

## **Quality of Education Grant Proposal: Grama Vikasa Saradhi (Library cum Resource Centre at Gompa)**

### **Name and address of the Organization**

Society of Grama Vikasa Saradhi (GVS)  
Kovilapalem village, Tattabanda Panchayat,  
Ravikamatam Mandal,  
Visakhapatnam district,  
Andhra Pradesh, India

Administrative Office:  
# 10-76, Plot No.290,  
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Visalakshinagar,  
Visakhapatnam  
Andhra Pradesh, India – 500 043

### **Profile of the organization**

Grama Vikasa Saradhi (GVS) was established in April 2000, to put collective wisdom, experience and resources available to better the quality of life in villages in and around Tattabandha panchayati, Visakapatnam District, AP. It is hoped that developments undertaken by GVS in these areas will become a model of development for others to emulate. Presently GVS has spread its activities to more than twenty villages in three panchayats and two mandals in Visakhapatnam district. GVS started as a very small organization, without any external support, the support coming from the founder members and their near and dear only, the organization has slowly gained the confidence of the villagers and other well-wishers too. Without any desire for publicity and knowing their limitations, they continued to restrict themselves to mostly three activities- the fields of education, social care and women empowerment, until 2008. In the field of education GVS started two upper primary schools in two tribal villages -Kovilapalem and Gadabhapalem in the year 2000. There are more than 1500 students in different schools and colleges in these villages. Asha NRV, along with Asha Knoxville, has been involved with GVS for the past three and a half years, funding a formal school in Kovalipalem district in Andhra Pradesh.

GVS is working on inequity against women and adolescent girls from last four years. It has intervened in 17 villages of Ravikamatham mandal in Visakhapatnam district, Andhra Pradesh for eradicating Child marriages and answer domestic violence. The causes identified for domestic violence in most of the cases where GVS has intervened before, in other villages also, are suspicion of the spouse, adultery, distribution of financial resources, child marriage, dowry,

difference in opinions and gender discrimination against women. The cause for the persistence of child marriage is continued adherence to various customs and traditions which insist on marrying off girls at the age of 11 to 14 years

GVS has tried to make interventions for both these issues in different villages using the means of education and Self Help Groups with the help of which cases are identified. GVS has formed Bala Sanghs which are adolescent groups that are given gender trainings for further awareness creation.

Since the issues are structural and do require a long term intervention for change of attitudes and perceptions about women.

### **Existing Programs**

GVS is working for community development since 2000, in the field of education. It has 11 years experience and is working with more than 1000 students in 25 schools by monitoring Govt. Schools, meetings with Vidhya Committees, career counselling of the students, and establishing libraries. It started working with the SHGs in the year 2000; now there are nearly 4800 members in the self help groups in the villages. GVS is facilitating to access the Government schemes which are allocated for the underprivileged since 2000. Through the SHGs, cases of domestic violence and child marriage are identified.

GVS is now concentrating on developmental activities like facilitating the public to get benefit from the Government schemes. And right based issues like providing awareness on RTI (Right to Information Act), RTE (Right to Education Act), DV Act (Domestic Violence Act), Child Rights, Child Marriages Act and other women related acts through rallies, campaigns and meetings.

GVS convenes meetings with adolescent girls and boys in the Government schools- called Bala sanghs, where awareness is given on the adverse impacts that child marriage has on women. Gender meetings are also held with the parents of the students to make them aware of the same. By way of education thus, the issue is being addressed as a preliminary intervention. Through their past interventions, GVS has managed to stop 12 child marriages but had also had difficulties in stopping few child marriages, due to inaction from concerned government officials. Of the 24 cases registered on domestic violence, 6 cases are in the court and rest are being intervened by GVS through counseling the family members and the concerned couple.

In the field of women empowerment, there were 8 SHGs functioning perfunctorily in April 2000. There was lot of distrust amongst the members of each group. Ever since GVS intervened, the SHGs records have been updated and set right. Proper guidance was given to the members to manage the money properly. Counseling was done to ensure smooth group activity. As a result, other groups started forming, and by the end of 2008 there were 101 SHGs in 11 villages of 3

Panchayats, which were under GVS' influence. In 2009 GVS extended its activities to other 6 neighboring villages after receiving their request and was working with 176 SHGs (2288 members) in 20 villages.

#### **Location of proposed Library:**

GVS's area of operation is isolated from development and as such a library can become a potent tool for students and community to explore wider world. At present there is only a library in Sainagar which is serving for 5 villages (Sainager, Tattabanda, L.N.Puram, Baljipalem and Guddipa), and it is being supported by Asha from July 2011. If students want to find reference material or get books to read, they have to travel more than 20 kilometers from their place to go to a library. Most of the students don't know about libraries at all except above mentioned villages.

