills education
- To guide students on career options
- To provide opportunities to improve physical health
- To provide Digital Literacy
- To create awareness on Environment

Activities

- Remedial Coaching Classes - One hour daily after the school hours. The students are provided nutritious snacks during the class.
- Home Visits to get the rapport of the family and provide necessary counseling to the family members.
- Workshops on Life Skills
- Career Counseling Workshops
- Providing Scholarship, School Bag & School Uniform
- Providing Study Materials (Guides)
- Creating awareness on Menstrual Hygiene through Sachhi Saheli
- Environmental Awareness Sessions (Plantation & Waste Management) through Green Dream Foundation (GDF)
- Digital Literacy through Digital Empowerment Foundation (DEF)
- Inter School Competitions & Appreciation Ceremony
- Sensitization to Boys
- Educational Exposure Trip
- Alumni Association of LAMP Scholars to follow with their higher education
- Home visits.

Key Achievements

So far, 3 batches have completed their school final. The following table shows the summary of scholars who joined Higher Courses / Job

Course	2021 - 22	2022 -23	2024 - 25	Total
MBBS	1	1	0	2
B. Pharm	1	1	1	3
BA	7	1	0	8
B. Com (CA)	2	0	1	3
BE	11	5	2	18
B. Sc	26	25	7	58
B. Sc (Nursing)	1	0	1	2
B. Sc (Optometry)	1	0	0	1
BCA	5	1	2	8
BLT	1	0	0	1
BPT	1	0	0	1
B.B.A	0	1	1	2
Diploma in Nursing	19	2	1	22
Diploma Civil Engineering	0	1	0	1
Skill Training	11	3	0	14
TATA Digital Manufac. Course	0	1	0	1
B. Tech	0	2	4	6
Employed	8	1	0	9
Total	95 / 100	47 / 47	20 / 20	162/ 167

Current Strength / Coverage

S.N	Name of the School	Girls	Boys	Total
1	Government Higher Secondary School, Berigai	44	0	44
2	Government Higher Secondary School, Uddanapalli	20	0	20
3	Government Higher Secondary School, Haleseebam	20	0	20
4	Government Girls Higher Secondary School, Hosur	40	0	40
5	RV Government Boys Higher Secondary School, Hosur	0	24	24
6	Government Boys Higher Secondary School, Rayakottai	0	21	21
7	Government Girls Higher Secondary School, Shoolagiri	33	0	33
8	Government Model Higher Secondary School, Shoolagiri	20	10	30
TOTAL		177	55	232

T. Sivamurthi
Deputy Director & Core Team Member
ARCOD



Acknowledgement

It gives me immense pleasure to acknowledge all the people who contributed to the development of our 472 students in Government schools particularly empowering 411 girls and 61 boys. In this context, my first and foremost thanks to these scholars who have allowed us into their lives and exhibited willingness to cooperate and make efforts for improving their academics performance and quality of life!

I would like to place on record our gratitude to M/s. Luminous Power Technologies Ltd for the funding support to this project from the year 2018.

Thank you Luminous Delhi team from the Head Office for your enthusiastic support from the beginning:

1. Ms. Shikha Gupta, CHRO
2. Ms. Aradhana, Head - CSR
3. Ms. Vileena, Manager - CSR
4. Ms. Sunidhi, Deputy Manager - HR

Thanks to all of you at Luminous - Hosur especially to Mr. Sudarasnan Pillai, VP - Operations and Mr. Y. Adisayakumar, DGM - HR & IR and team for your continuous support, presence and inspiring speeches on all important occasions.

I will be failing if I do not express ARCOD's gratitude to the Namma School Foundation, District Collector, Krishnagiri, Chief Educational Officer, Krishnagiri, District Education Officer, Hosur, Head Masters / Mistress, Teachers of the Schools for your wonderful support !

It is also my pleasure to thank our Knowledge Partners who have also been instrumental in empowering the scholars:

1. Digital Empowerment Foundation - Digital Literacy
2. Sachhi Saheli - Health Awareness
3. Green Dream Foundation - Environmental Awareness

When I thought about the idea of compiling LAMP case stories all the teachers of AROCD - LAMP showed great enthusiasm. They have actually gone beyond merely teaching lessons but also to be more of a “Mentor” in shaping the future of the scholars. They have been the change makers. The stories appearing in this book comes from their sharing. Thanks to all the Teachers of ARCOD - LAMP for their commitment and contribution.

ARCOD - LAMP Teachers / Mentors

S N	Name of the Teacher	S N	Name of the Teacher
1	Ms. Manjula	6	Ms. Meera
2	Ms. Kamalaveni	7	Mr. Manimalan
3	Ms. Sulosana	8	Ms. Priyadharshini
4	Mr. Yuvaraj	9	Ms. Revathi
5	Ms. Sarashwathi	10	Ms. Gayathiri
Project Coordinator: Ms. Selvavinnarasi			

The scholars / children are not mature enough to give their consent. Hence, not to disclose their identity, the names have been changed.

I would like to thank Ms. Malarvizhi of ARCOD for assisting in working on this booklet.

Mr. Manimalan of ARCOD deserves a special mention and big thanks for the untiring support for formatting the booklet.

My thanks to our Director Mr. V.R. Keshavraj and the Deputy Director Mr. T. Sivamurthi for support and inputs!

