

"DEVELOPMENT OF EDUCATION IN
NAGALAND
IN POST INDEPENDENCE PERIOD"

A
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SUBMITTED TO
NORTH - EASTERN HILL UNIVERSITY

FOR THE DEGREE OF
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C E R T I F I C A T E .

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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6.12.93
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(L. TEMJENKABA.)

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C H A P T E R 1

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- 1.2 NEED AND IMPORTANCE OF THE STUDY.
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1.0 INTRODUCTION

{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'¹

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

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."²

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".³

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

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

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

----- EDUCATION IN ANCIENT INDIA -----

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 has 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 pristly 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

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, Ultamash, 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

EFFORTS OF THE EAST INDIA COMPANY (1765-1813)

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)

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"⁷

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.⁸ 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.

7. Kochhar, S.k. : Pivotal issues in India Education. P.6

8. Kaur, Kuldeep. : Education in India (1781-1985). P.26

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

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."⁹

RISE OF THE SPIRIT OF NATIONALISM (1901-1920)

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

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 contributions of the resolution on Educational Policy 1913 was the formulation of a new policy on Secondary and University Education. The need for educational research was acknowledged 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.

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 advise 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 at the secondary level and placed more emphasis on industrial and commercial subjects.

A DECADE OF PROVINCIAL AUTONOMY 1937-1947.

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 achievement 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 1947¹⁰

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	1,72,661
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
	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 structure 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" ¹¹ 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:

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"¹².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"¹³.

The Commission submitted it's report on June 29,1966.On the basis of the recommendation of this Commission ,disussions 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.

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

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

The study undertaken is stated as follows

"DEVELOPMENT OF EDUCATION IN NAGALAND IN
POST INDEPENDENCE PERIOD"

1.4 DEFINITION OF THE TERMS USED

(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.

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) Teachers' 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

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

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

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- 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.

CHAPTER II

HISTORICAL DEVELOPMENT OF EDUCATION IN NAGALAND.

- 2.1 THE LAND AND ITS PEOPLE.
- 2.2 LITERACY IN NAGALAND.
- 2.3 PATTERN OF EDUCATION IN NAGALAND.
- 2.4 INDIGENOUS NAGA EDUCATION.
- 2.5 THE BEGINNING OF THE WESTERN EDUCATION IN NAGALAND.

HISTORICAL DEVELOPMENT OF EDUCATION IN NAGALAND

2.1. THE LAND AND ITS PEOPLE

Origin of the word Naga :

The origin of the word Naga is shrouded in mystery. There are various theories and interpretation of the term Naga namely: NANGTA (from Bengali word) or NANGA (from the Hindustani word) meaning 'naked', 'crude', 'barbarous' as explained by Captain J. Butler; NOGA by Peal meaning 'People'; NAGAM or NAGNAH meaning 'snake' or 'hillman' and NAHNGRA from Kachari word meaning 'Warrior' or 'Fighter' and so on. but all these interpretations have nothing to do with the Nagas. "The generally accepted view is that the Nagas are a powerful race who have for centuries occupied Nagaland and the significance of the race cannot be underestimated."¹

Migration of the Nagas :

The migration of tribes and people have been an important aspect in human history right from the inception of human society. Since time immemorial there has been such migration from one place to another and this movement helped to shape and reshape human history. The Nagas who are now settled in Nagaland, Arunachal Pradesh, Manipur and North West Burma have

1. Nagas '90. A Souviener : p.5.

various theories of migration. Hutton, a foreign writer wrote:

"The history of how the Naga tribes came precisely to occupy the present position has of course, passed into the dim obscurity of vague traditions. But, enough of them remained to give some indication of the course which the migration took place. The legend of the Maos and of the Semas give those tribes a more or less autochthonous origin, though these legends are probably the old legends of the race which have been given a local value. The Angamis too, spring from ancestors who emerged from the bowels of the earth, but that not in Angami country but in some land to the South. And all the weight of traditions points to the migration from the south, except in the case of Kacha Nagas²

Sir. G. A. Grieson also wrote:

