

"DEVELOPMENT OF EDUCATION IN  
NAGALAND  
IN POST INDEPENDENCE PERIOD"

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## C E R T I F I C A T E .

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This is to certify that the thesis entitled "Development Of Education In Nagaland In Post Independence Period" submitted by L.Temjenkaba, for the Degree of Doctor of Philosophy embodied the record of original investigation carried out by him. He has been duly registered and the thesis presented is ready and fit for submission to North Eastern Hill University for the award of the Ph.D degree. To the best of my knowledge, this work has not been submitted earlier in any University.

Place : Kohima

Dated : December 6, 1993

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-----

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Dated Kohima  
the      th Dec. '93

  
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## 1.0 INTRODUCTION

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Education is the key to unlock the main gate of civilization and modernization. It is the most important element in the process of development which is not only a saying but a reality. It determines the level of economic prosperity, welfare and security of the people. Education is not the only instrument to bring social, economic and political changes but it is also a solution for international peace and provide security and better understanding among the different nations. It is also an agent for transmitting, preserving and modifying the socio-cultural problems of the society.

Education in the early days was purely informal. In the past, to educate a child or to prepare a child was very simple. The parents handed down all sorts of knowledge, practical techniques along with a clearly defined highly traditional set of values. With the growth of civilization, changes took place and the way of imparting knowledge by the parents was replaced by a set of persons called teachers. But the education was static. The major emphasis was on the development of intellect. Moreover, curriculum was bookish and rigid and the discipline was authoritarian.

At the beginning of the 18th century, there appeared a considerable reaction against this narrow view of education. Initiated by Rousseau, Pestalozzi, Froebel, Montessori, Cock and John Dewey in the west advocated far reaching changes in

the theory and practice of education. Similarly, in India Tagore through Shantiniketan and Vishwa bharti and Mahatma Gandhi through his idea of free, universal and compulsory primary education brought a drastic change in the system of education in India.

More recently in the middle part of the 20th century, a remarkable trend was witnessed in United Kingdom and United States of America with the introduction of technology in education. Same thing is now reaching every nook and corner of the world and our country is also not an exception to that. Now the world has become the "Age of Science and Technology". It has, therefore, become essential to create an understanding in all minds towards science and technology. Faure in the UNESCO 'Learning to be' stated :

'An understanding of technology is vital in the modern world, and must be a part of everybody's basic education. Lack of understanding of technological methods makes one more and more dependent on others in daily life, narrows employment possibilities and increases the danger that potentially harmful effects of the unrestrained application of technology - for example, alienation of individuals or the pollution - will finally become overwhelming.'<sup>1</sup>

Jawaharlal Nehru was strongly in favour of Scientific pursuits and technical training. He stated :

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1. Faure : UNESCO Learning To Be : p.66.

"We may be scientist for science today is at the back of everything; or we may be engineers or those who apply science to man's everyday needs; or doctors who apply science to lessen human suffering and root out diseases by hygiene and sanitation and other preventive measures, or teachers or educationist training all ages from babies upto grown men and women upto date modern farmers on the land increasing the yield of the land by new scientific devices and thus adding to the wealth of the country."<sup>2</sup>

Education is also regarded as one of the most important instruments of bringing change in the society. No nation can think of social, economic or political development without ensuring abundant supply of highly educated and skilled people. The Government of India in setting up the education commission, observed that :

"Education is the key to National prosperity and welfare and no investment is likely to yield greater returns than investment in human resources of which the most important component is education".<sup>3</sup>

The Education Commission (1964-66) in its Education and National objectives remarked that :

"In a world based on Science and Technology it is the education that determines the level of prosperity, welfare and security of the people. On the

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2. Selected works of Jawaharlal Nehru : Vol VI. p.497.

3. Rai B.C and Shukla U.C : Kothari Commission Report : p.4.

society. Adequate financing for education and proper manpower planning should also be given the top priority. A co-operative role should be played by the Government, community and the teachers as it is a collective responsibility for bringing change in a society. It is also essential that the content of the curriculum and the educational structure should be evaluated from time to time and should bring these changes which lead to better progress.