Dr. Nalini Keshavraj
Head - Children of Krishnagiri &
Core Team Member,
ARCOD



**Educational Exposure Trip to Visvesvaraya Industrial & Technological
Museum, Bangaluru**

Guiding a Student through Fear and Health Challenges!

A success story of Hashini!

Background

Hashini is a 12th grade student from a modest family background. Her father works in a textile shop, her mother is a homemaker, and her elder sister is pursuing college education. Hashini has consistently been a sincere and academically strong student, showing good interest in her studies.



Challenges

During the middle of her 11th grade, Hashini's school attendance became irregular, and she eventually took a long leave. Attempts to contact her were unsuccessful, as her phone remained unreachable for several days, which raised concern.

During a parents' meeting (LAMP), Hashini's mother shared that her daughter had been suffering from health issues, including **skin problems and prolonged menstrual cycles** lasting nearly 20 days each month. Along with these medical concerns, the family also expressed a belief that Hashini might be affected by witchcraft (*suniyam* or *mai vaithal*).

Hashini became aware of these discussions, which deeply affected her emotionally. She began to feel frightened and confused, questioning why this was happening to her and whether her condition could be life-threatening. Though she would wake up each

morning with the intention of going to school, she would suddenly experience shaking in her hands and legs, making her feel weak and anxious. This led her to stop herself from attending school, and the situation caused distress to both Hashini and her parents.

Intervention and Support

The AROD-LAMP Mentor conducted a home visit to understand the situation better and to provide guidance to Hashini and her family. The mentor also spoke with Hashini’s mother and explained that discussing beliefs related to witchcraft in front of Hashini had increased her fear and emotional distress.

The family was advised to seek proper medical treatment and professional counselling to address Hashini’s health and emotional concerns. The AROD-LAMP Mentor reassured Hashini that witchcraft has no scientific basis and cannot cause harm, and explained that skin conditions and menstrual irregularities are medical issues that can be treated with appropriate care.

The mentor maintained regular communication with Hashini, offering reassurance, emotional support, and motivation. She was gently encouraged to focus on her health and education, and to understand that her condition was manageable.

Outcome

With continuous guidance and reassurance, Hashini gradually became calmer and more confident. Her fears reduced, and she began attending school regularly again. She appeared for her quarterly examinations and performed well, achieving good marks. The AROD-LAMP Mentor continued to stay in touch with Hashini to ensure ongoing support and encouragement.

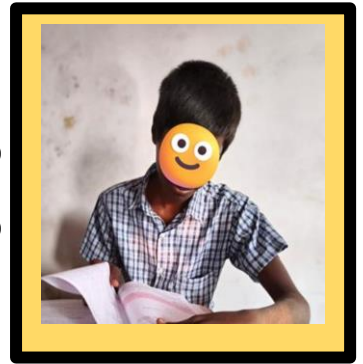
ARCOD-LAMP என் வாழ்வின் முன்னோடி

(Meaning- ARCOD - LAMP is a pioneer in my life.) - Hashini

From Ordinary to Outstanding: The Inspiring Journey of Kamaraj!

A success story of Kamaraj

Kamaraj's story is a powerful testament to how dedication and timely support can transform an average student into a performer.



Background & Challenges

Kamaraj, a bright 12th grade student, has faced significant personal challenges since **his mother's demise in 2013**. He lives with his father, younger brother Naveen, stepmother, and stepsister Dharshini. While his father cares for them deeply, Kamaraj and Naveen lack a close relationship with their stepmother.

Academically, Kamaraj harbored a strong desire to excel and make his family proud. However, he faced a massive hurdle, particularly in English. For him, even simple questions felt overwhelming—a mountain to climb. Though the spark of learning was visible in his eyes, every mark was a struggle, and he found it difficult to focus on his studies at home.

The Turning Point: Intervention by ARCOD-LAMP Mentor.

In 2022, when Kamaraj was in the 9th standard, he was selected for the ARCOD-LAMP scholar program after a rigorous test. The evening class, held from 4:15 p.m. to 5:30 p.m., became the anchor he desperately needed.

His mentor quickly recognized his struggles—especially his difficulty in easily grasping questions, particularly in English. The solution was personalized, dedicated attention. The mentor didn't just teach during class; they sat with him afterward, simplifying complex lessons, and breaking down big questions into short, manageable key points for easy assimilation.

This extra effort proved transformative. Kamaraj, who couldn't focus at home, made the most of his time during school hours when the mentor was available. His commitment was unwavering; he attended the LAMP class regularly and sincerely, never missing a single day.

The Remarkable Result: Kamaraj, an average student until the 8th standard, underwent a remarkable transformation due to his dedication and the support from the ARCOD-LAMP program. The classes were truly a turning point:

- 9th and 10th Standard: His name began appearing in the toppers' list.
- 10th Public Exam: He secured the 4th rank in school.
- 12th Standard (Current): He proudly holds the 2nd rank in his class Insights and Gratitude

Kamaraj's success story is a powerful lesson: true success comes to those who face every challenge with courage and determination. He chose to focus and work hard fueling the fire within him to achieve his goals.

In his own words, Kamaraj credits the ARCOD-LAMP team for transforming his life:

- **Mentorship:** His mentor (LAMP convinced his father not to enroll him in a hostel for 11th grade, believing he would be

better cared for and instructed locally. He believes he wouldn't have studied as well in a hostel.