"on the basis of language, their origin is assigned to that of the Tibeto-Burmans, who came with the second wave of migration from the North Western area of the Huang Ho River. The Naga languages belong to the Tibeto-Chinese family."³

The Khamungan Naga tribe also claimed that they came from the West of the Taawan river which is probably

2. Hutton J.H The Angami Nagas :p.6.

3. Grieson G.A : Linguistic Survey of India, Vol.III.part .p.11

called the river Irrawady⁴. In other words, Nagas might have come from South East Asia. Mr. Alemchiba, a Naga writer wrote:

The original stock, starting from the centre of dispersion in Sikiang province first moved westerly and upon reaching the head-waters of the Irrawady and Chinwin rivers, bifurcated in several directions ultimately leading to Tibet, to Assam, to the hill ranges between Assam and Burma. That branch which came to the hill ranges moved further west and entered Naga hills. Another wave came from the South East Islands taking a North direction and entered Naga hills using Burma as a corridor⁵.

Taking the various aspects into consideration it can be said that, Nagas came from Mongoloid stock and brought a distinct unit in themselves. This can also be identified by the similarities in physical appearance, language and manner.

Impact of British Colonisation :

For many centuries the Nagas were remained untouched by any other civilization. Neither any culture of the neighbouring States affected the culture of the simple Nagas. They were satisfied with what cultural practices they inherited from their forefathers. The people were also free and independent in their

4. An Interview with some Khiamungan leaders.

5. Alemchiba : A Brief Historical Account of Nagaland :p.19

own land and also "not subjugated by the Ahom Kings of the Assam Valley who ruled for 700 years. The Naga Hills never formed a part of Assam or India at any time before the advent of the British. Little was known of Nagaland when the British obtained sovereignty over the Assam Valley by the Treaty of Yandabo"⁶

With the commencement of the 19th century, British colonialism ushered an era of great change particularly in terms of territorial expansion and administration. "In the beginning of the 1830's, the British colonial power became to split up the Naga areas for administrative convenience and political expediency, later joined by the Indian and Burmese Government: the process continued even after the British left the area. Today the Nagas are found in different political territories of Nagaland, Manipur, Arunachal Pradesh and Burma"⁷.

The Formation of Nagaland State :

Even after the British administration left the Naga Hills, under the initiative of the Naga Club and later the Naga National Council (NNC) fought with the Indian Government for the freedom of the Nagas. It was later through the initiative of the Naga People's convention in their 16 Point Agreement resulted in the creation of Nagaland State. On the First December, 1963 Nagaland was inaugurated as a state and became the 16th state of the Indian Union.

6. Imti, T. Aliba : Reminiscence Impur to NNC. 1988.

7. Nagas '90 : A Souviener : p.22

(The Naga hills district was formed in 1866 with Samaguding as the Headquarter) A Deputy Commissioner was incharge of the Naga Hills district. In 1875, Wokha became a sub division. In 1878, the district headquarter was shifted to Kohima with the formation of Mokokchung sub-division and the sub-division Wokha was shifted to Mokokchung in 1899. (After the Independence of India, a constitutional change took place on 1st December, 1957 and the district of the Naga hills was renamed as Naga Hills Tuensang Area (NHTA). This was renamed as Nagaland on the 18th February, 1961 as the first step towards the constitution of a full-fledged State.) On this day an executive council consisting of five members with the Chief Executive Councillor as its chairman and an Interim Body of 42 members were constituted. The Executive Members functioned as a De-Facto council of ministers for Nagaland to discharge their responsibilities and the Interim Body functioned as a De-facto Legislature. On the 21st August 1962, the Prime Minister of India, Pandit Jawaharlal Nehru submitted the state of Nagaland Bill and on 29th August, the Bill was passed by the Lok Sabha and on the 4th September 1962, Nagaland became a reality when the President of India Dr. S. RadhaKrishnan gave his consent to the state of Nagaland Bill and the constituent Amendment Act. The state was inaugurated on 1st December, 1963 at Kohima by the President of India.

