

## the Performance Of Grama Vikas Samithi: a Case Study an Punganur Mandal of Chittoor District



### Economics

KEYWORDS :

|                                   |                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------------------------------|
| <b>M. Rama Mohan</b>              | Research Scholar, Dept. of Economics, S.V.U College of Arts, S.V.University, A.P, India.      |
| <b>Dr. G. Prathap</b>             | Post- Doctoral Fellow, Dept. of Economics, S.V.U College of Arts, S.V.University, A.P, India. |
| <b>Prof. M. Chinnaswamy Naidu</b> | Professor, Dept. of Economics, S.V.U College of Arts, S.V.University, A.P, India.             |

### ABSTRACT

*The GVS started in the year 1980. They worked for a period of two years in B.C.T a reputed voluntary organization in VIZAG District of Andhra Pradesh, prior to promoting GVS. GANDHI stated in 1942 that an ideal Indian village – have cottages built of material obtainable within a radius of five miles of it. It will have wells according to its needs and accessible to all, a Co-operative diary, primary and secondary schools and it will have panchayats for settling disputes. It will have a common meeting place, common land for grazing its cattle. Its vision of development is equitable, gender sensitive, eco-friendly human society, which is non-exploitative in nature, based on the principles of peaceful for coexistence and critical collaboration for consistent and sustainable development. Since its inception, GVS has held the belief that education plays a vital role in the development of rural children. GVS lays emphasis on education programmes, because only a literate society can fully understand the objectives of development work and the problems it aims to overcome. GVS sponsored different educational programmes.*

### INTRODUCTION

A voluntary organization, properly speaking, is an organization which whether its workers are paid or unpaid, is initiated and governed by its own members without external control. A Voluntary Social Service is interpreted generally, to be organization and activities of the self governing body of people, who have joined voluntarily to study or act for the betterment of the community.

### MAIN CHARACTERISTICS OF VOLUNTARY ORGANISATION

- 1) It is registered under the Societies Registration Act 1880, The Indian Trusts Act 1882, The Co-Operative Societies Act 1904 or The Joint Stock Companies Act 1959 depending upon the nature and scope of its activities to give it a legal status.
- 2) It has definite aims, objectives and programmes for their fulfillment and achievement.
- 3) It has an administrative structure and a duly constituted management and executive committee.
- 4) It is an organization initiated and governed by its own members on democratic principles without any external control.
- 5) It raises its funds for its activities partly from the exchequer in the form of grants-in-aid and partly from the contribution or subscriptions from the members of the local community and / or the beneficiaries of the programmes.

The GVS was started in the year 1980. They worked for a period of two years in B.C.T, a reputed voluntary organization in VIZAG District of Andhra Pradesh, prior to promoting GVS. Their interest in social service their working experience and their family background promoted them in initiating GVS. GVS has adopted the GANDHIAN PHILOSOPHY and aimed to transform rural society along the lines envisioned by MAHATHA GANDHI. It is the goal of GVS to reconstruct rural areas that they are self-reliant and self-governing bodies with the financial independence to support them and defend them from outside exploitation.

GANDHI stated, in 1942, that an ideal Indian village – have cottages built of material obtainable within a radius of five miles of it. It will have wells according to its needs and accessible to all, a Co-operative diary, primary and secondary schools and it will have panchayats for settling disputes. It will have a common meeting place, common land for grazing its cattle. It will produce its own grains, fruits and vegetables and its woven material sooner

or later, the fact must be recognized that people will have to live villages, not in towns, in huts and not in palaces. We can realize truth and non-violence only in the simplicity of village life.

### Objectives of GVS

Gram Vikas Samstha was founded with the following objectives.

- 1) To create a just, peaceful and non-exploitative society.
- 2) To increase the per capita income of the target population.
- 3) To eradicate illiteracy through formal and non-formal education programmes.
- 4) To develop leadership qualities in youth, women and children
- 5) To promote preventive health education and improve health conditions in the target region.
- 6) To encourage thrift and facilitate income savings.
- 7) To encourage the proper utilization of locally available natural resources.
- 8) To support any objective that contributes to the general good and welfare of the target population.