- **Guidance:** He received crucial **career counseling** after 10th grade, helping him choose the right academic group and future path when he was unsure.
- **Life Skills:** He learned about environmental maintenance (Green Dream Foundation, even receiving a gooseberry tree that now bears fruit) and developed crucial social awareness through sessions on **menstrual hygiene**—learning how to interact with women during menstruation.
- **Support:** The healthy snacks provided during the tiring evening classes gave him the energy boost he needed.
- **Exposure:** His visit to the **Visvesvaraya Museum** was his first such experience, which brought him immense joy and leanings.
- **Skills:** Spoken English classes helped him correct the **small mistakes** he used to make in exams.

Kamaraj:

Kamaraj's journey proves that success isn't just about luck or natural talent, but about that **internal fire** that keeps one moving forward, regardless of the obstacles in the way. *"Overall, I learned a lot of things in my life. So, thanks to the ARCOD-LAMP team."* Says the humble boy!

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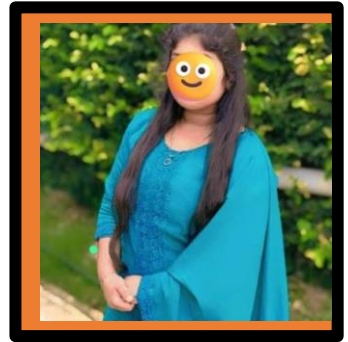
(Meaning, ARCOD - LAMP - A turning point in my life) Kamaraj

Turning Adolescent challenges into Achievement - A Journey of Growth!

A success story of Maya !

Background

Maya, in class 12, is a bright and responsible student from a farming family in Halaseebam. Her father works as a farmer, and her mother is a homemaker. She has consistently demonstrated excellent academic performance and is known for her disciplined behavior and active participation in school activities.



As she progressed through her 12th-grade year, Maya faced a natural phase of adolescence, which brought new emotional and behavioral challenges. While she had always been focused and motivated, these teenage changes temporarily affected her confidence, interest in studies, and overall emotional well-being.

Challenges

During her final year, Maya's behavior and attitude began to change:

- She showed decreased interest in academics and studies.
- She often appeared upset and cried, expressing emotional distress.
- Her confidence was shaken, affecting her ability to participate in school activities.

These changes were noticed by her mentor, who understood that her **struggles were typical of teenage** years but required supportive intervention to ensure they did not impact her academic goals.

Mentor Intervention

The ARCOD -LAMP Mentor adopted a personalized, empathetic, and structured approach to support Maya during this critical period:

- **Daily Counseling Sessions:** The mentor engaged Maya in one-on-one counseling both in-person and via mobile communication, helping her express her emotions and gain perspective on her challenges.
- **Guidance on Academic Focus:** Maya was guided on balancing emotional concerns with academic priorities, motivating her to regain her study routine.
- **Confidence-Building Activities:** The mentor provided encouragement and positive reinforcement, helping Maya rebuild self-esteem and overcome hesitation caused by teenage emotional fluctuations.
- **Parental Engagement:** Discussions with her family emphasized the importance of emotional support at home and creating a nurturing environment to foster her confidence.
- **Holistic Exposure:** Participation in program activities such as career guidance, evening classes, exposure visits, and workshops helped her develop social, cognitive, and practical skills beyond academics.

Outcome

Through consistent mentoring and emotional support, Maya successfully navigated her teenage challenges. Her confidence and motivation improved significantly, and she regained her focus on academics.

- She achieved **first place at the school level in the public examinations**, demonstrating that emotional challenges need not hinder academic success.

- Maya is now pursuing **higher education** and has set her sights on a career in **law (LLB)**, reflecting her renewed ambition and clarity of goals.
-

Insights

Maya's journey highlights the importance of:

- Addressing emotional and psychological challenges alongside academic guidance.
 - Encouraging students to face life challenges boldly and with resilience.
 - Providing mentorship that combines empathy, structured support, and exposure to holistic learning experiences.
 - Recognizing that adolescence is a period of growth, and with proper guidance, students can transform challenges into achievements.
-

Student Reflections

Maya shared her experiences with gratitude and insight:

- *“Enaku Neriya problem irundhathu, Saraswathi miss solve pannaga, thank you miss.”*
- *“Career counselling guidance from the ARCOD team during 12th was very useful.”*
- *“During the GDF exposure, I learned about the environment, reusing plastics, and I planted a gooseberry tree, which was a new experience.”*
- *“I gained knowledge about menstrual hygiene, which was very helpful.”*

- *“Evening classes were tiring, but the healthy snacks provided by the mentor gave me energy and focus.”*
 - *“The exposure visit to Visveswaraya Museum was exciting and unique; I had never experienced anything like it before.”*
 - *“Spoken English classes were very useful and helped me communicate more confidently. Thank you to the ARCOD-LAMP team.”*
-

Conclusion

Maya’s story demonstrates how personalized mentorship, emotional guidance, and holistic support can empower students to overcome adolescence challenges and achieve academic excellence. With timely intervention, structured support, and exposure to diverse learning opportunities, students like Maya can convert emotional struggles into motivation, ultimately paving the way for success in both education and life.

Today Maya is an active alumni .shares her experiences boldly to other LAMP students gatherings and has become great influencer. She is fondly called Maya akka (elder sister).