Physical features:

The state of Nagaland lies between $25^{\circ}60'$ and $27^{\circ}40'$ North of equator and between the longitudinal lines of $93^{\circ}20'$ E and $95^{\circ}15'$ East. The state is bounded by Assam in the North and West, Arunachal Pradesh in North-East, Manipur in the south and runs more or less parallel to the left bank of the Brahmaputra. The state lies in the temperate zone and is mountainous. But these mountains are not craggy, awesome and precipitous but have an inviting and lovely look, covered with green vegetation and full of life. The state has an area of 16,579.00 square kilometres and the average density of population is 47 percent per square kilometre. The altitude varies between 194 metres (636 feet) and 3,048 metres (10,000 feet). The State may be divided into three distinct geographical regions-

- (i) Higher hill areas,
- (ii) Lower Hill Ranges and
- (iii) Foot Hills.

The Saramati which is the highest peak in Nagaland is 3840 metres (12,598 feet) high.

Area and Division :

The State of Nagaland is divided into seven districts namely; Kohima, Mokokchung, Tuensang, Wokha, Zunheboto, Phek and Mon. The district wise area is given below :

District	Area in square kilometres
Kohima	4,041.00
Mokochung	1,615.00
Tuensang	4,228.00
Wokha	1,628.00
Zunheboto	1,255.00
Phek	2,026.00
Mon	1,786.00

Climate:

The climate of the State of Nagaland is bracing and healthy. During winter, the climate in higher hills is cold whereas in plain areas is mild. During summer, the hill area is quite moderate whereas in plain area, it is hot like that of plains in other states. Nagaland has a sub-tropical (monsoon type) climate and receives heavy rainfall from May to October but with a scanty rainfall in winter. The annual rainfall varies between 200 centimetres to 270 centimetres. The summer temperature ranges from 7⁰C to 23⁰C. In the inhabited areas, the snowfall is very rare. In the month of February, March and April strong wind blows from the North-West.

The Tribes of Nagaland:

Almost the entire population of Nagaland is tribal and it has many tribes and sub-tribes with their own distinctive languages and cultural ethos. The districts and the homes of the tribes are given below :

Table No.2:2

NAME OF HOME DISTRICT	DISTRICT WISE LOCATION OF TRIBES
KOHIMA	Angamis, Zeliangs, Rengmas and some other minor groups.
MOKOKCHUNG	Aos.
TUENSANG	Changs, Sangtams, Yimchunger, Khiamungans, Phoms, Semas and some other minor groups.
WOKHA	Lothas.
ZUNHEBOTO	Semas.
PHEK	Chakhesangs, Pochuris and a group of the Sangtams and others.
MON	Konyaks.

The People :

In appearance, the Nagas may be fierce, barbarously wild but they are certainly not. They are very good to those who are good to them. Nagas are hard working and artistic. J.H.Hutton remarked:

"Nagas have fine qualities. They are simple, cheerful, colourful, humorous, courteous and hospitable people. Nagas are honest and truthful people."⁸

Elwin observed :

"They are fine people of whom their country is proud, strong and self-reliant, with the free and independent outlook, characteristics of highlanders everywhere, good to look at with an unerring instinct for colour and design, friendly and cheerful with the keen sense of humour, gifted with splendid dances and love for songs."⁹

Unlike others, Nagas have their own distinct identity, love and respect for customs and traditions, spirit of sacrifice for the welfare of the village and tribe are some of the good virtues that Nagas possess. Nagas are straight forward and have a great sense of self discipline.

8. Hutton J.H : The Nagas of Assam, Vol III p.120

9. Elwin-Nagaland : p.1

2.2 ✓ LITERACY IN NAGALAND :

The pride of a nation is generally determined by the literacy of the people. A state or a nation having high literacy percentage is generally regarded more richer than a country having rich mineral and natural resources. Percentage of literacy can be rightly called the indicator of modernisation and development. A comparative study of the percentage of literacy shows that Nagaland is not lagging much behind the rest of other states. On the basis of the percentage of literate of total population from 1961-1981 census, it indicates that :

- (a) The level of female literacy in Mokokchung district is higher than the other district,
- (b) The level of female literacy is far below the corresponding rates for the male in the seven districts of Nagaland,
- (c) The difference between the male and female literacy in Nagaland is very wide.

