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## ROLE OF RMSA FOR DEVELOPING SECONDARY EDUCATION IN NORTH EAST INDIA WITH SPECIAL REFERENCE TO BARPETA DISTRICT OF ASSAM



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### ABSTRACT

Since 1950, less focus was laid on Adults, adolescent and young persons up to the age of eighteen under the umbrella of Universalisation of Education. Generally Secondary education had rarely been covered in theoretically and all the activities were concentrated at elementary stage. Now demand raised on target towards Universalisation of Secondary Education across the country and presently, Government has focused on secondary education and undertaken various schemes and programmes for up-liftmen of the secondary education.

**KEYWORDS** :Developing Secondary Education , Special Reference ,Adults, adolescent .

### 1. INTRODUCTION

The expansion of secondary education, growth rate of various indicators etc are required to be analyzed differently and recurrently. Availability of schooling facilities, schools according to type & management, physical and teaching/learning facilities, average number of instructional rooms, ratio of upper primary to secondary schools, un-served habitations, pupil-teacher ratio, average number of teachers in a school, trained & female teachers, subject specialization & qualifications of teachers, student enrolment, retention rate etc. are some of the important indicators that required an in-depth analysis in preparation of Plan and budget. In today's global knowledge economy, education plays a crucial role in determining a country's economic growth and its people's standards of living. Education also enables countries and their people to succeed in the 21st century world. It has a vital role to play in

the development of one's personality. According to Census 2011, the total literacy rate in India is 74.04% wherein 82.14 males per 100 male are literate, and only 65.46 out of 100 females are literate. The gap between rural and urban literacy rate is also very significant in India. This is evident from the fact that only 59.18% of the rural population are literate against 75.69% urban population. The Government of India has put forward initiatives for achieving the goal of total literacy by launching various schemes and by making constitutional amendments. The Government of India has also enacted Right to education Act 2009 (RTE) as a fundamental right providing education access to all children up to age of 14 years. There are many problems, issues that hinder the future growth of the educational system of our country. In India the vision of Secondary Education as mentioned in the framework for implementation of Rashtriya Madhyamik Siksha Abhijan (RMSA) is to make good quality Education available, assessable and affordable to all young person in the age group of 14 to 18 years. We know that education system is divided into different levels such as pre-primary, primary, elementary, secondary, under graduate, post graduate level. This paper is attempt to discuss about the role of RMSA for developing secondary education in northeast India with special reference to Barpeta District of Assam. The main objective of this paper is to know regarding deferent schemes of students personality development under RMSA, to know different scheme under RMSA for development of the teachers, to know the effect of the deferent programme for professional development of the teachers, to know the role of SMDC for management and administrative development of the schools and to give some recommendation for development of secondary education through RMSA in Assam.

## 2.OBJECTIVES

The objectives selected for the particular study is given in the following:

- 1.To know the different schemes of RMSA towards students personality development.
- 2.To know the management of training programme under RMSA.
- 3.To know the effect of training programme for professional development of the teachers.
- 4.To know the role of SMDC in management and administrative development of the schools.

## 3.METHODOLOGY

### a) Population

288 participants of the 2 days non-residential training programme in Barpeta district.

### b) Sample

96 (30%) teacher participants represent the sample of the study.

### c) Tool

Opinionnaire Self Developed Scale Towards Role Of RMSA In Developing Secondary Education Is Used As The Tool Of The Study. It s a Five Point Rating Scale Which Indicates: Strongly Agree (0), Agree (1), Undecided (2), Disagree(3), Strongly Disagree (4) and vice versa

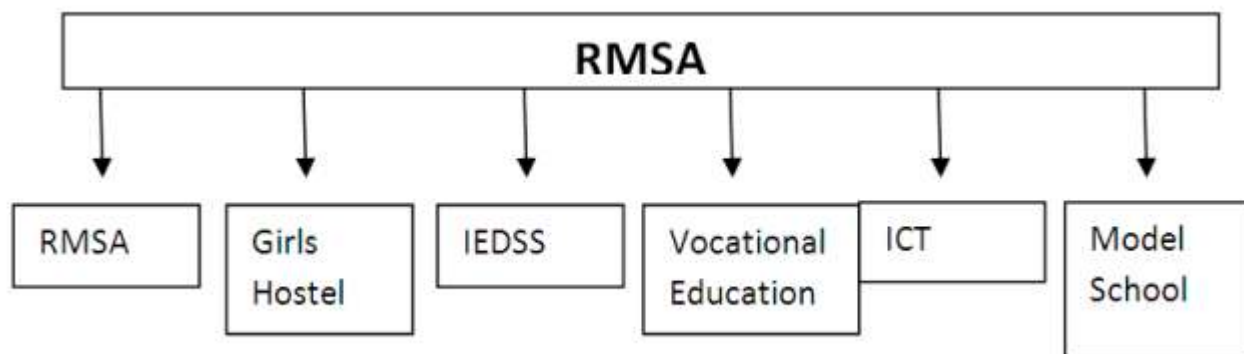
### d) Data Collection

distributing the opinionnaire scale to the participants collecting back the filled in scale.

### e) Statistical Technique

simple percentages, averages are used

#### 4. Different schemes of RMSA towards students personality development in ASSAM



##### 1. Under RMSA

1. Kala Utsav :--It plays a major role in creating awareness of Assam's rich cultural heritage and it also promotes active participation of students with special needs.
2. Excursion Trip:--RMSA has been successfully organizing excursion trips in all district of Assam for students of class 9th within the state.
3. Science Exhibition:--A 3 day Science Exhibition is held by RMSA to stimulate interest in science and technology among students.
4. Teacher Training:--Deferent teacher training programme for the teacher held under RMSA Assam.Total-5000social science ,1784 hindi teacher,4909 science teacher,6049 nos of maths teacher took the training at all District of Assam.

##### 2. Girls Hostel

The girls hostel scheme is launched keeping in view huge historical deficit in girl's education and to provide access to girls to secondary schools in such a way that they are not require to cover huge distance. Initiative have been started for construction of 100 bedded Girls Hostel in 81 nos of Educationally backward Blocks.

##### 3. Inclusive Education for Disabled at Secondary Stage(IEDSS)

This scheme has been launched for providing assistance for inclusive education of disabled children in class 9th to 12th .In Assam under this scheme resource room are established in 90 nos of secondary schools ,57 nos of special educator appointed for supporting the special need children.

##### 4. Vocational Education

This scheme is a new scheme in the field of vocational education. Vocational Education is being implemented in 59 nos of schools and total 118 nos of vocational teacher have been appointed .

