

Access And Utilization Challenges of The Jagananna Vidya Deevena Scheme: A Study in Parvathipuram Manyam District, Andhra Pradesh

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Abstract—This Article Access and Utilization Challenges of the Jagananna Vidya Deevena Scheme: A Study in Parvathipuram Manyam District, Andhra Pradesh focus upon the Welfare schemes or policies, especially social welfare schemes, provide basic needs to the lowerclass people who are economically and socially backward in the society as well as to reduce the poverty in the society. The main aim of the welfare schemes to increase employment and family income in the society, particularly for the backward classes in the society. Welfare schemes provide financial assistance to people, who are mostly suffering from a lack of basic needs in the society. "The term Welfare refers to assistance programs sponsored by governments for needy individuals and families, including schemes, such as food stamps, health care assistance or specialties, and unemployment compensation." Social welfare refers to the efforts made by governments and voluntary organizations to assist families and individuals by maintaining acceptable income levels, providing medical care and public health services, promoting adequate housing and community development, providing services to facilitate social adjustment, and providing recreational facilities. All the nations have developed social welfare services as they have moved from agrarian to industrial economies. In India the term social welfare has come to be used in a restricted sense, provision of social services for the socially unprivileged groups schedule castes, schedule tribes, Denotified Communities, orphans, disabled and economically unprivileged social welfare program are therefore directed to ameliorate their conditions.

Keywords: Welfare schemes, Employment, Backward Classes, Housing, Organizations.

I. INTRODUCTION

In India the concept of a Welfare State was accepted decades ago. During the British regime, "social Welfare was not among the principal objectives of the government. The emphasis then was on maintaining law and order and also on facilitating the economic exploitation of the Indian people by British economic interests. But since the dawn of independence in 1947, the Indian leaders have earnestly sought to establish a Welfare State. The constitution of India, which was drafted after a good deal of discussion in the constituent assembly by the country's ablest people of all communities, seeks to establish a welfare State. The Preamble of the Constitution clearly indicates "general welfare" of the people as one of the objectives of the Union of India. The Preamble aims "to secure to all its citizens justice, social, economic, and political, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity."

The concept of welfare state is a growing concept with variable meanings in the vocabulary of politics. "Since the mid-20th century, the modern states, liberal communist, development or developing, have adopted the role of a welfare state in different periods of history. Undoubtedly, it may be said that the welfare state is a mid-way between communism and unbridled individualism. It tries to adopt all the positive aspects of the two types of government for the welfare of the people". "A Welfare State is made up of both the welfare policies and ideology in which they come wrapped. It is a spectrum ranging from

economic policies at one end to social policies at the other. Kenneth Boulding adds the ideological component to the above definition." If there is one common thread that unites all aspects of social policy and distinguishes them from merely economic policy, it is the thread of what has elsewhere been called the 'integrative system'...Social policy is that which is centered in those institutions that create integration and discourage alienation".

The concept of Welfare State has been the adopted ideal of the Indian Government since the inception of the Constitution. "Indian Constitution establishes an egalitarian society based on equality of status-social, economic and political, of all its citizens. Various provisions of the Constitution, particularly the Preamble, the Directive principles of State Policies and the Fundamental Rights embody the aims and objectives of the state as a welfare state. The commitment of the Government, irrespective of political affiliation, to a welfare state in the country has been proved by the emphasis laid on the welfare aspects in their programmes as well as in different Five-Year Plans". Inclusion of social welfare as an integral part of national planning was not a matter of chance or political propaganda; rather it was an effort to remedy the condition of the poor and downtrodden. Indian Planners have viewed welfare services as the ingredient parts of national development policy because welfare services are treated as instruments for the development of human resources".

II. REVIEW OF LITERATURE

Weissman (1959): "Social welfare as a concept is a related system of social institutions in any society, a system unified by common values, goals, and operational principles: those institutional aspects of social life which express the collective concern of the society for the well-being of its members as individuals and in family and community groups. So through these definitions or explanations we can easily understand what welfare is and its role and functions provided by the governments to eradicate the social evils in the society". In India both central and State governments provide welfare policies for their people to gain economic and social stability.