Table.2.3

 Table showing Percentage Of Literacy In Nagaland From
 1961 to 1981.

State/ District	1961			1971			1981		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Nagaland	24.04	11.34	17.91	35.02	18.65	27.40	50.06	33.89	42.57
Kohima	29.87	10.81	20.91	40.80	18.79	30.99	57.04	38.69	48.94
Mokokchung	37.08	21.84	29.63	45.71	29.82	38.15	65.95	57.18	61.78
Tuensang	6.97	1.84	4.47	18.42	7.68	13.31	36.89	23.32	30.59
Wokha							55.49	34.82	45.60
Mon							26.45	12.35	19.89
Zunheboto							52.81	38.20	45.59
Phek							49.09	25.27	37.99

 Source : Statistical Handbook of Nagaland 1973 and 1988.

2.3. PATTERN OF EDUCATION:

The recommendations of the Education Commission(1964-66) regarding restructuring of education were considered at various levels and incorporated in the National Policy on Education read as :it will be advantageous to have a broadly uniform educational structure in all parts of the country.The ultimate objective should be to adopt the 10+2+3 pattern ,the higher secondary stage of 2 years being located in schools ,colleges or both according to local conditions"¹⁰

The present pattern of education being followed in Nagaland is presented below.

Stages	Duration	Classes
Elementary education		
(a) Primary school course	4.years	A and B, I-II
(b) Middle school course	4.years	III-VI
Secondary education		
High school course	4. years	VII-X
Higher education		
(a) Pre-university course	As per NEHU Pattern	
(b) First Degree course+Honours	As per NEHU Pattern	
(c) Post-graduate course	As per NEHU Pattern	

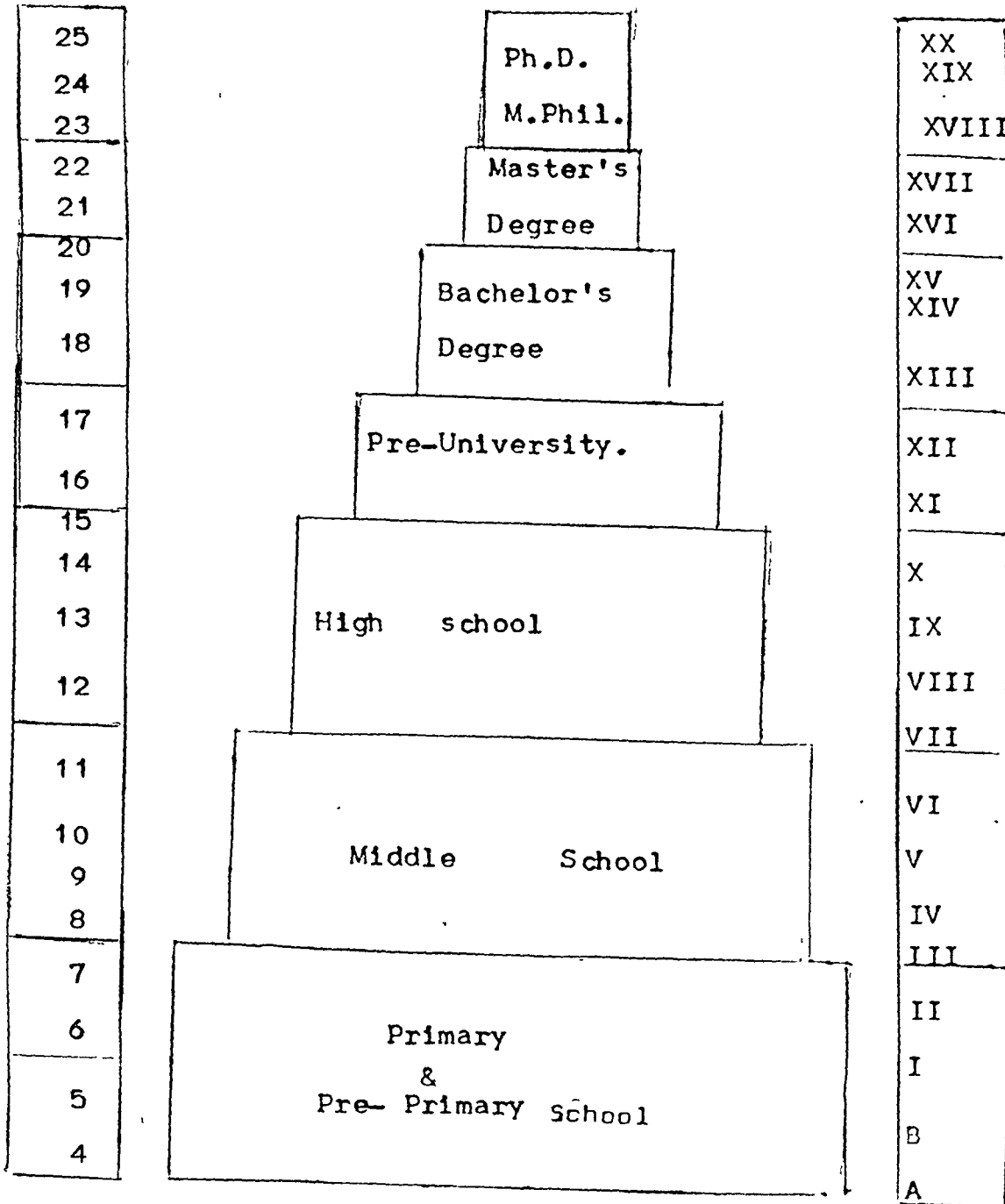
10. Aggarwal J.C : Landmark in the history of Modern Indian Education : p.235