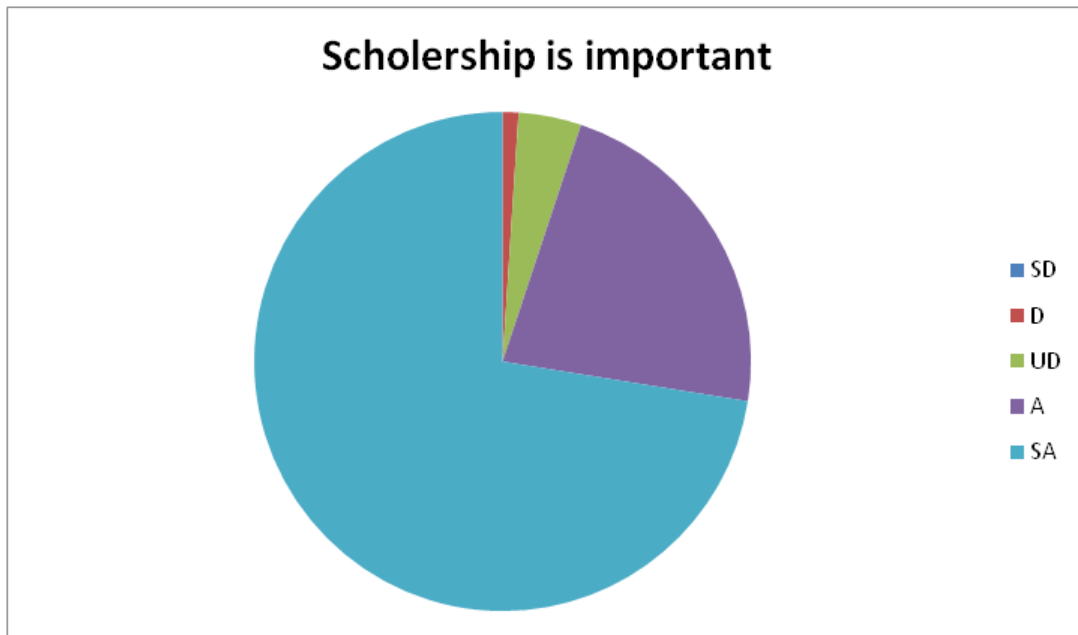
##### 5. ICT at School

The scheme has been implemented in 2209 nos of High and Higher Secondary schools in the state during 2014-15.

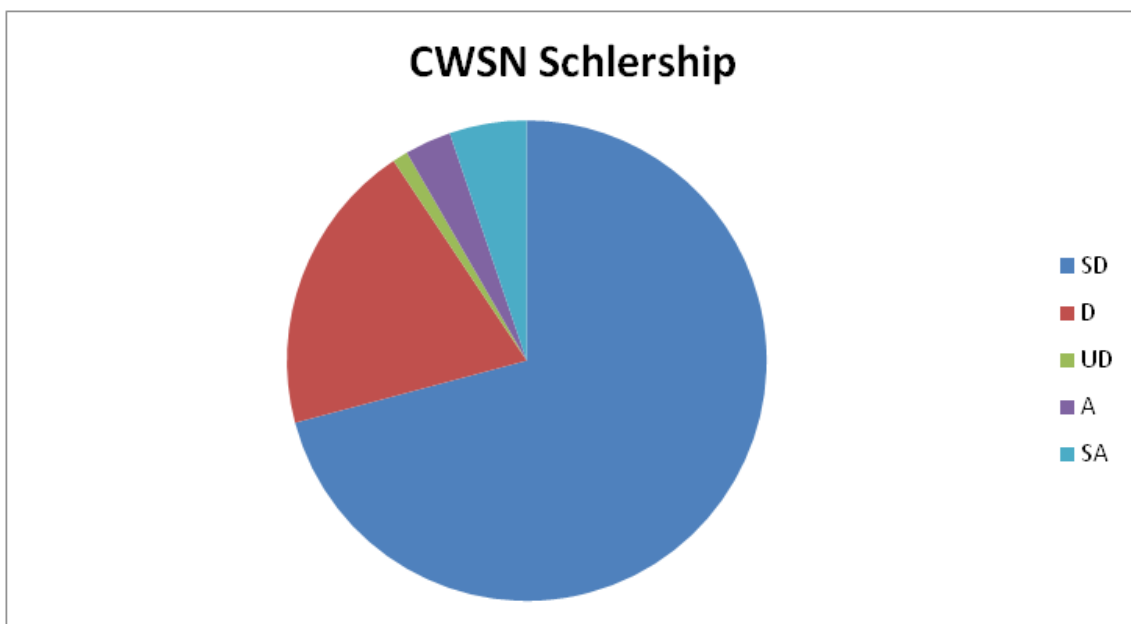
##### 6. Model School

Out of 81 nos of target model school, approval for construction has been received for 77 model schools .Total 14 nos of model schools have been started from the month of January 2015.

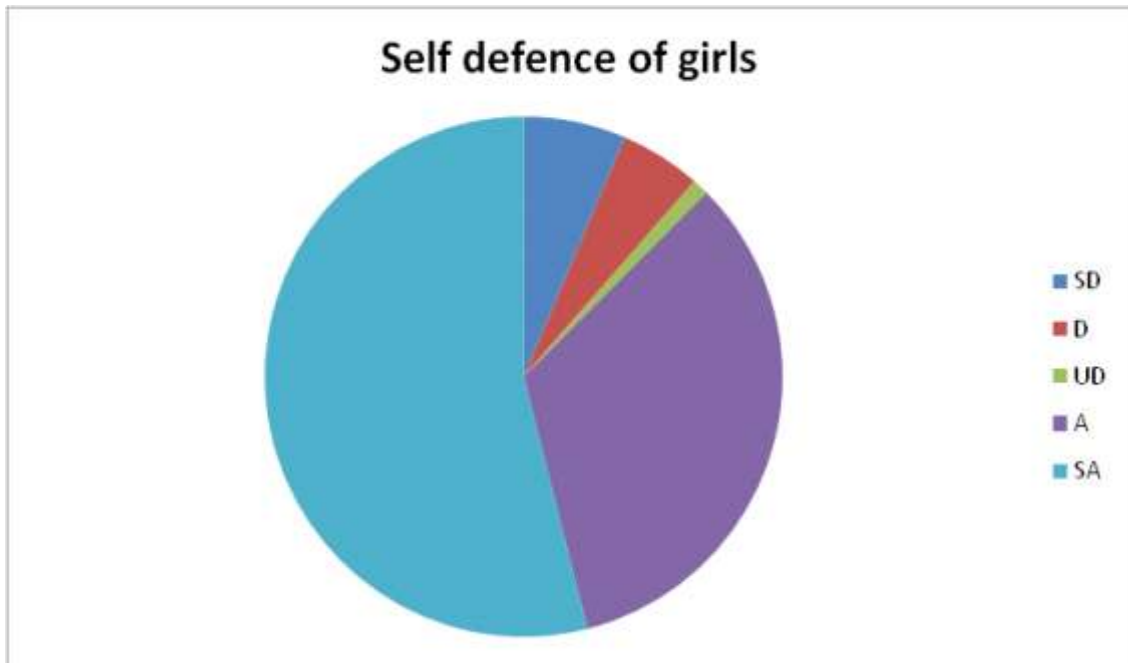
5.Data analysis:-- As per the response collected by the data Opinionnaire scale from the teachers the data analysis is done.