Realising this importance, after the Independence, the Government of India directed their efforts to evolve a better system of education in accordance with the needs and aspiration of the country. A number of commissions and committees were appointed from time to time to review and suggest ways for the betterment and development of education in the country and some of their recommendations were implemented. Moreover, education was made a state subject so that each state will pool its resources for giving higher impetus to education. In spite of all these, yet there is widespread dissatisfaction in the field. So far it does not satisfactorily provide free and compulsory education upto the age of 14 years. It has poor standard of education in secondary and university education. The existing system of education has not been able to keep pace with the changing socio-economic conditions, mass literacy and the quality of education in the state. There is, therefore, great need for qualitative improvement keeping in view the national progress and policies of the country.

Unlike other States in the country, for a considerable length of time, Nagaland remained unaffected by the progress of modern civilization. It was the Christian Missionaries from the west who appeared in Nagaland in the early 1870's and opened the eyes of the Nagas towards education. But the people did not show much interest and the progress of education was very slow. At the time of the independence of India, there were only 225 primary, 27 middle and 3 high schools in the entire Naga Hills. (In 1963, when Nagaland was declared as the 16th state of the Indian Union, the progress of education was not satisfactory. After the independence of India, the Government laid more stress on the expansion and development of education amongst the backward and hill people. Many schools were opened by the Government and the private bodies. But during insurgency in the Naga Hills many schools were closed down. In spite of this the enthusiasm of the Nagas for education fortunately had not ceased. Many Naga boys and girls attended schools and colleges outside the Naga hills.)

(After the attainment of Nagaland a full fledged state in 1963, the progress of education was visible. The immediate need of education was included in the plan period and the education began to develop in the state.) Besides opening of new schools, a good number of primary schools were upgraded to middle schools and the middle schools to high schools. (With a view to avail / chance for higher studies the NEHU started its constituent campus at Kohima in 1974 and first academic department in 1978.) Moreover, the Indira

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6. Ghosh, B.B : Mokokchung District Gazetteers : p-194

Gandhi National Open University (IGNOU) New Delhi established its first study Centre in 1987 to provide higher education to the people.

With the result, the literacy percentage has gone higher than that of the Nation. According to 1981 census, the literacy percentage was 41.99.

## 1.1 HISTORICAL DEVELOPMENT OF EDUCATION IN INDIA

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### EDUCATION IN ANCIENT INDIA

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Education in India is not a recent origin. It can be traced back to the Vedic period. The people had great reverence and love for education. Since their first appearance in authentic history, they enjoyed the reputation of being a learned man. During the Vedic period, education was religious centered and used as a powerful agent for self-realisation. Therefore teaching was taken up by teachers as a labour of love and by the students as a part of training for culture and citizenship. But unlike today, the pupils have been away from the haunts of din and distraction of the material world and the forest and the countryside were the centres of education. In those days, writing was on leaves and barks of trees and the instruction was mainly oral. The essentials of Vedic education was the system of pupils living with their teacher under formal studentship. The pupils sitting at the feet of his teacher learned all the intricate problems of life through listening, intellection and meditation. The nature of the vedic education changed with the emergence of Aryans and Buddhism.

During ancient period there were two significant impacts on education - the impact of Aryan civilization and the Buddhistic influence. During the beginning of the Aryan period, education was not free and universal. It was confined to the priestly class only which later spread to the castes of

Kshatriyas and Vaishyas. Later on, a system of education was developed in the Hindu society. There were three types of learning viz, the Patshala, was the elementary school; the Tol was a higher institution for learning and the Parishad was the assembly of the learned Brahmins.

Buddhism came into existence about 600 B.C and education during this period took on a different character. Education during this period was open to all irrespective of caste, creed and sex. The main educational centres of Buddhism were Viharas or Monasteries where children were taught by monks and nuns. The entire educational system was religious as well as secular type of education. There were seven well known Universities viz, Nalanda, Vallabhai, Vikramsila, Jagadhala, Mithila, Udantapuri and Nadia. Universities like Takshashila and Nalanda became great Universities which had acquired an international reputation.