ஆற்காட் - LAMP - என் வாழ்வின் வெளிச்சம்

(Meaning - ARCOD - LAMP - The light of my life)-Maya

Turning hardship into hope!

A success story of Monisha!

Monisha, a bright 17-year-old student of Class 12, studies in a government higher secondary school in a rural area. Her life, however, had not been easy. She comes from a family where both parents are daily wage earners, struggling to make ends meet. A few years ago, **her mother suffered a sudden heart attack**, and the family faced both emotional and financial challenges. During this time, Monisha had to stay home for months to care for her.



Mother, which interrupted her education and left her feeling lost and disconnected from school.

When the mentor first met Monisha, it was clear that she was struggling with concentration in class, showing little interest in her studies, and at risk of dropping out. The mentor could see her potential, but also the heavy burden she carried due to her circumstances.

As her mentor, visits were made regularly to Monisha's home to meet her parents, provide reassurance, and offer guidance. Gradually, discussions about the importance of education and the possibilities for her future took place. Through consistent support and encouragement, her parents agreed to send her back to school.

Back at school, Monisha's journey began to change. The mentor provided special attention and academic support, but it was her class teacher who became a key pillar in her progress. By working

closely with the mentor, the class teacher helped monitor Monisha’s academic performance, offered guidance during lessons, and provided the consistent encouragement Monisha needed to regain her confidence.

Step by step, Monisha began to show remarkable progress. She started participating actively in class, completing her assignments, and finding joy in learning again. Beyond academics, she also became a source of support for her family, balancing her responsibilities at home with her schoolwork.

Today, Monisha’s story stands as a testament to resilience, hope, and the power of guidance. With the support of her mentor, a dedicated class teacher, and her own determination, she has begun to transform her life—proving that even in the face of adversity, a student can rise, shine, and inspire others.

Monisha’s journey reminds everyone that with encouragement, support, and belief in potential, no challenge is too great to overcome.

ஆற்காடு LAMP என் நண்பன்

(Meaning - ARCOD LAMP is my friend.) - Monisha

Investing in Hope: One Child, One Future!

A success story of Pratham!

Just at the age of 14, Pratham, a Class 9 student studying at GMHSS, carries a life story far heavier than his schoolbag. His journey is one marked by loss, resilience, and the quiet strength of a child who refused to let circumstances define his future.



Pratham **lost his father when he was still in first grade**. At that time, his younger brother was only three years old, too young to understand the gravity of the loss the family had suffered. Years later, when Pratham was in sixth grade (2018), tragedy struck again. **His mother passed away due to health issues**, leaving the two brothers without parents and Pratham without the emotional anchor he had relied on through his early years.

Life, however, did not abandon them completely. Pratham and his younger brother were welcomed into the home of their uncle and aunt,. Pratham's uncle, married for over ten years and without children of his own, embraced the responsibility of raising the boys with love and commitment. This supportive family environment became the foundation on which Pratham slowly began rebuilding his life.

Academically, Pratham was an average student. When a mentor visited his home, she saw beyond the numbers. She saw a child shaped by adversity, carrying potential that had not yet been given the right environment to grow. Recognizing both his personal circumstances and his willingness to learn, Pratham was selected for

the Luminous Advance Mentoring Programme (LAMP)—a decision that would change the course of his life.

The LAMP Induction Programme for Class 9 students became a defining moment for Pratham. For the first time, he sat among peers who shared dreams bigger than their realities. He listened intently as government officials such as the CEO and BDO, representatives from Luminous and ARCOD, and inspiring LAMP alumni spoke about perseverance, purpose, and possibility. Their stories ignited something within him. With newfound excitement, Pratham openly shared that he too wanted to win medals one day. The induction helped him understand *why* he had been chosen and gave him a sense of belonging he had long been missing.

When Pratham first joined the programme, academics—especially Science—were a major challenge. His marks were low, and his confidence was fragile. But change began with consistency. Every day after school, Pratham started attending one hour of extra coaching classes conducted by LAMP teachers, designed for scholars from Classes 9 to 12. Slowly but surely, effort replaced fear.

The results were visible. In his quarterly examinations, Pratham showed remarkable improvement, scoring 65 marks in Science—a significant leap that reflected not just academic progress, but growing self-belief.

Beyond marks, Pratham underwent a powerful personal transformation. Once quiet, lethargic, and disengaged in class, he has now become active, communicative, and enthusiastic. His confidence has grown, and so has his belief in the value of education. He now participates actively in class and approaches learning with curiosity rather than hesitation.

A key pillar of this transformation has been his relationship with his LAMP mentor. Over time, Pratham built a deep sense of trust with her. He began opening up, sharing thoughts and feelings he had never expressed to other teachers before. The mentor became a safe space—someone who listened, understood, and believed in him unconditionally. Pratham is visibly happier when he attends LAMP classes, often seeing them as a place of comfort and encouragement rather than obligation.

Alongside the LAMP mentors, his school teachers have also played a crucial role, working together to guide and shape Pratham’s academic journey. This collective support system has helped him rediscover joy in learning and confidence in himself.

Today, Pratham stands as a child transformed by opportunity, mentorship, and belief. From a boy weighed down by loss and uncertainty, he is emerging as a student with clear goals, renewed confidence, and the determination to excel in Class 12 and beyond.

Pratham’s story is a motivational story to what can happen when potential is recognized beyond marks!