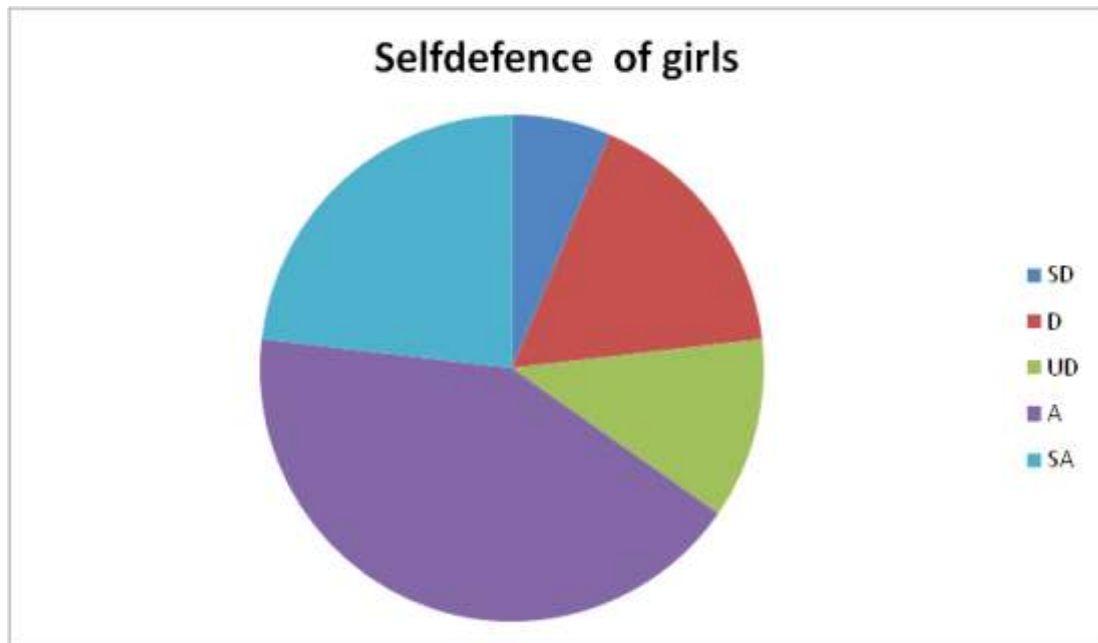
Regarding importance of scholarship for the students 69% strongly Agree. 22% Agree 4% Undecided ,1% Disagree and 0%Strongy Disagree.



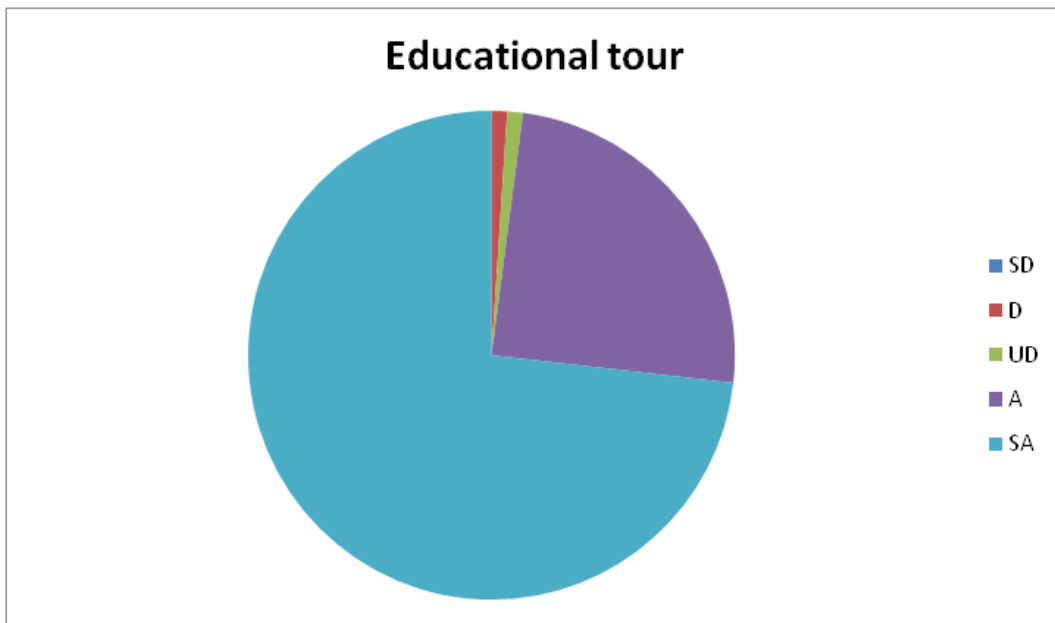
2. Regarding CWSN scholarship is not importance for enhancement of CWSN 68%Strongy Disagree,20% Disagree,1% Undecided ,3% Agree and 5% strongly Agree.



3. Regarding self defense programme of girls students which will increase self confidence of the girls, 69% strongly Agree, 22% Agree, 4% Undecided 1% Disagree, and 0% Strongy Disagree.



4, 6% Strongy Disagree, regarding self defense programme of girls students will not decrease the educational environment of the student, 16% Disagree, 11% Undecided, 40% Agree and 22% strongly Agree.