Suresh Sharma and Ankita Singh Ms (2020): their study and published an article, "Importance of Scholarship Scheme in Higher Education for Students from the Deprived Sections" These Scholars focused on the scholarship schemes (only by the central government) in India and the private expenditure of students on higher education. With the upsurge of privatization in higher education, many developed and developing nations are finding more innovative methods to provide subsidies to students from disadvantaged sections by changing their traditional way from the indirect method to the direct method of subsidization of higher education. Here we can understand the role of scholarships for the students and its importance, by promoting new welfare schemes for the students, particularly for the deprived sections, they can change their lives, because education is the only powerful weapon to change to World".

Mehbubul Hassan Laskar, (2010): In his, "Rethinking Reservation in Higher education in India, points out that 'Reservation' has always been a debatable topic. The basic object of reservation (as it is said) is the upliftment of weaker sections. There is reservation in the field of education, employment etc. However, this book is basically concerned with respect to reservation in higher education. The book critically evaluates the reservation policy in the light of recent judicial pronouncements as well as changing needs of time. It throws light as to how far the object of reservation has been realized, and finally makes an appeal that it is high time to rethink the reservation policy in an impartial and objective manner".

Aggarwal J C, (2008): In the book, 'Education in the Emerging Indian Society' "deals with the deep and penetrating analysis of socio-economic concerns in emerging India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their constitutional, philosophical, sociological and global perspectives. Three chapters are devoted to Futurology, future educational scenarios and the role of the educational institutions etc. Role of education in secularism, socialism, democracy and national integration is highlighted thoroughly. The book may prove useful to students of education and teachers".

Vasudeve Rao, B.S. and Rajani Kanth, G. (2007): Their study on "Rural Development and Empowerment of weaker sections", "attempted to facilitate a comprehensive insight on initiatives, both through economic and education development

programmes, aimed at empowerment of women and other weaker sections. They stressed the need for developmental programmes specific to women. They further said that an insight on the impact of these programmes as well as initiatives and the resultant empowerment process among women has indeed held greater significance in the contemporary period".

III. OBJECTIVES OF THE STUDY

1. What is the Jagananna vidya deevena scheme and its objects launched by the Government Andhra Pradesh ?
2. What is the process in the access of the Jagananna Vidya deevena scheme?
3. What are the Challenges in the access and utilization of the scheme?

IV. RESEARCH METHODOLOGY

The place of methodology under any scientific research work is of vital importance because when the investigator proceeds in the path of research, she /he has to proceed through some systematic method in order to make the study, as far as possible, scientific, precise and correct. Hence, here the researcher intends to present a brief overview of the method that has been followed in the present study. Methodology generally denotes the process of carrying out the research in a systematic way. It includes the theoretical underpinnings, paradigms and the data collection. Techniques may be qualitative or quantitative or both in nature. This chapter uses general and wide-ranging fundamentals of theories and concepts which would strengthen to abbreviate and formulate appropriate framework and research inquiries. This study will be subject central to implementation of the jagananna vidya deevena scheme. Was it really reached its targets, as it reduced the school and college dropouts and motivated or inspired them(students) to pursue higher studies".

This research based on exploratory research design, that is used to gain and understanding of underlying reasons, Opinions and motivations. The study is based on both primary and secondary resources. The researcher employed tools like focused group case study.