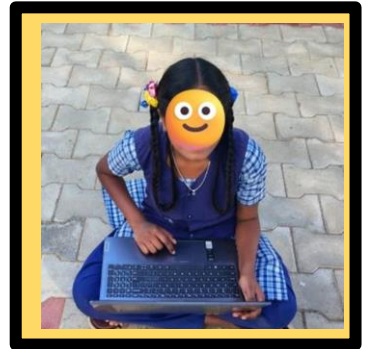
ARCOD-LAMP என் வாழ்வின் உதவியாளன்.

(Meaning, ARCOD-LAMP is my life's helper) - Pratham

Mentorship as a tool for emotional feeling and academic recovery

A success story of Ramya

Ramya M., a 17-year-old student in Class 12, studied at a government higher secondary school in a rural area. Earlier, she had been a bright and diligent student, known among her teachers for her enthusiasm in learning and her consistent performance. However, **life took a sudden turn when her father passed away.**



The once- confident Ramya began to withdraw into herself, and her academic performance began to slip noticeably.

Her teachers observed that she was often distracted during lessons. Assignments that were previously neat and carefully done now contained careless mistakes. She no longer showed the same enthusiasm for class activities and seemed lonely, often sitting quietly, avoiding conversations, and struggling to stay focused. Her home environment added to the challenge: her mother worked full-time to support the family, and Ramya, though mature for her age, felt the absence of both parental guidance and emotional support.

Challenges Identified

- Difficulty concentrating during lessons
- Frequent careless mistakes in academic work
- Loss of interest and motivation in studies

- Emotional strain due to family loss
- Limited parental support

Mentor's Role and Intervention

Her mentor recognized that Ramya needed both emotional support and structured guidance. The first step was to **establish trust**. She met with her individually, taking the time to listen without judgment. Instead of focusing on her grades, she spoke to her casually about her interests, her feelings about her father's passing, and the challenges she faced. This simple act of listening helped her feel seen and understood, and she began opening up about her struggles and fears.

Next, started the involvement of her mother, she visited their home and discussed Ramya's situation openly, emphasizing the importance of consistent support and encouragement. She shared practical ways in which her mother could stay involved in Ramya's education, even with her demanding job, and highlighted how small, regular gestures of support could make a significant difference.

In the classroom, the mentor **designed activities that gave Ramya visibility and a sense of achievement**. She encouraged her to participate in discussions, praised her efforts, and gradually reintroduced her to the joy of learning. By creating small opportunities for success and recognizing her contributions, she began regaining confidence. The mentor also monitored her progress closely, providing regular feedback and reassurance. The consistent encouragement, paired with small, manageable academic challenges, allowed Ramya to regain her focus and develop a sense of purpose again.

Transformation and Outcome

Over time, Ramya began to show visible improvement. She started paying more attention in class, completing her assignments with greater care, and participating in classroom activities. Emotionally, she became more open, sharing her thoughts and gradually recovering from the grief she had been carrying. Her mother also became more engaged in her education, creating an environment that supported Ramya's learning and emotional well-being.

Today, Ramya is steadily progressing in her studies and is rediscovering her confidence. She has not only shown adaptability in overcoming personal challenges but also developed a renewed commitment to her education. Her story is a powerful proof to how **mentorship, empathy, and consistent support** can help a student channelise emotional hardship and regain direction in life.

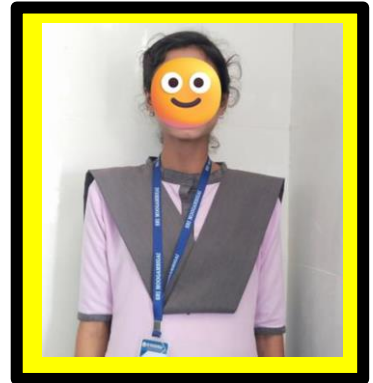
ஆற்காடு LAMP என் வழிகாட்டி

(Meaning- ARCOD LAMP is my guide)-Ramya

Safeguarding Rights, Enabling Higher Education

ARCOD - LUMINOUS - LAMP - A success story of Ria!

Ria, the eldest daughter of Muthuraj and Renuka, hails from Uddanapalli village in the Shoolagiri block of Krishnagiri District, Tamil Nadu. A bright and disciplined student, Ria completed her 12th standard at the Government Higher Secondary School. in 2021-22. She had been enrolled in the ARCOD LAMP programme since 2018-19, when she was studying in the 9th standard.



Coming from a low-income family, Ria’s educational journey faced multiple obstacles. Her father, a farmer, struggled with alcohol dependency and often heeded the advice of his sister, Ria’s aunt, who exerted significant influence over family decisions. As a result, Ria was **repeatedly pressured to marry her maternal uncle—a man 17 years older than her.**

Despite the pressure, Ria’s mother wanted her daughter to continue her education. However, as financial and family circumstances worsened, support for Ria’s higher education dwindled. The insistence on marriage intensified, leaving Ria deeply distressed.

Recognizing the urgency, Ria’s mother sought help from the ARCOD - LAMP mentor, Ms. Susithra. Acting promptly, she visited the family to provide counselling and to understand the situation. During this period, Ria was also experiencing menstrual health challenges. The

attending doctor advised against marriage due to her health condition, emphasizing the need for proper care.