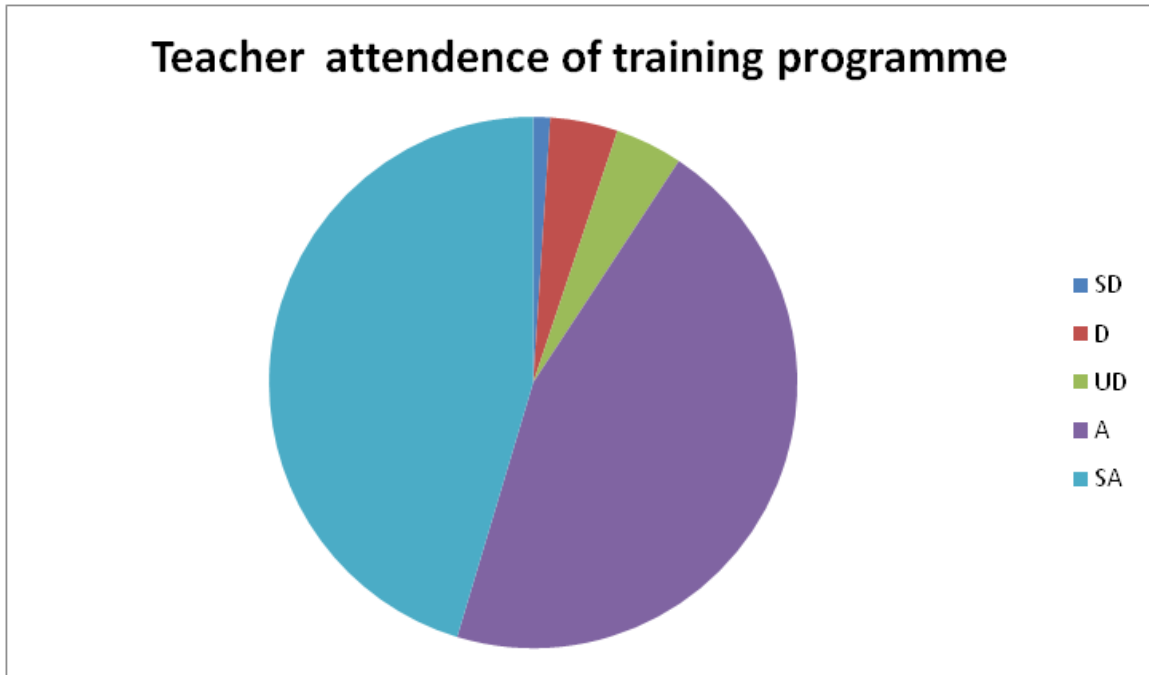


5, 71% strongly Agree regarding educational tour of students will help the personality development of the students , 24% Agree , 1% Undecided, 1% Disagree and 0%Strongy Disagree,



6, 50%Strongy Disagree regarding training programme should not be available for professional development,26% Disagree,2% Undecided ,3% Agree and 15% strongly Agree.





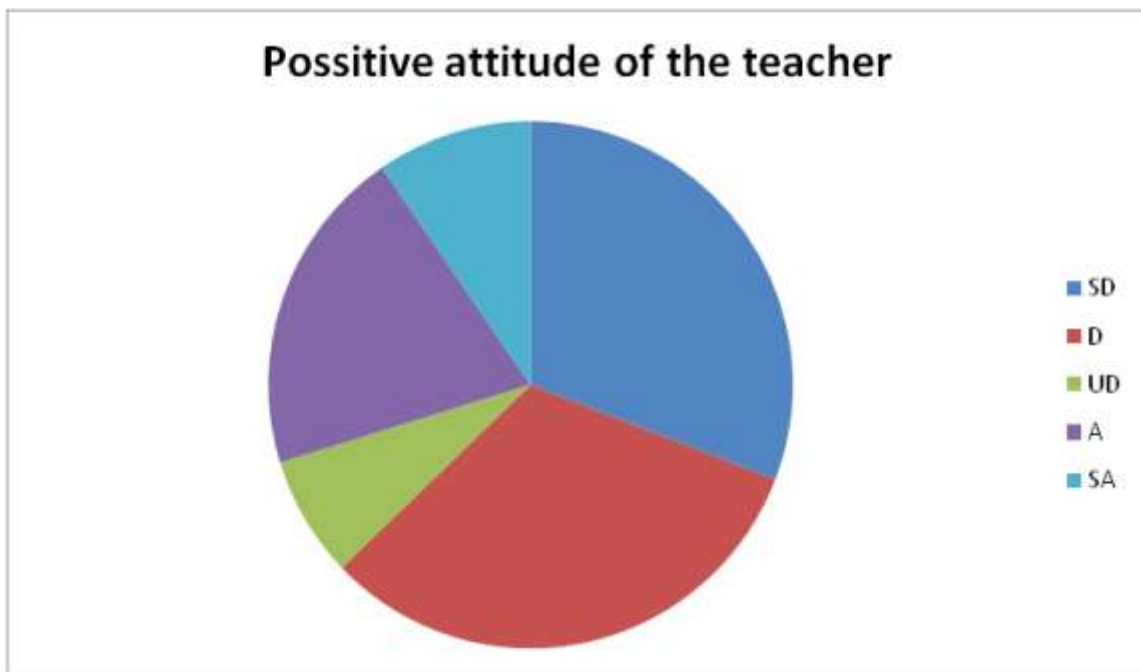
7.Regarding teacher attend training programme regularly 1%Strongy Disagree,4% Disagree,4% Undecided ,44% Agree and 44% strongly Agree.



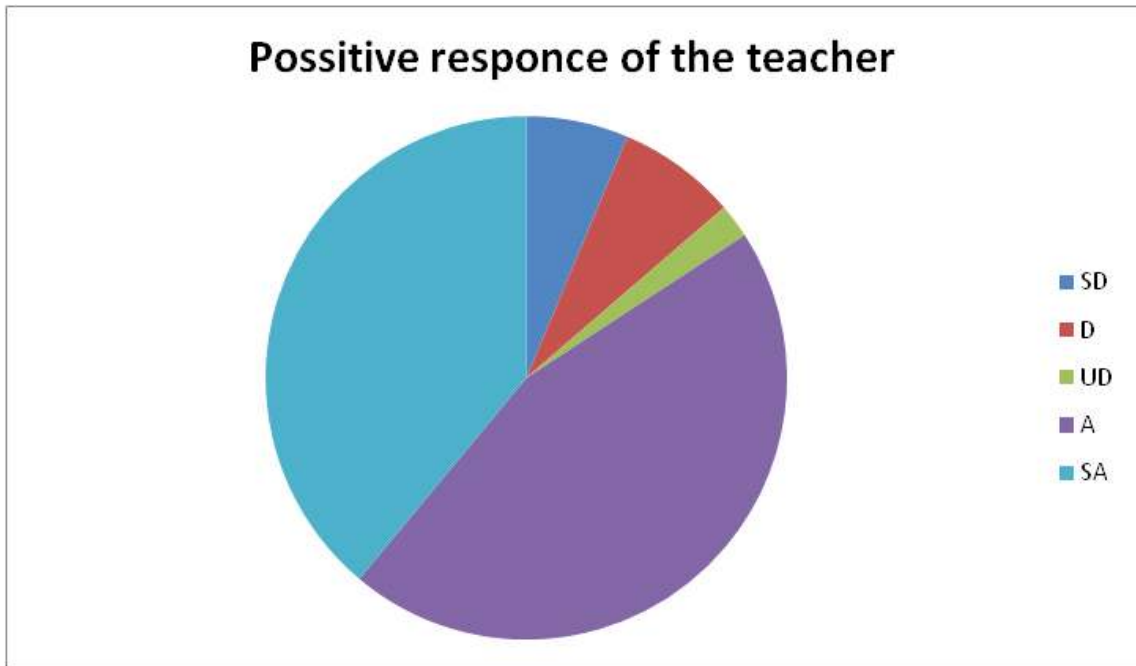
8. 16% strongly Agree, that training programme is not organized at the appropriate time of the year 43% Agree , 7% Undecided , 17% Disagree and 14%Strongy Disagree,.