#### EDUCATION IN MEDIEVAL INDIA

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With the advent of the medieval period, the muslim rulers discouraged Indian educational system by establishing parallel educational system known as Muslim or Islamic education. Like the Hindus, the Muslims had two types of Schools - Maktab and Madrassah. The Maktab was like the Hindu elementary school Patsala and was attached to the Mosques. The main objective of the Maktab education was to teach boys and girls to read and write Arabic scripts and especially to read Holy Quoran. The Madrassah was like

the Hindu Tol which prepared man for the professions of doctors, judges, priests etc. During this period, some of the rulers from different dynasties like Mohammad Ghauri, Ultaash, Razia, Balban, Ghiyasuddin, Muhammad Tughlaq, Feroz Shah and Akbar encouraged and contributed much to the growth of muslim education in India. But muslim education could not grow into popularity inspite of state patronage, whereas the Vedic education spread throughout the country even without any patronage of whatsoever description.

## EDUCATION DURING THE BRITISH PERIOD

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### EFFORTS OF THE EAST INDIA COMPANY (1765-1813)

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The EIC which came for trade to India became a ruling political power after the battle of Plassey in 1757 and Grant of Diwani in 1765 and therefore the responsibility of education in native India became a legal responsibility for the EIC. In the beginning, the company had no interest in educating the native Indians because they were more interested in making profits from their trade and to expand their empire. But along with the expansion of the company's activities, the number of english officer increased and the education of their children became necessary. Secondly, it became necessary to train Indian people for minor clerical jobs of the company. Thirdly, it became very important to train some Indians to help them in the

interpretation of Hindu and Muslim Laws. They therefore started some schools and colleges in India. Besides this, the Christian missionaries who came to look after the spiritual welfare of the English people working in India also took part in educating the Indians.

#### EFFORTS OF BRITISH PARLIAMENT (1813-1853)

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At this juncture when the EIC was not willing to take any official responsibility for the education of the people as a whole, in 1813 the Charter Act was reviewed and the following clause was inserted in the chapter :

".....a sum of not less than one lakh of rupees in each year shall be set apart and applied to the founding and maintaining of colleges, schools, public libraries and other institutions for the revival and improvement of literature, and encouragement of the learned natives of India, and for the introduction and promotion of knowledge of the science among the inhabitants of the British territories in India"<sup>7</sup>

Thus it paved the way for (1) the missionary to go to India to work in the Indian territories of the EIC for the education of the Indians and (2) The EIC to accept the responsibility for the education of Indians on the Doctrines of secularism and conservatism.<sup>8</sup> Therefore from 1813-1853, a good number of schools and colleges were established and laid the foundation of a state system of education in India.

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7. Kochhar, S.k. : Pivotal issues in India Education. P.6  
8. Kaur, Kuldip. : Education in India (1781-1985). P.26

## POLICY OF EDUCATION UNDER THE BRITISH RULE (1854-1900)

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The Charter Act of the Company was renewed after every 20 years. Hence in 1853, when the time of renewing the Charter Act approached, there was a felt need to adopt some definite and stable educational policy. Consequently, a select committee of House of Commons was set up to enquire into the progress of education in India and eventually led to the emanation of Wood's Despatch in 1854. This Despatch ushered a new era in the history of Indian Education and can be rightly called 'the Magna Carta of Indian Education' as it laid the foundation of our present system of education. After 1854, Indianization of education taken place gradually; Universities were established in Calcutta, Bombay and Madras in 1857; Collegiate and secondary education achieved a marked level of progress from 1857-1882. In spite of the achievement, it was not expanded as expected in the Despatch of 1854 and 1859.

Therefore in order to make a comprehensive review of educational conditions, Lord Ripon, the then Viceroy of India appointed the first Indian Education Commission on february 3, 1882 under the chairmanship of William Hunter. The commission made far sighted recommendation and there was a rapid expansion of education at all levels of education. Moreover, "the year between 1880 and 1900 witnessed a rapid growth of private schools and colleges run by Indians that in 1901-1902, Indian private enterprise was the most important agency for spreading western

education among the people. This marked the rapid westernization of educational system along with the Indianization of its agencies."<sup>9</sup>

#### RISE OF THE SPIRIT OF NATIONALISM (1901-1920)

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When Lord Curzon became the Governor-General in January, 1899 he was attracted towards the prevailing condition of education in India. In 1901, he therefore convened a conference of the Director of Public Instruction at Simla known as Simla Conference of 1901. Again on 27th January 1902, The University Commission was appointed by Lord Curzon. The objective of the commission was to reorganise and strengthen the existing sys of education. The commission made valuable suggestions to stabilize the Universities and the outcome of the commission's recommendation was the passing of an Act by the Imperial Legislative Council known as 'Indian Universities Act' which came into force on 21st March, 1904.