### DEVELOPMENT VISION OF GVS

Its vision of development is equitable, gender sensitive, eco-friendly human society, which is non-exploitative in nature, based on the principles of peaceful for coexistence and critical collaboration for consistent and sustainable development.

### THE ACTIVITIES OF GVS

The developmental interventions of GVS are in the following category of activities. The target villages of GVS are impoverished and drought prone areas.

- I) Education Programmes for Child Development.
- II) Health Programmes
- III) Management of Natural Resources.
- IV) Women Development.

### EDUCATION PROGRAMMES

Since its inception, GVS has held the belief that education plays a vital role in the development of rural children. GVS lays emphasis on education programmes, because only a literate society can fully understand the objectives of development work and the problems it aims to overcome. GVS

sponsored different educational programmes. The general activities of these child education programmes include health education, sports and games, crafts training, special coaching, educational tours etc. Each student's progress is monitored and parents are trained to help their children improve.

### BALWADIS

GVS started the BALWADI programme because many rural children do not succeed in government schools. Government schools fail to recognize the special educational needs of rural poor, which contributes to widespread illiteracy.

### SUPPLEMENTARY SCHOOLS

The Supplementary school programme was initiated to activate a greater interest in education among primary and secondary school children. The negative attitude towards school results in a high dropout and detention rate. The main objective of the supplementary school programme is to encourage a healthy and positive relationship between children and school environment. The supplementary schools also encourage parents to view school as a positive and important step towards their child development. These schools are designed to "Supplement" the task of Government schools.

### HEALTH PROGRAMME

The impoverished and drought prone areas suffer from a variety of health problems. The children in the area suffer mainly from Whooping Cough, Polio, Measles, Severe Malnutrition, Anemia and Vitamin deficiency. Women are ignorant of the importance of immunization and family planning.

### WOMEN DEVELOPMENT

Women are the most neglected and oppressed people in Indian society. Their status in rural areas is worse than in urban areas. Women have also inherited the burden of household chores. Many women, in rural areas, work double shifts, labouring at home and in the fields. Female infanticide is a striking domestic problem. Women earn lower wages for equal work as agricultural labourers. The social inequalities are an indication that development efforts must be made to improve the status of women. GVS has organized women into Mahila Mandals (Women's Association) to take collective action towards the emancipation of women. Through the efforts of Mahila Mandals, GVS hopes that women can prove that they play a vital role in the reconstruction of rural society. GVS programmes aimed to enhance women's income by developing their skills, in mirror and beads work, lace making, printing and dyeing, embroidery and doll making.

Initially, the chosen area of operation of GVS was Punganur. In 1980s, Punganur was one of the most backward regions of Chittoor District. The following were the reasons, which prompted GVS to initiate its activities in Punganur Mandal.

- High Poverty in rural areas.
- Low Literacy rate.
- High illiteracy among women.
- Too traditional and superstitious.
- Very passive and reluctant nature of women.
- Gender inequality.
- Exclusive dependence on agriculture.
- Exclusive dependence on monsoons.
- Lack of water conservation and preservation facilities.
- Lack of Awareness (Social, economic, health etc).
- Too much gender bias.
- Too many vices among men.
- Dominating nature of men.
- Irresponsibility among men.

By keeping the above in view, the GVS started its activities. The main objectives of GVS are to improve the strength of the disadvantaged sections of the society, enhance their capacity to achieve equal opportunities of life in the total village community and sustainability of programmes by involving people from planning to monitoring.

### GEOGRAPHICAL AREA OF STUDY

Though, the activities of GVS exist in 7 Mandals of Chittoor District, the researcher has selected only PUNGANUR MANDAL for his field study. The following are the reasons for the selection.

- 1) Acquaintance with the area.
- 2) Easy availability of reliable information and data.
- 3) Easy to analyze and assess as all the major programmes of GVS are undertaken in the area.
- 4) Conspicuous difference b/w the past and the present situation.
- 5) Notable difference in the standard of living.
- 6) Area eligibility for comprehensive study.