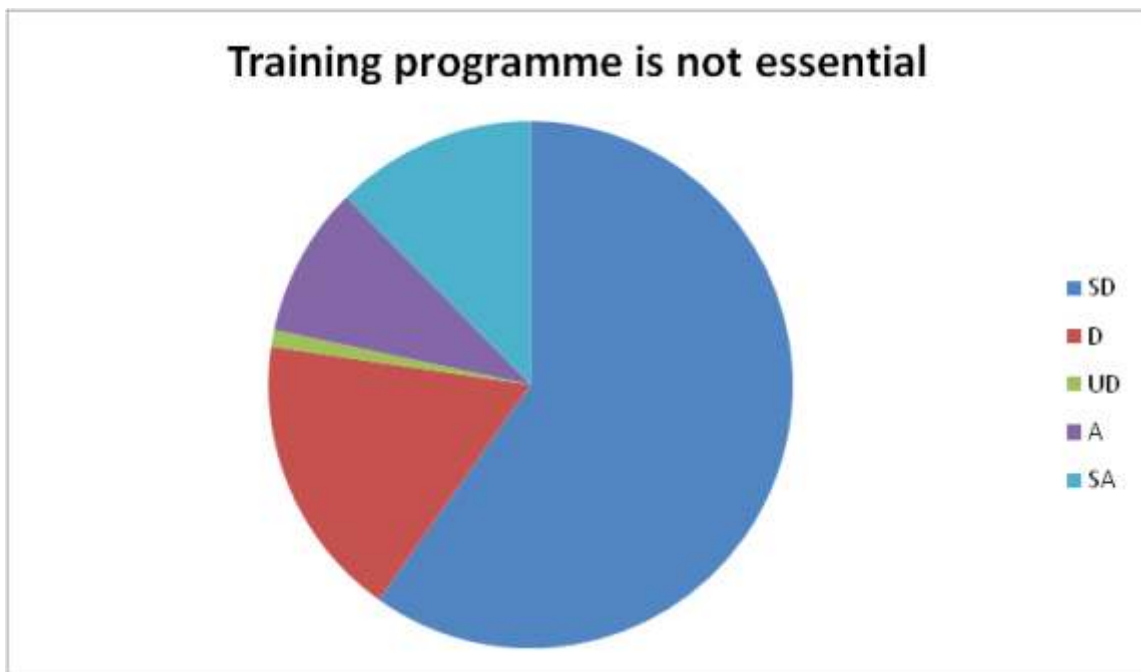
9.Regarding management of the training programme is appropriate 4%Strongy Disagree,6% Disagree,7% Undecided ,66% Agree and 18% strongly Agree.



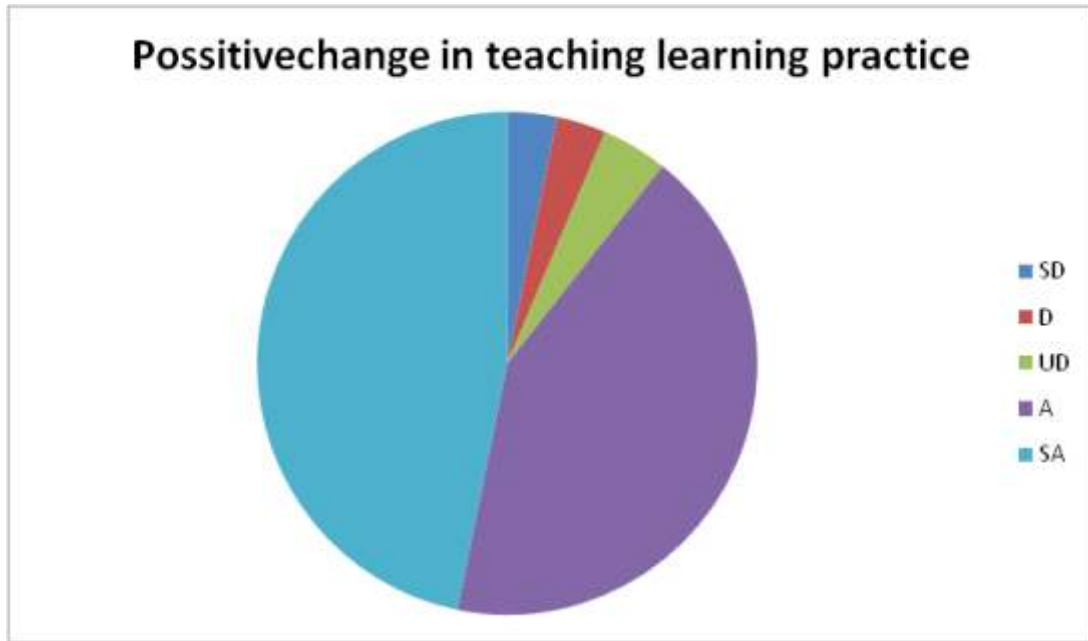
10.Regarding positive attitude of the teacher towards training programme 29%Strongy Disagree,30% Disagree,7% Undecided ,19% Agree and 9% strongly Agree.