During this period, the nationalist movement brought the question of mass education. Gopal Krishna Gokhale, who was a member of the Imperial Legislative Council introduced a Bill for free and compulsory primary education. But the Bill was rejected by the Imperial Legislative Council. Though he failed, he obtained support from the Indians and the consciousness for mass education developed. Therefore in 1910, the Indian National Congress and the Muslim League passed a resolution in favour of free and

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9. *ibid.* P. 29

compulsory primary education. As a result, the Government itself had to review its policy on education and declared an educational policy in 1912. In 1913, the Government of India issued another resolution on education. The resolution contained many valuable suggestions on different aspects of education. One of the main contribution of resolution on Educational Policy 1913 was the formulation of a new policy on Secondary and University Education. The need for educational research was acknowledge for the first time in the Government Resolution on Educational Policy in 1913. But due to the great world war (1914-1918), it remained only a document of Historical importance.

#### AN ERA OF EDUCATIONAL REFORMS 1921-37.

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In this era of educational reforms a satisfactory improvement and expansion of education was taken place in different sectors of education. Along with the increase of institutions the enrolment of students was constantly on the increase. The appointment of Hartog Committee which submitted its report in September 1929 and the appointment of A. Abbott and S.H. Wood in 1937, to advice government on some problems of educational reorganisation and particularly on the problems of Vocational education brought a drastic change in the system of education in India. This Committee also proposed the introduction of diversified curricula the secondary level and placed more emphasis on industrial and commercial subjects.

## A DECADE OF PROVINCIAL AUTONOMY 1937-1947.

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During the short term in office, the provincial ministers dealt seriously with education. An attempt was made to study Indian education from the national point of view. Various schemes like exploratory, executive and experimental in nature were undertaken. Moreover, certain bold experiments such as Wardha Scheme of Basic Education was also undertaken by the Provincial Government. In spite of various plans and programmes to be undertaken for the development of education in India, not much attention could be given between 1946 and 1947 as it was dominated by intense political agitation. But one of the important achievements of the period was the setting up of the Central Advisory Board of Education (CABE) set up by the Government of India in 1944. The Board submitted a report on the post-war educational development in India. The report was popularly known as the Sargent Report after Sir John Sargent who was the then Educational Advisor to the Government of India. The Sargent Report recommended universal, compulsory and free primary education for all children between the ages of 6 to 14. The recognised high schools were to be of two types—academic and technical. It also advocated the development of Adult Education. Now after a period of more than a century (1765-1947), the Britishers left India and education became the responsibility of independent India.



TABLE 1.1

Showing the number of educational institutions in 1947<sup>10</sup>

Type of Institutions	No. of Institutions
1. Universities	17
2. Colleges (Arts & Science)	297
3. Inter Colleges	199
4. High Schools	5,297
5. Middle Schools	12,843
6. Primary Schools	1,72661
7. Engineering & Technical Colleges	16
8. Training Colleges	42
9. Other professional Colleges	82
10. Engineering & Technical Schools	615
11. Training Schools	650
12. Other Special Schools	11,104
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	2,03,873

Education after the Independence of India.

Despite opportunity many problems were there in the field of education. Some of the important problems were the expansion of facilities for mass compulsory primary education, reform of the secondary and University education, to develop Vocational and technical education, to reorganised the struture of educational

10. Rawat, P.L. : History of Indian Education. P.248

administration. Therefore, a number of Commissions and Committees were appointed to review and recommend measures for the development of education in the Country. The first among those was the University Education Commission. This Commission was appointed in 1948 under the Chairmanship of Dr. Radhakrishnan\* to report on Indian University education and suggest improvement and extension that may be desirable to suit present and future requirements of the Country" <sup>11</sup> Besides this large and spiralling expansion of higher education, creation of the University Grants Commission and appointment of Secondary Education Commission (1952-1953) were two important recommendations and implementation of the University Education Commission. For qualitative improvement of secondary education, the Government of India also appointed a committee under the chairmanship of Dr. Tara Chand who was the then Educational Advisor to the Government of India.

From 1950, the system of planned development was adopted by creating a Planning Commission at the Centre and made comprehensive five year plans dealing with all the aspects of national development. The development of education also became an integral part of the overall development of the country.