The ARCOD-LAMP team provided continuous counselling to Ria, empowering her to voice her aspirations. Initially fearful of speaking to her uncle, she gradually gained confidence with the support of the LAMP staff. She finally expressed her desire to pursue higher education and conveyed the health concerns highlighted by the doctor.

Although Ria's father refused to listen, her aunt independently met the doctor to verify the information. After understanding Ria's health concerns and the importance of delaying marriage, the family reconsidered. The LAMP team further engaged with the uncle, explaining the long-term benefits of education and the risks associated with early marriage.*

The intervention proved successful. The uncle agreed to withdraw the marriage proposal and expressed his support for Ria's education.

Today, Ria has completed **B.Sc. in Mathematics** at a **College In Krishnagiri**. What could have been a case of child marriage was transformed into a story of empowerment, resilience, and hope—thanks to Ria's determination, her mother's support, and the timely and sustained intervention of the ARCOD- LAMP programme!

Early marriage exposes adolescent girls to a wide spectrum of social, emotional, health, and economic hardships. When girls are married before they are physically, mentally, and emotionally ready, the consequences can be long-lasting and severely damaging.

1. Health Risks

- Early pregnancy significantly increases the risk of maternal mortality and complications such as anaemia, obstructed labour, and postpartum health issues.
- Adolescents often lack access to essential reproductive and nutritional care, further endangering their wellbeing.

2. Disruption of Education

- Marriage typically forces girls to drop out of school, cutting short their academic growth and limiting future career opportunities.
- The loss of education traps girls in a cycle of dependency and reduces their ability to participate meaningfully in society.

3. Emotional and Psychological Impact

- Young girls are often unprepared for the responsibilities and pressures of marriage, leading to stress, anxiety, and emotional distress.
- Isolation from peers and reduced social interaction further harms their mental wellbeing.

4. Increased Vulnerability to Abuse

- Child brides face a higher risk of domestic violence, coercion, and exploitation due to unequal power dynamics within marriage.
- Their limited agency (control and power) makes it harder to seek help or escape abusive environments.

5. Economic Hardships

- With curtailed education and limited skills, early-married girls have fewer employment opportunities, reinforcing financial dependence.
- Families and communities also face economic strain as early marriage perpetuates poverty across generations.

6. Loss of Childhood and Personal Development

Early marriage deprives girls of essential adolescent experiences, personal growth, autonomy, and the ability to make informed life choices.

**ARCOD LAMP வளர்ச்சி எனது நல்ல வாழ்க்கைப் பயணத்தை
வடிவமைத்துள்ளது.**

(Meaning - ARCOD LAMP growth has shaped my good life journey)Ria

A Childhood Shaped by Struggle: The Inspiring Journey!

A success story of Sabeer!

In the state of Tamilnadu, the story of Sabeer, a 10th-standard student at Government Higher Secondary School, is a testament to resilience, determination, and the transformative power of digital education. His journey from hardship to hope underscores how access to opportunities and unwavering support can redefine a young person's future.



Early Life and Challenges

Born into a modest family, Sabeer's childhood was marked by financial and emotional struggles. **His father's decision to divorce his mother** in 2017 drastically changed their lives, he left the family and his mother became the sole breadwinner, earning a modest daily wage of ₹ 220. She worked in a milk booth supplying milk packets. Sabeer and his two younger siblings lived constantly in a challenging situation. Despite limited resources; she worked tirelessly to meet the family's basic needs. But that was not sufficient. To keep things afloat Sabeer started working before and after school hours in the same shop. He was also paid Rs.200 for 6pm to 9 pm work and Rs.100 if he worked in the morning.

These early hardships instilled in him a deep sense of resilience. Growing up in an environment where every rupee counted, he learned early on the value of hard work, perseverance, and sacrifice. These qualities became the foundation of his character, shaping his unwavering desire to rise above adversity.

A Spark of Curiosity and the Desire to Learn

While his exposure to technology was initially minimal—limited to a basic mobile phone—an incident sparked a turning point. One day, Sabeer touched a neighbor’s laptop out of curiosity and was scolded for meddling. Though the reprimand was discouraging, it ignited a powerful curiosity within him. This small act of exploration awakened a desire to understand and master digital tools, fueling his ambition to learn more about the digital world.

This incident became the catalyst for his journey into technology, inspiring him to seek knowledge beyond his immediate environment. Despite his limited access to devices, this moment planted the seed of aspiration and motivated him to pursue digital literacy.

The Turning Point: Entry into the ARCOD LAMP Digital Literacy Program

A significant breakthrough came when Sabeer was selected for the ARCOD LAMP’s Digital Literacy Program. Initially overwhelmed by the prospect of engaging with technology, he soon found himself motivated by the structured support and mentorship provided through the program coach. The program offered weekly three-hour sessions, where he practiced on laptops and learned vital digital skills.

The environment of mentorship and peer support was instrumental in building his confidence. Regular practice, guidance from mentors,

and exposure to new digital tools opened new avenues for learning. It was here that he began to believe in his potential and see a future beyond his immediate circumstances.

Learning, Mentorship, and Confidence Building

Through consistent engagement with the program, Sabeer rapidly acquired essential digital skills. He learned to navigate computers, use productivity tools, and explore various digital applications. The mentorship component played a crucial role in this journey; encouraging him to push his boundaries, believe in himself, and set ambitious goals.