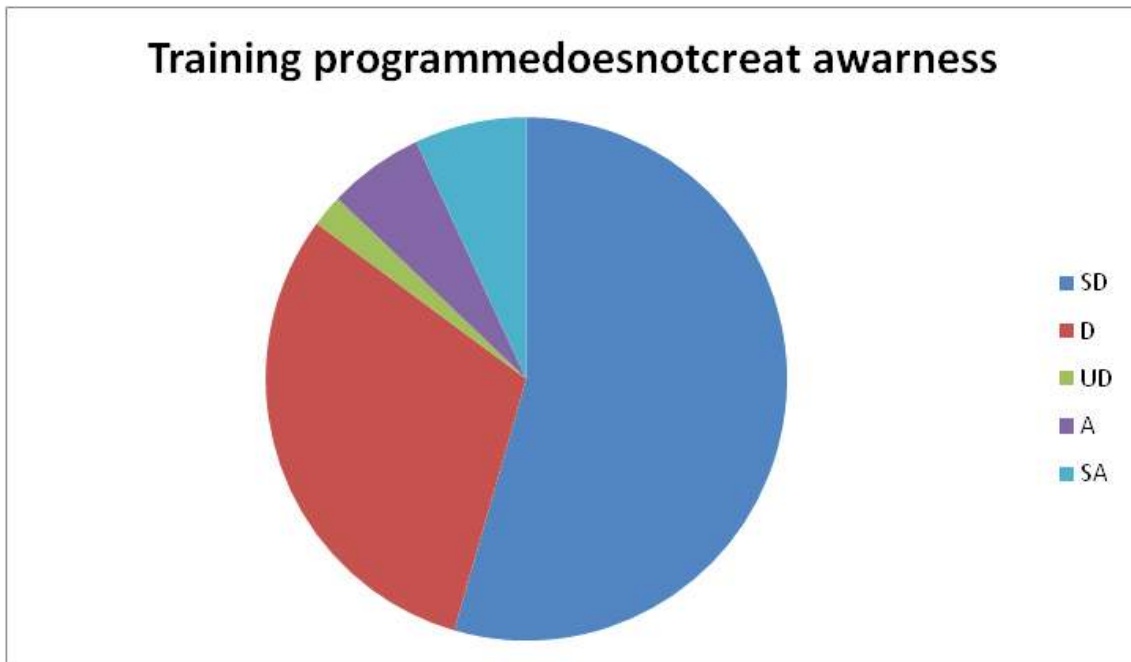
11 Regarding positive response of the teacher towards training programme 6% Strongly Disagree, 7% Disagree, 2% Undecided, 43% Agree and 37% strongly Agree.



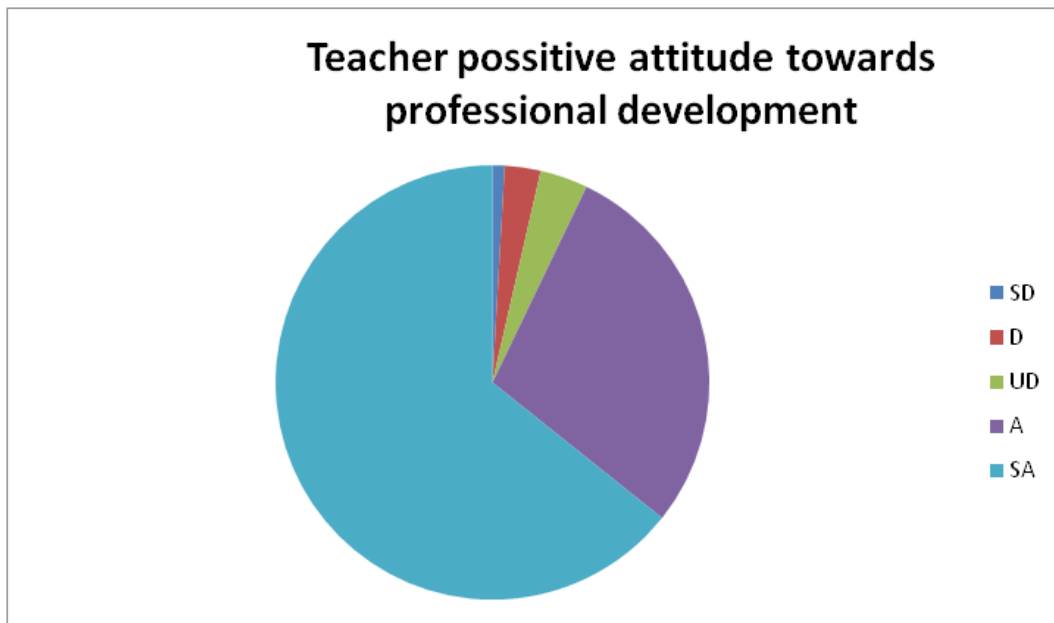
12. 58% Strongly Disagree regarding training programme is not essential for professional development of the teacher, 17% Disagree, 1% Undecided, 9% Agree and 12% strongly Agree.



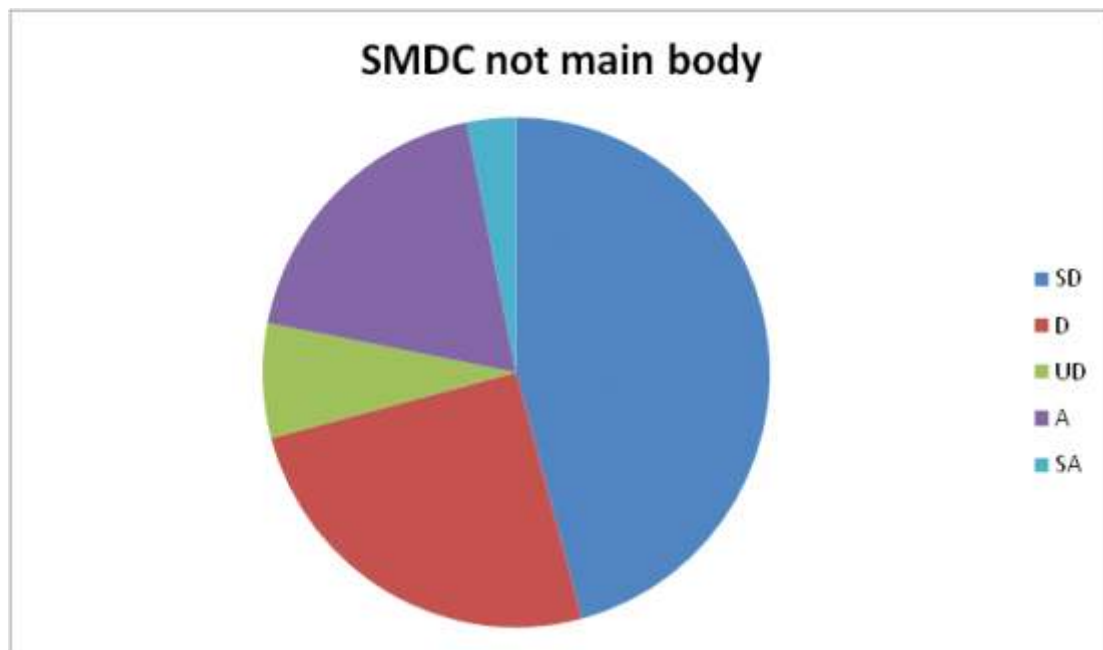
13. 44% strongly Agree that positive change in teaching learning practice of the teacher personality after attending training programme, 40% Agree, 4% Undecided, and 3% Disagree. 3% Strongly Disagree.