Case study - 1

Name :- Nimmala Baburao

Study :- BSc (MPCs)

Patents :- Chanti & Jeaboy

Village :- Putty Jammu valasa

Occupation :- Agriculture

Caste :- ST (savara)

Annual income :- 40,000 /-

First case study on **Nimmala baburao** who was one of the beneficiaries of the Jagananna vidya deevena scheme. He studied BSc (MPCs) in Maharaja Autonomous Degree College, Vizianagaram . He is from putty jammu valasa village, Kurupam(mandal), Parvathipuram Manyam district. His family depends on agriculture and Government welfare schemes. They belong to the ST(savara) Community, They speak their own language which is called "savara language"and Telugu also. Rainfed farming is the characteristic of Agriculture in areas cultivated purely under Rain fed conditions. Even the rest of the area which is termed as an irrigated area is mostly dependent on rainfall. He came to know about the scheme(JVD) through government officials and college management where he studied. Government Officials helped and gave information about the benefits of the scheme.The main economic sources for their family, usually cultivate paddy crops, bajra, cashew and lentils, these are main economic sources of their family .As well as they usually cultivate seasonal vegetables for livelihood. He got jagananna vidya deevena scholarship in two installments, RS 40000/- he got sanctioned during his academic period.



Case study - 2

Name :- Biddika Ganesh

Study :- BSc(MPCs)

Patents :- Ramarao & Saraswathi

Village :- Tittiri

Occupation :- Agriculture

Caste :- ST (Jatapu)

Annual income :- 35,000 /-

Next case study on **Biddika Ganesh**, one of the beneficiaries of the Jagananna vidya deevena scheme. He is studying BSc (MPCs) in Maharaja Autonomous Degree College, Vizianagaram. He is from Tittiri village, Kurupam(mandal), Parvathipuram Manyam district. His family's occupation is agriculture and sometimes they go for daily wages and Government welfare schemes. They belong to the ST (jatapu) Community. As well as they usually cultivate seasonal vegetables for livelihood, they cultivate vegetables for the sake of them only not for being sold out in the market. He also got jagananna vidya deevena scholarship in three installments, RS 35,000/- he got sanctioned during his academic period. He said the JVD scheme is very helpful for poor people.

Case study - 3

Name :- kurangi kurma Rao

Study :- BSc (BZC)

Patents :- Rajarao & Kumari

Village :- Ichapuram

Occupation :- Agriculture

Caste :- ST (Jatapu)

Annual income :- 32,000 /-

Second case study on **kurangi kurma Rao** who was one of the beneficiaries of the Jagananna vidya deevena scheme. He studied BSc (BZC) in Maharaja Autonomous Degree College, Vizianagaram. He is from Ichapuram village, Kurupam(mandal), Parvathipuram Manyam district. His family's occupation is agriculture and sometimes they go for daily wages and Government welfare schemes. They belong to the ST(jatapu) Community, living in Rural areas and depend on agriculture for their livelihood. Agriculture in areas cultivated purely under Rain fed conditions.. He came to know about the scheme through government officials and college management where he studied. Government Officials helped and gave information about the benefits of the scheme. The main economic sources for their family, usually cultivate paddy crops, cashew and lentils, these are main economic sources of their family. As well as they usually cultivate seasonal vegetables for livelihood. He got jagananna vidya deevena scholarship in two installments, RS 40000/- he got sanctioned during his academic period, his parents are illiterate.. JVD scheme helps him a lot to continue his studies, moreover he created awareness regarding the program and its benefits in his area.

Case study - 4

Name :- Kondagorri Sandya

Study :- BSc (BZC)

Patents :- Rajarao & Laximamma

Village :- Aviri

Occupation :- Agriculture

Caste :- ST (savara)

Annual income :- 30,000 /-

Next participant **Kondagorri Sandya**, one of the beneficiaries of the Jagananna vidya deevena scheme, now has discontinued her studies. She studied BSc(BZC) in AGL Degree College, Vizianagaram. She is from Aviri village, Kurupam(mandal), Parvathipuram Manyam district. Her family depends on agriculture and Government welfare schemes; they have little land to cultivate and form different crops. They belong to the ST(savara) Community, She was very happy with the jagananna vidya deevena scheme. She came to know about the scheme through government officials and college management where she studied. She got jagananna vidya deevena scholarship in three installments, RS 45,000/- . she got sanctioned during his academic period. She said that because of the jagananna vidya deevena scheme only she could study and told how helpful in higher studies also.