This newfound confidence was transformational. It not only equipped him with practical skills but also inspired a mindset of growth and possibility. His mentors' encouragement helped him realize that his background did not define his future—his determination and willingness to learn could do so.

From Skills to Dreams: Aspiring for Entrepreneurship

Empowered by his digital literacy, Sabeer's aspirations expanded. He now dreams of becoming a successful entrepreneur, aiming to uplift his family's economic situation and contribute meaningfully to his community. His journey exemplifies how access to digital education can unlock opportunities that once seemed out of reach for underprivileged youth.

He envisions leveraging his skills to start small businesses, create employment, and bring about positive change in his community. His

story underscores the importance of digital literacy as a catalyst for socio-economic mobility.

Becoming a Role Model in the Community

Sabeer's transformation has made him an inspiring figure among his peers and within his community. His resilience and determination serve as a powerful example that adversity can be overcome with the right support and mindset. By sharing his story, he encourages other young people facing similar hardships to pursue learning and believe in their own potential.

His journey exemplifies how access to education and mentorship can foster hope and drive social change, especially in poor communities.

A Voice of Hope

Reflecting on his journey, Sabeer articulates a message of empowerment: "I may have started with nothing, but now I have the tools to build everything." His words summarize the essence of hope and the transformative impact of digital education. His story is an inspiration for countless others, demonstrating that with determination, support, and access to opportunities, even the most challenging circumstances can be overcome.

**ARCOD - LAMP எனக்கு வாழ்க்கையின் நல்ல பாதையில்
முதல் அடியை காட்டியது**

**(Meaning ARCOD - LAMP showed me the first step on the good
path of my life) - Sabeer**

The Protective Power of Mentorship

A success story of Sofiya

Sofia, a 16-year-old girl studying in Class XI at Govt. Girls Higher Secondary School, Hosur, came from a modest family background. Her father worked as a welding worker, her mother was a homemaker, and she had a younger brother and sister. Sofia was known in school as a quiet, disciplined, and academically bright student who rarely drew attention to herself.



Following the half-yearly examinations and school holidays, a sudden change was observed in Sofia’s behavior. Her regular attendance became irregular, and soon she stopped coming to school altogether. Teachers and peers expressed concern as her absence continued. Informal inquiries revealed that she was “not well,” a response later echoed by her parents, though no further details were shared.

When mentor attempted to engage with Sofia, she remained withdrawn and unresponsive. Her silence, avoidance, and emotional distance indicated significant psychological distress. From a child protection and counselling perspective, these were clear warning signs of an underlying issue affecting her mental and emotional well-being.

Recognizing the importance of early intervention, mentor focused on building trust rather than pressing for answers. Through consistent, non-judgmental interaction and emotional reassurance, mentor created a safe and protective space for Sofia to express herself.

Gradually, Sofia disclosed the root of her distress—**she had discovered lumps in her breasts**. Due to fear, lack of awareness, and stigma, she internalized her anxiety, assuming the worst and feeling unable to share her concern with anyone.

This fear led to prolonged stress, emotional instability, and symptoms of depression, ultimately affecting her right to education and emotional safety. Mentor played a crucial role, collected her medical reports and confirmed that it was non-cancerous. At this adolescent stage while she was already grappling with her other anxieties the mentor calmly explained that many such health concerns are treatable and that fear often intensifies in the absence of correct information. Sofia was reassured that seeking help was not a weakness but an act of courage.

From a child protection standpoint, mentor ensured that Sofia felt supported, heard, and protected. She was guided to prioritize her mental well-being alongside her studies, and assurance was given that appropriate support systems and organizational resources were available to assist her further.

As counselling and reassurance continued, positive changes became evident. Sofia's anxiety reduced, her confidence improved, and she began attending school again. Her engagement with academics slowly returned, and her emotional state stabilized. The transformation reflected the impact of timely mentorship and emotional safeguarding.

Counselling and Child Protection Insights

- Emotional withdrawal and absenteeism can be indicators of deeper psychological distress in adolescents.
- Creating a safe, trusting environment is essential for disclosure and healing.

- A mentor's role is pivotal in early identification, emotional reassurance, and linking the child to appropriate support systems.
- Empathy, patience, and accurate information can prevent fear from escalating into long-term mental health issues.

Sofia's story demonstrates how effective mentorship can act as a protective shield—restoring a child's sense of safety, dignity, and hope. Through timely counselling and compassionate guidance, a vulnerable student was not only brought back to school but safeguarded during a critical moment in her life !

ஆற்காட் என் வாழ்க்கையின் நம்பிக்கை.

(Meaning -ARCOD is the Hope of My Life)- Sofiya

Believe the child - A story on mobile addiction changed!

A success story of Veeru!

Veeru, a Class 11 student of Government Boys Higher Secondary School, comes from a humble background shaped by loss and hardship. He lost his father at a very young age and is being raised by his mother, a daily wage labourer, who works tirelessly to provide for the family and keep Veeru in school despite financial struggles.



Veeru was once a sincere student performed reasonably well in his studies. However, over time, his academic performance declined, and this became evident during the quarterly examinations. His teachers noticed that he appeared distracted in class, struggled to concentrate, and slowly lost interest in learning. Homework was often incomplete, reflecting a deeper challenge affecting his daily life.