### OBJECTIVES OF THE STUDY

1. To appraise the programmes being organized by GVS.
2. To know the income generating activities of the responding

### METHODOLOGY

By adopting random sampling method 124 respondents were selected in the Punganur Mandal. Both primary and secondary data of Grama Vikas Samithi have been made available for the study.

### BRIEF PROFILE OF THE PUNGANUR

PUNGANUR is one of 66 Mandals of Chittoor District, Andhra Pradesh. Chittoor District has three Administrative (Revenue) Divisions, namely 1) Chittoor Division 2) Tirupati Division, 3) Madanapalle Division. Punganur is a part of Madanapalle Division and the Mandal is situated at a height of 2386 MSL with latitude 13°-22' and longitude 78° - 35' Punganur Mandal is surrounded by Chowdepalli Mandal on the East and the Ramasamudram on the west and Karnataka State on the South and Madanapalle on the North.

**TABLE-1**  
**ACTIVITY- WISE –ANALYSIS OF THE BENEFICIARIES**

| Sl. No. | Activity (Programme)                                     | No. of Villages     | No. of Beneficiaries |
|---------|----------------------------------------------------------|---------------------|----------------------|
| 1       | Education<br>Supplementary schools Swayam Siddha Schools | 13<br>5 centers     | 813<br>240           |
| 2       | Health                                                   | 15                  | All the villagers    |
| 3       | Self Help Groups                                         | 22                  | 937                  |
| 4       | Watersheds                                               | 27<br>(13 Projects) | 4430<br>(Families)   |

**Source:** Annual Reports of GVS

### Education programmes for child development

GVS is organizing "SUPPLEMENTARY SCHOOLS" and "SWAYAM SIDDHA SCHOOLS" in PUNGANUR MANDAL. The supplementary schools are like "Ancient Gurukulas". GVS is organizing 13 supplementary schools in 13 villages. The present student strength in 13 schools is 813 out of 813, Boys are 372 and girls are 441.

All the schools are self-sustained in the sense that, the schools are maintained by their respective "Village Education Devel-

opment Committees". The interest amount paid by SMACS (Sangamitra Mutually Aided Cooperative Society) and yearly one time contribution of Children are being used for maintenance. GVS is not extending its financial support, but extending technical and other support. Out of 13 schools, 5 schools were selected for field survey. They were selected at random. The details of the selected schools are given below.

**TABLE-2**  
**SUPPLEMENTARY SCHOOLS – TOTAL STRENGTH CATEGORY-WISE**

| Category | Total | Boys      | Girls     |
|----------|-------|-----------|-----------|
| O.Cs     | 244   | 114 (47%) | 130 (53%) |
| B.Cs     | 361   | 154 (43%) | 207 (57%) |
| S.Cs     | 193   | 98 (51%)  | 95 (48%)  |
| S.Ts     | 15    | 6 (40%)   | 9 (60%)   |
| Total    | 813   | 372 (46%) | 441 (54%) |

**Source:** Annual Reports of GVS.

### Women development programmes

The women development programmes include skill trainings, thrift societies (self-help groups) and income generation activities. The formation of Mahila Mandals was started in 1985. The central women federation was legally transformed into SMACS (Sangamitra Mutual Aided Cooperative Society) in 2001. GVS provided the financial assistance to individual members, through SMACS, and not to group in total. The range of financial assistance ranges between Rs. 6000/- and Rs. 10,000/- basing on the credit worthiness. The group has to take up the responsibility of repayment though loan is given to individual members. The member has to bring her husband or / and group members, while taking the loan. Out of 310 members, 124 women were selected at random and interviewed through questionnaire and orally

All the selected members have taken the financial assistance from SMACS. They have used the same on income generation activities like Agriculture, Animal Husbandry, Petty shops, Handicrafts, business etc. Animal Husbandry included diary, Calf rearing, Goat rearing, Sheep rearing, etc. They are all prompt in repayment and no member is on the default list. All of them admitted that the GVS motivated them and made them realize the importance of saving, economic independence etc.