V. CHALLENGES IN THE UTILIZATION OF THE SCHEME

The condition of higher education, in India, "has changed tremendously over the years. As compared to the early times, the dropout rate from schools and colleges has reduced considerably. Fee reimbursement amount under the Jagananna Vidya Deevena scheme(JVD), post- matric and pre-matric scholarships to the accounts of the mothers of beneficiaries was causing several problems. As a majority of the mothers of beneficiaries in rural areas are illiterate, they were using the amount for other purposes without paying the fee to respective colleges. Due to this students may extremely suffer, because, if you don't pay amount to college they may not allowed you continue your students and writing exams I interviewed many students who are accessible and not accessible to the scheme, most of the members said that, because of the the amount credited to the mother's account they are not able to pay fees in particular time or deadline. Fee amount is directly credited to the mother's account . They are using the amount for personal works as well as, they are mostly from rural areas and illiterate, so they don't know whether they are getting the scholarships amount or other amount". Most of the parent's don't know about the process of the jagananna vidya deevena schemes and whatever the literate people say, they blindly follow that.

"Due to crediting the amount behalf of students or College to student's mother's account, claiming that the colleges were facing hardships, as the amount being credited into the accounts of mothers of students was not being credited to the college account. The Andhra Pradesh court has made it clear that the amounts which have already been credited to the accounts of mothers cannot be credited again by the government to the colleges. It is for the colleges to collect this amount from the students. The court said, "About 40 percent of mothers/students did not pay the fee. At the time of admission, the college cannot insist on payment of fees".

"How to overcome these challenges:

In order to overcome the challenges posed by the Indian scholarship System and state scholarships system, the following measures can turn out to be a blessing.

Awareness programs: "Organizing awareness programs at schools and colleges can make students mindful of the provisions available for them. Not only this, they will also get to learn about who can apply for which scholarship and when. Creating awareness on scholarships among the students, they will realize, for what kind of purpose the government provides scholarships or why they are giving amounts through the welfare schemes. As a beneficiary of the scholarships, they must know about the importance of the welfare programmes or scholarships, otherwise they may use it for unwanted things or unnecessary purposes. There are many chances to misuse the amount, without knowing about the purpose of the scholarship

schemes".

Mentoring: "Becoming a mentor for students is a noble initiative that provides true help to deserving candidates. Yes, spreading awareness about scholarship from person to person can also support the cause, thereby allowing the students to gain better education at every stage of life. Always monitoring students, they may focus on their academics and use the scholarship amount for academic purposes as well as utilize it for necessary things".

Supervision: Students, being at a learning stage, always face problems in making decisions. Thus, it should be the responsibility of the schools and educational institutions to guide them about the scholarship programs and prepare them on how to utilize all types of scholarships provided by both State and central governments".

VI. CHALLENGES IN THE ACCESSES OF THE SCHEME

"Many of the students who are studying Degree and Postgraduate studies in certain Colleges and Universities in Andhra Pradesh State. The Higher studies were more of a burden to the village students likely coming from poverty families. and they were situated in poor economical situations. But the only Problem is many of the students likely studied in Colleges and University Campus Premises they are not receiving any amount of these Schemes. Including me also. so, the status of schemes is shown as sent to the treasury and problems of officer signature mainly the students are suffering these problems".

"The scheme, which reimburses underprivileged students for their college fees, was a much-touted promise of the Jagan Mohan Reddy government." The government has formed committees at the state and district levels to oversee implementation. However, the program had run into problems due to reports that the money sent to the students' mothers was not being placed into the college's bank accounts and was instead being spent on other things."

VII. MAJOR PROBLEMS IN THE ACCESS OF THE SCHOLARSHIP

Problems in filling the application form (both online and offline forms): There is no proper access to open the application form in a given portal, even though if the portal is open, there is a problem with filling the required details of the candidates. Issues like, portal not working and login problems as asking many times to open the website.