As per the recommendation of the University education commission, the Tara Chand Committee and the Central Advisory Board of Education, the Government of India appointed Secondary Education commission in 1952 under the chairmanship of Dr. A.L. Mudaliar:

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11. Saikia, S. : History of Education in India. P.70

(a) "to enquire into and report on the present position of Secondary education in India in all aspects;and  
(b) suggest measures for it's reorganisation and improvement"<sup>12</sup>.The Commission submitted it's report in June 1953 giving detailed recommendations on various aspects of educational reconstruction .As a result of the Commissions recommendations,high schools were upgraded to higher secondary schools and some high schools to multipurpose schools. Moreover, their recommendations were incorporated into the successive five year plans and began to be implemented both at the Centre and in the states.

In 1964, the Government of India appointed the Education commission,under the chairmanship of Dr.D.S.Kothari,an eminent scientist and educationist.This Commission was appointed "to advice Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects"<sup>13</sup>.

The Commission submitted it's report on June 29,1966.On the basis of the recommendation of this Commission ,disscussions with state Governments,Universities and other concerned were held and the Government of India published the National Policy on Education 1968 and the 5th five year plan on education was drafted on the basis of this National Policy.

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12. Ibid.P.130

13. Shukla,U.C.,et.at : Kothari Commission Report.P.5

In 1977, when Jnanata party came to power in the Centre, the Morarji Desai Government appointed Ishwar Bhai Patel Committee to review curriculum of Class IX and X. On 2nd October 1978, the National Adult education programme (NAEP) was launched which was a top priority with the Janata Government. In 1979, the draft National policy on Education was published consisting all aspects of education. Then in 1985, Rajiv Gandhi became the Prime Minister of India. After he assumed his office, there was a nation wide debate on education and the National Policy on Education was formulated. In Adult education sector, the National population Project was started in April 1980. Moreover, the National Literacy Mission was launched by the late Prime Minister, Rajiv Gandhi to achieve functional literacy to 80 million illiterate persons in the 15-35 age group by 1995.

To sum up, besides the given above Commissions and Committees appointed by the British Government and the Government of India from time to time to find out problems and suggest measures for development of education in India, a good number of All-India bodies were constituted to co-ordinate different activities of states and to serve as expert bodies on the different branches of education. Those bodies were

1. Central Advisory Board of Education
2. University Grants Commission
3. National Council of Educational Research and Training.
4. All India Council for Technical Education.

5. National Council for Women's Education.
6. National Council for Rural Higher Education.
7. All India Council for Elementary Education.
8. Central Social Welfare Board.
9. National Board of Basic Education.
10. Central Board of Sanskrit.
11. National Board of Audio-Visual Education.

(Nagaland which is the 16th State of the Indian Union, became a full fledged state on 1st December, 1963. Prior to the advent of western christian missionaries and the British rule in Nagaland, there was no organised system of education.) Indigenous education which was imparted by the parents in the family, the morung and the community was the only system of education in the then Naga Hills. It was the christian missionaries from the West who opened the eyes of the Nagas towards modern civilization.

(Education in Nagaland is therefore only a recent development.) (Detail elaboration on development of education is given in subsequent chapters).

## 1.2 NEED AND IMPORTANCE OF THE STUDY

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Keeping in mind the qualitative improvement and quantitative expansion of education in different sectors of education, the Government of Nagaland and the Central Government especially after the statehood of Nagaland, designed and implemented various plans and programmes. With the result, there is commendable progress at all levels of education.

(In a developing state like Nagaland, education is required to be one of the most important instruments for bringing change and growth. It is the education that develops a society.) The more a state is educationally developed, the more economic stability and quality of life a state enjoys. Education should therefore stress in such a way that it will lead to the development of society which will ultimately develop the economy of the state and the quality of life. That economic development and quality of life is not possible without proper manpower planning in education. It is also necessary to frame curriculum in such a way that it should inculcate moral, spiritual, social and cultural values right from the primary stage so that improvement, perfection and excellence in education can be achieved. ?