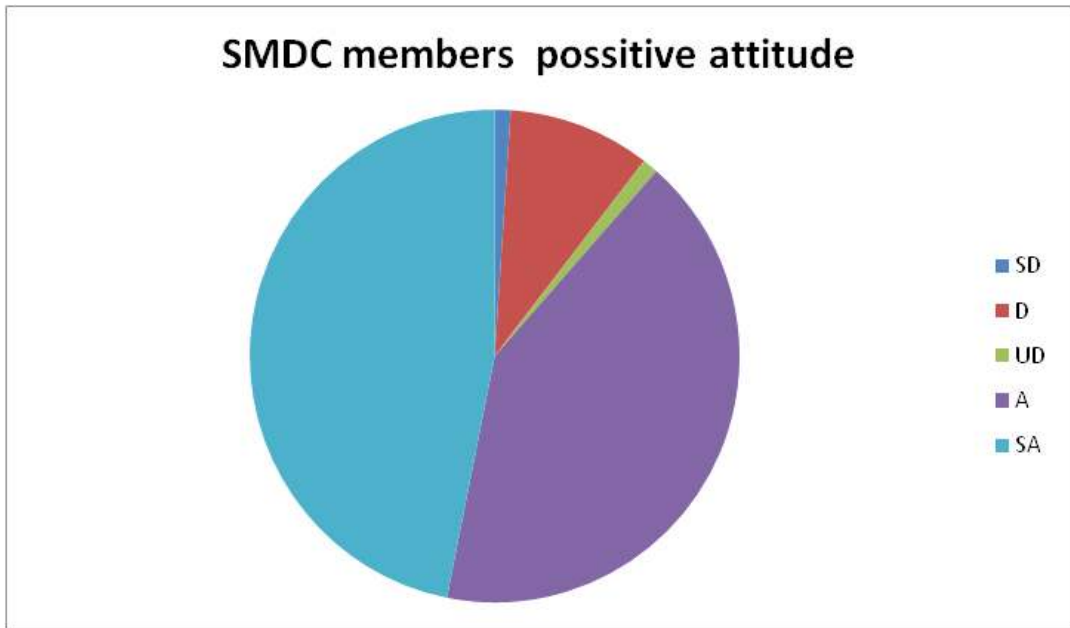
14. Regarding training programme does not create awareness for professional growth of teacher 55% Strongly Disagree, 31% Disagree, 2% Undecided, 6% Agree and 7% strongly Agree.



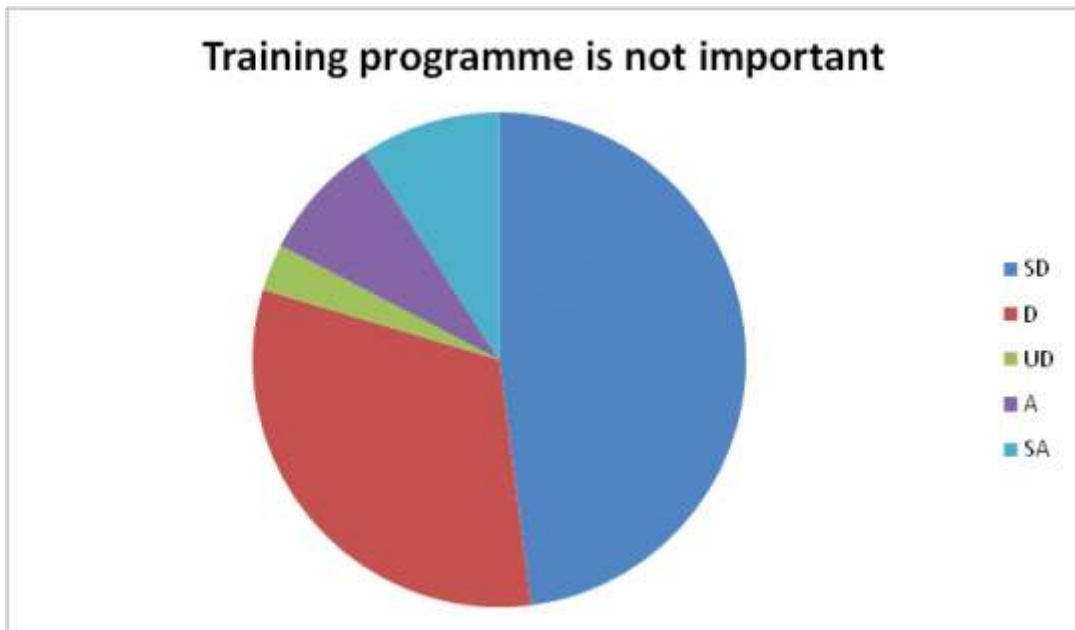
15. Regarding teachers have a positive attitude towards their professional development 1 %Strongly Disagree,3% Disagree,4% Undecided ,32% Agree and 72% strongly Agree.