Requirement of Aadhar link to bank account: For the accession of scholarship amount Mather's account must link with given bank account details. Because of the many problems like for instance, most of the beneficiary candidates belong to economically backward and illiterate.

Application Status related issues: After the submission of the required details and documents, to verify the application status not accessible to some of the candidates. They should be aware and know about the scholarship status, whether the process is going on or not.

College management related issues: In the jagananna vidya deevena schemes, students who are eligible, in the offline process, college management responsible for this. College management should initiate the process in the scholarship. But here the problem is the management takes a very long time to verify the application, even though they have to clear all issues related to scholarship.

Renewal application related issues: Renewal related issues like, in the online process no proper accessibility of the application and website. Problems for instance, no proper information regarding renewal form, how & where to submit. As well as some of the college managements also taking a lot of time to renew related works, due to the long process and laziness of the management, some of the students lost their scholarship amount.

Amount sanctioned but not released: This is one of the major problems in the jagananna vidya deevena scheme. Most of the students complained regarding these issues, status showing like amount has sanctioned not credited to account as well as for some of the student's status showing like amount has been released, but amount not credited to accounts.

Helpline and help-desk related issues: The Andhra Pradesh government has provided help desk to solve scholarship related problems; this is also one of the major problems in access to the scholarship. There are many contacts like mails and phone numbers to solve the scholarships related issues provided by the government in the website. No proper response to student's grievances.

VIII. CONCLUSION

The Research explores the relationship between education, social welfare schemes, and poverty alleviation in India, with specific reference to Andhra Pradesh. Education is defined as a process that draws out a child's inner strength (Forebel) and manifests the perfection already within a person (Vivekananda). Sociologically, education drives change, helps individuals become useful members of society, and transmits human heritage across generations. Social welfare schemes are designed to eradicate poverty and unemployment by spreading education, healthcare, and skill development, particularly for backward communities such as SCs and STs.

A welfare state protects and promotes citizens' economic and social well-being based on equality of opportunity, equitable wealth distribution, and public responsibility for the vulnerable. It typically includes public provision of basic education, health services, and housing. However, despite government efforts, many schemes fail to reach those who need them most—illiterate rural citizens with limited means. An information drought persists because awareness efforts through radio, TV, print, or online media often do not reach rural areas. For example, in Uttar Pradesh, over US \$1.3 billion in minority welfare funds went unspent between 2013 and 2017. In Karnataka, only 2.44 percent of US \$735 million collected for worker welfare was used due to lack of awareness. This information deficit creates a supply-demand problem: without demand, the government lacks incentive to implement schemes or increase funding.

The Research argues that information is a fundamental right, and every citizen must know their entitlements. This gap can be bridged through government-private collaboration and a simple, accurate, reliable platform covering all schemes, eligibility criteria, and application processes. Existing Common Service Centres offer fragmented information and may be inaccessible to poor rural citizens. The researcher's case study focuses on rural and hill area residents lacking basic needs like shelter, food, clean water, transportation, irrigation, and hospitals. Poverty forces many to migrate to urban areas for low-wage daily labor. Despite rising beneficiaries, coverage remains insufficient, and voluntary efforts are needed alongside government schemes.

The Jagananna Vidya Deevena scheme in Andhra Pradesh provides Rs 20,000 per year to students, exempts welfare hostel students from mess charges, and ensures education isn't inaccessible due to financial status. Since 2019, Rs 5,573 crores have been spent on fee reimbursement. On 29 July 2021, Rs 693.81 crores were transferred to mothers of 10.97 lakh higher education students. Other schemes like Jagananna Amma Vodi, Goru Mudha, Vidya Kanuka, and Vasati Deewana support this goal, with Rs 26,677 crores spent on education in Andhra Pradesh. Overall, welfare schemes significantly impact economically backward people, helping them rise above the poverty line and improve their lives.

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