

Integrated Village Development Program (IVDP)

“LRC: Turning learning gaps into pathways of hope and confidence.”

Supported By: LTIMindtree

Implementing Partner Name: Arpan Seva Sansthan

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State: Rajasthan

District: Sawai Madhopur

City: Gangapur City

Village: Haripura

Challenge:

Before the intervention of the Integrated Village Development Programme, supported by LTIMindtree and implemented by Arpan Seva Sansthan, children of Haripura hamlet under Medi Gram Panchayat in Sawai Madhopur district were struggling with basic education. Most families in the village depended on daily wage labour and construction work for their livelihood, while low literacy levels among parents further affected children's education.

Many children enrolled in government schools were unable to read simple sentences, identify letters, or perform basic calculations according to their grade level. Irregular school attendance, lack of learning support at home, and low confidence among children created a major learning gap.

Additionally, the community initially showed limited interest in educational initiatives and refused to provide space for conducting learning support activities. Children were hesitant to participate in classroom activities and often remained silent due to fear and lack of confidence. These challenges resulted in poor learning outcomes and reduced interest in education among children.

The Turning Point:

A major transformation began in Haripura when Arpan Seva Sansthan established a Learning Resource Centre under the Integrated Village Development Programme. Through continuous meetings, counselling sessions, and community interaction, the organisation gradually built trust among parents and village members regarding the importance of education.

The turning point came when the community agreed to provide the community building free of cost for the Learning Resource Centre. With a safe and child-friendly learning environment in place, children slowly started participating in educational activities with greater confidence. The use of storytelling, games, creative learning methods, and activity-based teaching helped children overcome fear and develop interest in learning. Over time, children's attendance improved, and parents also became more involved in their children's education.

Our Intervention:

To improve foundational learning and strengthen children's educational outcomes, the Integrated Village Development Programme, supported by LTIMindtree and implemented by Arpan Seva Sansthan, introduced the following key interventions:

- 1. Establishment of Learning Resource Centre:** A dedicated Learning Resource Centre was established in Haripura to support children who were lagging behind in basic reading, writing, and numeracy skills.

2. **Activity-Based Learning Approach:** Children were taught through stories, games, drawing, group activities, and interactive teaching methods to create an enjoyable and stress-free learning environment.
3. **Individual Learning Support:** Special attention was given according to each child's learning level and pace to strengthen foundational literacy and numeracy skills.
4. **Community and Parent Engagement:** Regular meetings and awareness sessions were conducted with parents and community members to encourage their participation and improve understanding about the importance of education.
5. **Life Skills and Confidence Building:** Along with academics, children were encouraged to speak confidently, ask questions, participate in activities, and develop communication and life skills through creative sessions.

Result

Through the support of the Integrated Village Development Programme, supported by LTIMindtree and implemented by Arpan Seva Sansthan, children of Haripura village received continuous academic support, activity-based learning opportunities, and regular mentoring through the Learning Resource Centre. Earlier, many children struggled with basic reading, writing, and numeracy skills, had low confidence, and showed irregular attendance in school. With regular guidance, creative teaching methods, and individual attention provided by the Centre, children gradually developed interest in learning and became more active in classroom participation. They started reading simple sentences, improving basic calculations, and expressing themselves with greater confidence. School attendance also improved significantly, and several children began performing better in their respective classes.

The initiative also created a positive change among parents and the community regarding the importance of education. Parents became more engaged in their children's learning process and started encouraging regular school attendance. The community's support for the Learning Resource Centre further strengthened the sustainability of the initiative. Overall, the intervention has helped create a positive learning environment, improved foundational education, and given children renewed confidence and hope for a better future.