**TABLE-3**  
**SHGs – SAMPLE SELECTION**

| Sl. No. | Village Name       | No. of Selected Groups (%) | No. of selected members (%) |
|---------|--------------------|----------------------------|-----------------------------|
| 1.      | Edigapalle         | 6 (19)                     | 24 (20)                     |
| 2.      | Aravapalle         | 2 (06)                     | 8 (06)                      |
| 3.      | Chandramakulapalle | 9 (30)                     | 36 (30)                     |
| 4.      | Bodevaripalle      | 5 (17)                     | 20 (16)                     |
| 5.      | Gangula Gadda      | 2 (06)                     | 8 (06)                      |
| 6.      | Akkumvaripalle     | 3 (10)                     | 12 (10)                     |
| 7.      | Kuravuru           | 2 (06)                     | 8 (06)                      |

|    |                 |        |        |
|----|-----------------|--------|--------|
| 8. | Nethigutlapalle | 2 (06) | 8 (06) |
|    | TOTAL           | 31     | 124    |

**Source:** Field Survey

It was the GVS, who insisted and convinced to save monthly, in small amounts and use the same for their own benefit, they informed.

**TABLE-4**  
**SELECTED SHGs – USAGE OF MONEY**

| Activity                                  | No. of Members | Percentage |
|-------------------------------------------|----------------|------------|
| Agriculture                               | 30             | 24         |
| Animal Husbandry (Cows, Sheep, Goats etc) | 61             | 49         |
| Petty Shops                               | 12             | 10         |
| Handicrafts                               | 11             | 9          |
| Business                                  | 10             | 8          |
| TOTAL                                     | 124            | 100        |

**Source:** Field Survey

All the selected admitted that they are in a better position in every aspect, than before due to GVS's instigation and support. From the field survey, the researcher came to know that, there is a variation in the income of the women. They also admitted that, in the initial stage of formation, they were discouraged and disrespected by their own family members and other locals and now, the situation is quite different and enjoyable. The following table indicates the Group saving level.

### CONCLUSION

The Since its inception, GVS has held the belief that education plays a vital role in the development of rural children. GVS lays emphasis on education programmes, because only a literate society can fully understand the objectives of development work and the problems it aims to overcome. It raises its funds for its activities partly from the exchequer in the form of grants-in-aid and partly in the form of the contribution or subscriptions from the members of the local community and / or the beneficiaries of the programmes. GVS started the BALWADI programme because many rural children do not succeed in government schools. Government schools fail to recognize the special educational needs of rural poor, which contributes to widespread illiteracy.

## REFERENCE

1. Bhoose, S.G.R.Joel, " NGOs and Rural Development concept" Publishing House, | New Delhi, 2003. | 2. Jayaraman, R., Performance Analysis of Fisherwomen Self Help Groups,Tamil Nadu Journal | Veterinary & Animal Sciences, 4(2),2008. | | 3. Jitendra Ahirrao, Rural Women Empowerment through Micro Finance, Kurukshetra, 57(4) | 2009. | | 4. Joseph Lalrinliana and Eswaran Kanagaraj, SHGs and Tribal Development in Mizoram, | Kurukshetra, 52(8), 2006. | | 5. Kumar, D. and Vanitha, K., Empowerment of women, Kisan World, October 2006. | | 6. Kushawaha, R.K., and Srivastava A.K., Socio-Economic Impact through Self-Help Groups, | Yojana, 47(7),2003. | | 7. Mahendra Varman, P., Impact of Self Help Groups on Formal Banking Habits, Economic | and Political Weekly, April 23, 2005 | | 8. Manas Pandey, Micro Finance: An Instrument for Poverty Alleviation, A Study of Eastern | Uttar Pradesh in India. The Indian Journal of Commerce, 62(2):2009. | | 9. Manju Panwar, Role of SHGs in strengthening Grass-roots Democracy- Experiences of | Haryana, Kurukshetra, 58(12), 2010. |