Through meaningful interaction with Veeru and his mother, the root cause was identified. Veeru had become **increasingly dependent on his mobile phone**, spending long hours watching videos, using social media, and playing online games. This habit reduced his study time, disturbed his sleep, and affected his focus, pulling him away from his academic path.

With timely intervention and compassionate guidance, Veeru was supported to regain control of his routine. His mobile phone usage was limited to one or two hours per day. Regular one-to-one

counselling sessions, home visits, and family support by the ARCOD LAMP mentor played a vital role in guiding him. He was encouraged to keep his phone away during study hours and at night. A structured daily timetable was prepared to help him manage time effectively, and he was motivated to participate in sports and other school activities.

This consistent support system made a difference. Teachers and Veeru's mother closely monitored his progress, while continuous motivation from the LAMP mentor strengthened his confidence and self-belief.

Gradually, positive changes became visible. Veeru reduced his mobile phone usage, began paying attention in class, completed his homework on time, and rediscovered his interest in learning. His academic performance improved steadily, marking a turning point in his educational journey.

Veeru's story is a true example of how a holistic and compassionate approach can transform a young life. With the consistent support of his family, teachers, and the dedicated guidance of the ARCOD LAMP mentor, Veeru found the strength to change his habits and refocus on his goals. Above all, his journey reminds us that *when a child is believed in and supported, he learns to believe in himself*, proving that even the most difficult beginnings can lead to a brighter future.

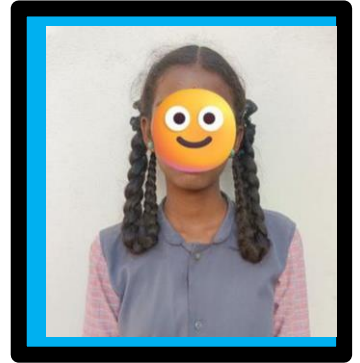
ARCOD - LAMP - என் கனவுகளுக்கான தொடக்கம்

(Meaning - ARCOD - LAMP - The beginning of my Dream) - Veeru

Rising Above Trauma! Compassionate Mentorship Empowered!

A success story of Urmila!

Urmila S is a diligent and disciplined Class 10 student from Marandapalli village, currently enrolled at the Government Girls Higher Secondary School. Known for her consistent academic performance and exemplary conduct, Urmila was considered a high-achieving student within her community, admired by teachers and peers alike for her dedication, focus, and responsibility. However, during one of her quarterly examinations,



Her academic results unexpectedly reflected a decline across multiple subjects, a stark contrast to her usual performance. This sudden change raised concern among her teachers and family, prompting a closer look at what might have caused such a shift in a student known for her diligence and resilience.

Through conversations with Urmila and her family, it became clear that the decline was linked to a traumatic incident—her father **had been attacked and stabbed** by an individual in their village. (due to long pending land issue within relatives)The violent event had left the family in emotional distress and fear, while also creating financial strain. Urmila was deeply affected by the trauma; she struggled to attend classes regularly and found it difficult to focus on her studies. The fear and anxiety she experienced were not just emotional but also physical, affecting her ability to maintain her routine and confidence in her own abilities. Recognizing the complexity of the situation, the AROD-LAMP mentor stepped in to guide Urmila through this difficult phase, understanding that her struggles stemmed from emotional trauma rather than a lack of effort or capability.

The mentor’s approach was grounded in empathy and support. Instead of reprimanding Urmila for her academic decline, the mentor prioritized understanding her fears and providing a nurturing environment where she could safely express her emotions. Daily counseling sessions were conducted to help Urmila process her feelings and develop coping strategies. The mentor also coordinated with her teachers to create a flexible academic plan tailored to her needs, ensuring that she could keep up with studies at a comfortable pace. Evening study support and personalized worksheets were provided to reinforce learning, while regular encouragement and confidence-building exercises helped restore her self-esteem. Understanding that family support plays a critical role in a student’s recovery, the mentor also engaged with Urmila’s parents, advising them on maintaining a calm and supportive home environment that would reinforce her emotional stability.

Through consistent guidance and mentoring, Urmila gradually regained her confidence and resilience. She began attending school regularly again, re-engaging with her studies, and her mid-term examination results showed remarkable improvement. She passed all subjects with higher marks, restoring her standing as a dedicated and high-performing student. More importantly, she demonstrated emotional growth, resilience, and the ability to navigate personal adversity—a transformation made possible through the mentor’s continuous presence, encouragement, and structured support.

Urmila’s journey highlights the critical role of mentorship in a student’s life. By addressing emotional challenges alongside academic needs, the mentor enabled her to overcome fear and trauma, regain focus, and achieve excellence. Her story exemplifies how understanding, patience, and targeted support can unlock a student’s true potential, illustrating the profound impact of compassionate mentorship in fostering both personal growth and academic achievement.

ஆற்காட் - LAMP - என் வாழ்வின் வெளிச்சம்

(Meaning ARCOD - LAMP - The light of my life) - Urmila



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Hello Mr Keshavraj

Thanks to you and your entire team for the impactful work you all are doing and giving us the opportunity to partner with you.

It was very inspiring personally for me to hear the stories of LAMP alumni and to experience the passion and confidence they have.

We are committed to make positive difference to the communities around us and look forward to continued collaboration with ARCOD to achieve this.

Regards

Shikha Gupta | Luminous Power Technologies | CHRO



LUMINOUS !