

## ASSESSING THE IMPACT OF THE MANABADI NADU NEDU INITIATIVE ON SECONDARY SCHOOL STUDENTS: A STUDY ON IMPLEMENTATION AND OUT COMES

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### ABSTRACT

The present study has been designed to study the Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 150 students studying in secondary schools of Prakasam district. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the Students to find out the opinions on the Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, medium, class, and locality. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

**Key Words:** Manabadi Nadu Nedu Programme.

### 1. INTRODUCTION

#### MANABADI NADU-NEDU:

Schools must have enough infrastructure in order to encourage education and reduce the dropout rate among youngsters. Various plans are implemented by both state and central governments to upgrade the infrastructure of educational institutions. The Andhra Pradesh Government has recently created the YSR Nadu Nedu Scheme.

The present infrastructure of the schools will be gradually upgraded under this concept. Under this design, nine infrastructure components will be implemented. Government of Andhra Pradesh considers the school as a divine place and wants to promote the school as a true learning center to the children.

The Government desires to improve the learning outcomes and decrease the dropout rate in all schools by taking up various measures including upgrading the school infrastructure through the implementation of Mana Badi - Nadu Nedu Program. The Government wants to develop the school infrastructure in the state in a systematic manner to reach the required standards by involving the parents who are the key stakeholders.

Mana Badi – Nadu Nedu is to strengthen the infrastructure and transform the existing infrastructure of the schools in the mission mode in a phased manner over a period of three years, starting from 2019-20. Under Mana Badi – Nadu Nedu program, following 9 infrastructure components have been taken up. (i) Toilets with running water (ii) Drinking water supply (iii) Major and minor repairs (iv) Electrification with fans and tube lights (v) Furniture for students and staff (vi) Green chalk boards (vii) Painting to schools (viii) English labs and (ix) Compound walls.

#### Need and significance of the study:

The purpose of one Programme of Navaratnalu is to provide infrastructure facilities for all government schools on par with corporate schools and capacity building of the teachers to improve the quality of education in the state. Purpose of the study: The study tried to assess two issues, which are the impact of Manabadi-Nadu- Nedu/Education and to recommend suitable suggestions for the improvement of the schools under government control. Methodology: This empirical research adopted a quantitative method by distributing a schedule to 108 beneficiaries representing from four districts in Andhra Pradesh State.

The data analyzed by using statistical techniques such as mean and percentages to assess the impact of the Manabadi-Nadu-Nedu/Education. Main Findings: MANA-BADI project is intended to develop with a provision for up-gradation of schools as model schools for the benefit of the students in rural and semi-urban areas in A.P. Majority of the respondents are aware of the manabadi /Education (nadu-nedu) program and, everybody knows the activities being implemented by the government of A.P and are positively responded. Application of the Study: The findings of the study are useful for the government in implementing the navaratnalu in the state. As education has increased the self-confidence level among the students of primary, higher, technical knowledge, the state of Andhra Pradesh, which is developing fast in almost all areas people to be educated so that they become part and parcel of development. Novelty/originality of the Study: The impact of navaratnalu (Manabadi-Nadu-Nedu/Education) has been addressed categorically, empowering

the manabadi-Nadu nedu. Therefore, a determined plan of implementation of further action can significantly allow the manabadi / Education (nadu-nedu).

## 2. OBJECTIVES OF THE STUDY:

- To study the Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam District.
- To study the significant difference among the perceptions of students based on their demographic variables i.e., gender, medium, class, and locality towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam District.

### Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category students towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam District.
2. There is no significant difference among the perceptions of students based on their class towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam District.
3. There is no significant difference among the perceptions of students based on their medium of instruction towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam District.
4. There is no significant difference among the perceptions of students based on their locality towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam District.

## 3. REVIEW OF RELATED LITERATURE

**White (2012)** identified cuts to educational services and the negative attitude of some members of the school community toward families in poverty as being barriers to supporting students.

In order to provide support for students, the participants in the research study stressed the importance of inclusive classrooms, of schools that care, and of strong community connections in order to promote learning. Connections with our students can create open lines of communication, which in turn can promote student achievement and help to offset poverty's negative effects on learning.

**Subba Reddy (2019):** Navaratnalu is in operation in Andhra Pradesh State from 30th May 2019 to provide various schemes to the beneficiaries viz, Farmers, Students, Mothers, old age Persons, Auto-walas, Weavers community, Fisherman community, Poor people in OC, BC, SC, ST, Minorities, and others for better living in the society.