(It is observed that inspite of making provisions for allocating funds in the education sector not much development had taken place.) Though there is growth in different sectors of education yet the development of society and the state have not been much affected. To avoid imbalances, there is a need for advanced and specialised courses in professional, technical and vocational education along with general education. Due to absence of institutions for such courses, students desiring for studies go outside the state. With the result a marginal percentage of students go out of the state for higher education. And most of the desiring students are deprived of this facility and thereby lead to many economic and educational problems.

Review of research reveals that except two studies on Teacher Education and one on development relating to educational development in Wokha district, Nagaland so far no comprehensive study at Ph.d level has been undertaken. Keeping in view the above Stated situation the present study has been designed.

1.3 STATEMENT OF THE STUDY  
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The study undertaken is stated as follows

"DEVELOPMENT OF EDUCATION IN NAGALAND IN  
POST INDEPENDENCE PERIOD"

1.4 DEFINITION OF THE TERMS USED  
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(A) DEVELOPMENT OF EDUCATION refers to the qualitative and quantitative change in different sectors of education to achieve improvement, perfection and excellence. In other word, it refers to the growth of educational institutions, enrolment of students, number of teachers at different levels of education ;plans and programmes designed and implemented by the Government under different plan periods for expansion and promotion of education.

(B) POST INDEPENDENCE PERIOD refers to the specific period from the Independence of India that is 1947 upto 1990.

## OBJECTIVE OF THE STUDY

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The main objectives of the study are as follows-

1. To study the plans and programmes launched by the Government of Nagaland under each five year plan for the promotion of education at different levels of education.
2. To find out the growth of educational institutions and enrolment of students at different levels of education.
3. To study the status of educational institutions in relation to (a) Physical facilities (b) Teacher s' strength and status (c) Teachers' qualification-general and professional (d) Students' strength and (e) Innovative activities.
4. To find out the practices of providing educational facilities to educational institutions.
5. To study the comparative status of Government and non-Government educational institutions.
6. To identify developmental problems at different levels of education and to bring out suitable suggestions for its improvement at different levels of education.

## 1.6 DELIMITATION OF THE STUDY

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This study is confined to the development of education in the state of Nagaland from elementary to university education, professional and technical education and non-formal education.

## 1.7 SIGNIFICANCE OF THE STUDY

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Education in the state of Nagaland is now in a state of development. Prior to 1963, due to the variety of social and political problems, most of the people could not get education, with the attainment of statehood of Nagaland in 1963, some of the major problems had been solved and now there seems to be a significant progress in the field of education. But still many problems are being experienced in the process of development of education.

With the modernisation of society, many changes are taking place in the lifestyle of the Nagas. The education should therefore prepare the child to maximise his personality, inculcate moral and spiritual values and chance to achieve improvement, perfection and excellence. In such a competitive society, it is also equally important to produce a good number of professionals and technicians. The present study would enable the planners and Government functionaries to identify the needs and gaps in the process of historical development of education in Nagaland from 1947-1990. Many problems are emerging in different

sectors necessary to identify and explore those problems which remained unexplored so far. This study would also acquaint teachers and researchers to understand the nature and type of problems related to the developmental process of education in the context of conditions prevailing after Independence, during insurgency and after attainment of statehood in 1963.

It is assumed that this study will provide enough data and suggest probable solutions to certain problems related to development of education to the educational planners, administrators, teachers and other beneficiaries.

#### 1.8. CHAPTERIZATION

The study has been reported under the following chapter/

Chapter 1 deals with INTRODUCTION of the study.

Chapter 2 deals with HISTORICAL DEVELOPMENT OF EDUCATION  
IN NAGALAND,

Chapter 3 deals with REVIEW OF RELATED LITERATURE.

Chapter 4 deals with PLAN AND PROCEDURE.

Chapter 5 deals with DEVELOPMENT OF EDUCATION IN  
NAGALAND UNDER DIFFERENT PLAN PERIODS.

Chapter 6 deals with INTERPRETATION AND ANALYSIS OF  
DATA.

Chapter 7 presents DISCUSSION & FINDINGS.

chapter 8 presents SUMMARY, CONCLUSION AND SUGGESTIONS  
FOR IMPROVEMENT.

LIST OF MAPS

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Illustrations

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1. Map of Nagaland showing general colleges  
in Nagaland
2. Map of Nagaland showing Teacher Education  
Institutions.
3. Map of Nagaland showing professional and  
theological colleges.
4. Map of Nagaland showing technical  
institutions.