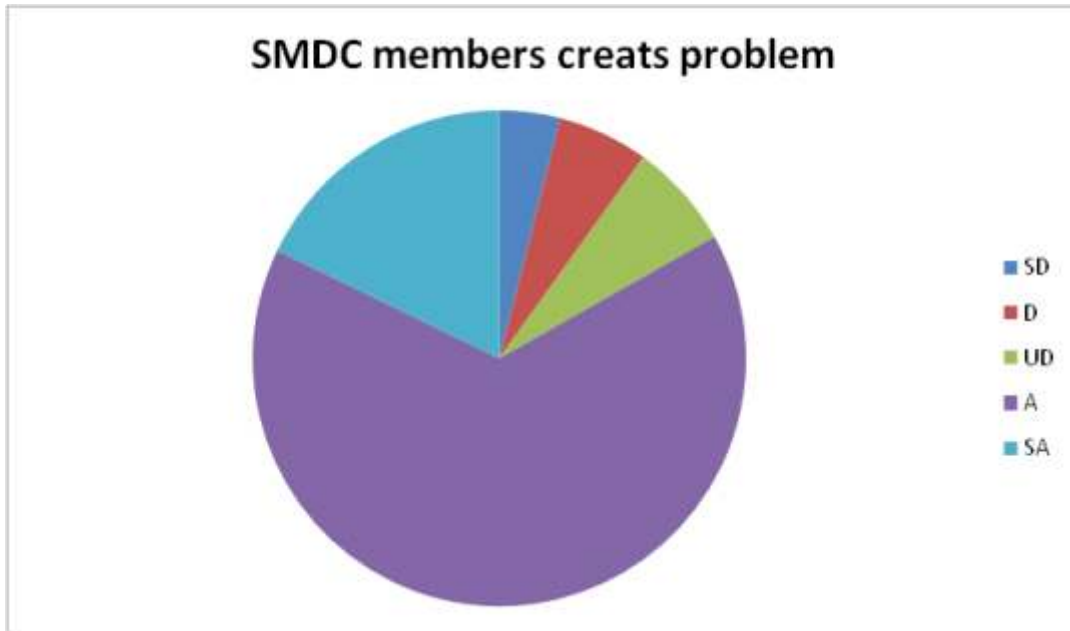
16. Regarding SMDC is not the main body for the development of the school 44 %Strongly Disagree,24% Disagree,7% Undecided ,18% Agree and 3% strongly Agree.



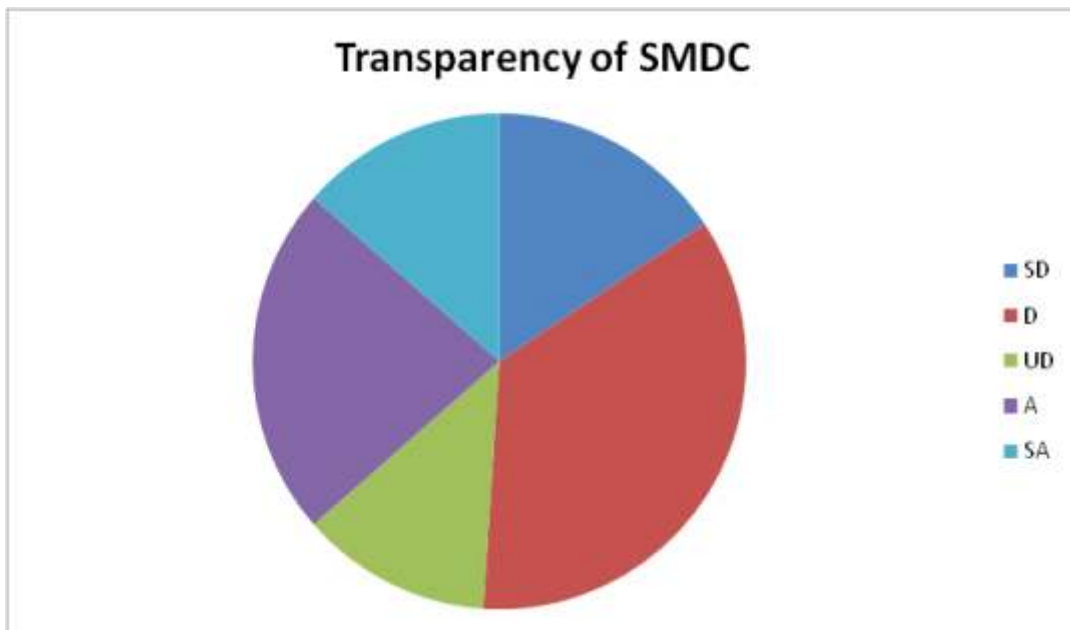
17. 45% strongly Agree regarding all members of the SMDC have positive attitude towards the schools, 40% Agree, 1% Undecided, 9% Disagree and 1% Strongly Disagree,



18. Regarding training programme of SMDC is not important for all round development of the school 47% Strongly Disagree, 31% Disagree, 3% Undecided, 8% Agree and 9% strongly Agree.



19. 27%Strongy Disagree that SMDC members create problem in the schools ,36% Disagree,8% Undecided ,15% Agree and 9%strongly Agree.



20. Regarding transparency should not be maintained when SMDC completed the work 15%Strongy Disagree,34% Disagree,12% Undecided ,22% Agree and 13%strongly Agree.

## MAJOR FINDINGS

1. From the data we can see that students scholarship at class 9th will increase the enrollment of the students including CWSN .
2. Self defense of girls students should be a part of school curriculum.
3. Educational tour of students is important for the personality development of the student but the tour should be in the vacation time.
4. Training programme is needed for professional development of the teachers.
5. Most of the respondent needed the training programme of the teachers should be beginning of the year in January month.
6. Data said the management of the training under RMSA is good in Barpeta District.
7. Data also said till date the attitude of teachers towards training is not satisfactory ,though data also said teachers needed training programme.
8. The respondent said that after attending training positive change in teaching learning practice of the teacher is possible.
9. There is less cooperation among the members of SMDC .

## SUGGESTIONS

Some suggestion is mentioned below for the improvement of the quality of secondary education system.

- a) Multi intelligence of the learner can be focused greatly in our education system.
- b) Some job oriented courses should be introduced at school course content for the poor students.
- c) New breed of teachers are required in the education system.
- d) Refresher course of the teachers is important for making them up-to-date with the need of the time.
- e) Participatory style of management is lacking in our educational system.
- f) Education is a responsibility of all including school administration, SMDC ,teachers ,society ,policymaker etc
- g) Quality job based education is most required in the education system of Assam.
- h) Regular updating of the teachers position in schools is not taken seriously in Assam.
- i) Teacher evaluation programme is totally absent for growth and development of the teachers.
- j) Life oriented value based education is one of the challenging issues and problems in the education system of Assam.
- k) Solidarity from teachers' part is missing in the education system of Assam..
- l) There are many teachers who are in the job of teaching because of gain of profit to sustain themselves only and not as a vocation to develop their career.
- m) Use of Technology in school yet to start in provincialized schools of Assam.

## 4. CONCLUSION

Though there is big range of differences in the private with the government undertaking schools in Assam. RMSA in Assam is now focusing on the issued why the enrollment of the govt school become poor and what will be the way to increase the enrollment ration of the schools. With the introduction of Rashtriya Madhyamik Siksha Abhijan(RMSA) for secondary education from 2009 the scenario of the secondary education in Assam improved and we can claim a better future in the secondary education system in the coming days in Assam.



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