Through library and resource center, students will be able to learn social and communication skills and develop interest in arts, crafts and sports. They will be encouraged to think freely and independently, expanding their imagination and nurturing problem solving skills. Library cum resource centers will also be able to provide wider access to the world through books, media and active student participation in management activities. It will strive to be a place that will be inviting and helpful to students.

Teachers will encourage students to go beyond school curriculum by actively using facilities provided by the library in their classes. They will be able to use library as a reference repository for kids as well as themselves and the community.

Being far from any urban center, this region is isolated from development. Television and media are slowly making an entry into lives of villagers. However, younger generation is getting seriously affected from this type of media exposure, due to lack of basic knowledge about outer world. Library will be able to provide a much needed context to such exploration. Many students are dropping out of school because parents are not aware about the importance of education and potential avenues it can open. Girl students are affected to a greater extent due to prevailing social norms and gender inequality. A large number of students are also dropping out due to lack of knowledge about higher studies after their primary schooling. They have a desire to continue their studies, but some are pursuing further studies in subjects not linked to their interests and abilities. Dropouts are engaging in domestic work or migrating to other areas to work as drivers and cleaners, agricultural workers or labourers. Proposed library cum resource center will be able to provide important information and guidance about education and available avenues to students and parents.

We would like to start a library cum resource centre **at Gompa village** which is accessible for more than 300 students. This is a major village with upper primary school without a library. A librarian will look after the center, potentially involving students and community in management

activities. Students and community will have access to books, news papers and play activities. Students will be encouraged to actively participate in daily library activities. Library will serve as a common platform for students to share their views and ideas through get-togethers, quiz competitions and debates. Children will get involved in community activities and will be encouraged to find simple innovative solutions to smaller inconveniences their community faces daily.

We intend to actively implement following initiatives (Listed in order of importance):

1. Keep parents and local community constantly updated regarding Library's events and projects as this will contribute to developing a synergistic relationship with the Gompa Resource Center.
  - a. Invite families to reading Events
  - b. Camps involve parental support
  - c. Provide parents with their children's progress
2. Develop a sort of older student to younger student mentoring program
  - a. Tutoring in various subjects
  - b. Reading to each other
  - c. Meet once a week/develop a mentor/mentee relationship-gives youth someone to look up to
3. Book Bank
  - a. Collect books on a wide range of subjects and build a facility where students can browse and check out books
4. “Pen-Pal” Initiative
  - a. Develop writing and creativity skills
  - b. Develop relationship with other children in Andhra Pradesh Resource cum library centers
  - c. Open communication to students in United States
5. Post-Elementary/even college counseling
  - a. Improves organization skills
  - b. Goal-setting skills
  - c. This can be possible through mentor/mentee relationship and “Pen-Pal” Initiative
6. Encourage short reviews about books read/journaling
  - a. Improves reading comprehension
  - b. Writing/communication skills
7. Award (non-monetary) for kids who show interest in reading books and other activities

- a. Student participation
  - b. Mentoring incentives
- 8. Organize periodic story reading events where students will be in charge of the entire event
- 9. Student Participation
  - a. A small group of students will be responsible to maintaining the library
  - b. Weekly
  - c. Students will develop organizational skills and responsibility
- 10. Educational activities/games
  - a. Book/story hunt
  - b. Educational CDs/DVDs
- 11. Craft Lessons for young students
  - a. Make use of local resources (newspapers, bamboo, etc.)
- 12. Conduct camps for children during holiday
  - a. Involve parents' support
- 13. Hold Book Fair
  - a. Invite local publishers and book-sellers to talk about the importance of books and reading
- 14. Organize author visits
  - a. Invite local authors to visit and read parts of their books

## **Budget**

### **a. Infrastructure**

<b>S.No.</b>	<b>Line Items</b>	<b>Units</b>	<b>Cost - Rs.</b>	<b>Total</b>
1	Book racks (for keep books and things)	2	3,000	6,000
2	Books			10,000
3	Game material			4,000
4	Mats, table, chairs etc.			5,000
5	Records and miscellaneous			2,000
	Sub Total INR			27,000

### **b. Maintenance**

<b>S.No.</b>	<b>Line Items</b>	<b>Units</b>	<b>Cost – Rs.</b>	<b>Total</b>
1	Accommodation rent	12 months	500	6,000
2	Electricity and maintenance	12 months	800	9,600
3	News paper	12 months	400	4,800
4	communications	12 months	300	3,600
5	miscellaneous expenditure	12 months	200	2,400
	new books purchases	12 months	300	3,600
	Sub Total INR			30,000

### **c. Staff honorariums**

<b>S.No.</b>	<b>Line Items</b>	<b>Units</b>	<b>Cost – Rs.</b>	<b>Total</b>
1	Centre in charge	12 months	3000	36,000
2	Travel	12 months	500	6,000
	Sub Total: INR			42,000

**Grand Total: INR 99,000.00 per Annum.**