The purpose of one Programme of Navaratnalu is to provide infrastructure facilities for all government schools on par with corporate schools and capacity building of the teachers to improve the quality of education in the state. Purpose of the study: The study tried to assess two issues, which are the impact of Manabadi-Nadu- Nedu/Education and to recommend suitable suggestions for the improvement of the schools under government control. Methodology: This empirical research adopted a quantitative method by distributing a schedule to 108 beneficiaries representing from four districts in Andhra Pradesh State. The data analyzed by using statistical techniques such as mean and percentages to assess the impact of the Manabadi- Nadu-Nedu/Education.

### Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 30 statements as perceived by the Students.

**Reliability and Validity:** For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Implementation of Manabadi Nadu Nedu Programme in Secondary School Students as perceived by students was 0.86 and for the validity of the scale it is based on the content and construct validity.

**Administration of Tool:** The tool was administered among students, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

**Data Collection:** The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

**Statistical Techniques Used:** The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, 't'-test and 'F'-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

**Table 1:** Overall perceptions of students towards Implementation Manabadi, Nadu Nedu Programme in Secondary School Students.

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Infrastructural Facilities	120	10	30	20.53	68.44	5.47
Structural Changes from the past to present	120	10	30	19.43	64.78	5.71
Free Provisions	120	5	15	14.45	96.33	1.24
Level of Satisfaction	120	5	15	12.23	81.50	2.42
Overall response	120	30	90	66.64	74.05	12.74

Table 4.1 shows that the, students expressed high perceptions with respect to the areas viz., Infrastructural Facilities, Structural Changes from the past to present, Free Provisions, Level of Satisfaction and Overall response towards Implementation of Manabadi, Nadu Nedu Programme in Secondary School Students.. The average for all the areas were 20.53,19.43,14.45,12.23 and 66.64 and the mean percentages for all the areas were 68.44%, 64.78%, 96.33%, 81.50%, and 74.05% on their total score.

**Table 2.** Significant difference among the perceptions of students based on their demographic variables towards Influence of Technology on Secondary School Students in Prakasam district

Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	60	71.28	12.80	4.27**	0.00
	Female	60	62.00	10.93		
Class	8th Class	60	68.42	13.00	1.54 <sup>NS</sup>	0.13
	9th Class	60	64.87	12.31		
Medium	English	60	59.93	6.30	6.77**	0.00
	Telugu	60	73.35	13.99		
Locality	Rural	60	69.42	12.18	2.44*	0.02
	Urban	60	63.87	12.78		

There is no significant difference between the perceptions of Students based on their class towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district. There is a significant difference among the perceptions of Students based on their gender towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district and male category Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their medium of instruction towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district and Telugu medium Students perceived high than that of the rest. There is a significant difference among the perceptions of Students based on their locality towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district and rural area Students perceived high than that of the rest.

#### 4. FINDINGS OF THE STUDY

1. There is no significant difference between the perceptions of Students based on their class towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district.
2. There is a significant difference among the perceptions of Students based on their gender towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district and male category Students perceived high than that of the rest.
3. There is a significant difference among the perceptions of Students based on their medium of instruction towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district and Telugu medium Students perceived high than that of the rest.
4. There is a significant difference among the perceptions of Students based on their locality towards Implementation of Manabadi Nadu Nedu Programme in Secondary School Students in Prakasam district and rural area Students perceived high than that of the rest.

## 5. CONCLUSIONS

### Highest Acceptance:

1. They received the school bags free from the state government.
2. They received the text books, work books and notebooks free from the state government.
3. They received the Uniform free from the state government.
4. They received the belt, shoes and socks free from the state government.
5. Their school have toilets with running water facility.
6. They received the English – telugu dictionary free from the state government.
7. All the students received all the free provisions in time.
8. They satisfied with the school development programme like manabadi nadunedu programme.
9. They felt the same comfort in school before nadunedu programme.
10. Their school have proper compound wall.

### Lowest Acceptance:

1. Their school have green chalk boards before mana badi nadu nedu programme.
2. Their school have English labs before mana badi nadu nedu programme
3. Their school have sufficient drinking water supply.
4. Their school have English labs
5. Their school have green chalk boards.
6. Their school have electrification with fans and tube lights
7. Their school have available furniture for students and staff before nadu nedu programme
8. Their school have sufficient drinking water supply before nadu nedu programme
9. Their school have additional classrooms before mana badi nadu nedu programme
10. Their school have available furniture for students and staff

### Suggestions:

- Nadu Nedu and Manabadi well-planned programs had, in many ways, helped the students.
- As education has increased the self-confidence level among the students of primary, higher, technical knowledge, the state like Andhra Pradesh, which is developing fast in almost all areas, people should be educated so that they become part and parcel of development.
- Steps may be taken by the skill development institutions and parents of the students to arrange useful courses for the benefit of the students.

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