EDUCATIONAL LADDER IN NAGALAND

wef-1993.

Completed age

Year of enrolment



There are some exceptional cases where primary schools have been upgraded to the class IV stage called upper primary school. Similarly some middle schools have been upgraded to class VIII stage called Proceeding high schools or Junior high schools. Unlike Government schools, in some private schools, the class begin from Nursery or Zero class followed by class A and B, I, II and so on. But generally elementary education in Nagaland in the existing pattern is from class A to class VI.

2.4. INDIGENOUS NAGA EDUCATION:

Prior to the advent of the British administration and Christianity in the uninhabited Naga territory, formal schooling in the western model was unknown in the Naga society. Informal education imparted through the family, the village community and the Morungs played a very important role and it enabled them to meet the need of their times. This informal indigenous education was operative at all stages of human life and very much in the interest of the village community.

Generally there were two main institutions responsible for indigenous Naga education namely,

(A) The Family and (B) I. The Morungs or Boys' dormitories, and II. the Girls' dormitories. Family was the first indigenous school where the children were trained and taught by

their parents. The family played a very important role and was the starting point of the indigenous education. The parents taught them in their domestic works and was responsible for teaching social // ethics // and // behaviour, instruction // on // sex education, obedience and respect to others. In almost all the families, the mother was the most outstanding personality and was the guiding star for her children. It was through their mother that the girls learn to weave cloth, to behave well with others and met other necessities of life. Since weaving was one of the most important functions of women, out of the training imparted by the mother and her elder sisters, they became expert weaver and inherited whatever art of weaving was known to their mother. In the olden days while selecting a bride, knowledge of weaving was regarded as one of the most important qualifications.

The boys were also not neglected by their father in their own family. Besides educating them to be a good citizen of the village, they were made well versed with whatever culture they practiced and transmitted from one generation to the next generation. The family was also like a technical school where the boys got practical training from their father and elder brothers in the arts and crafts, art of cultivation, art of building houses, blacksmithy, bamboo and cane works.

The Morung or Boys' dormitory which the Aos call it 'Arju', the Changs 'Haku', the Angamis 'Kichuki', the Lothas 'Jambo', the Phoms 'Pang' was the second indigenous school of the early

Nagas. However it is found that some tribe could not have a systematic organisation and existence of such dormitory. Citing an instance, Hutton quoted: "The morung or youngmen's house (Kichuki) which is such an important feature of the most Naga tribes is insignificant in the Angami village."¹¹ Further Hutton also remarked that "in any case among the young Angami proper the Morung is not habitually used by the youngmen, as it is in the Ao and trans-Dikho tribes, but it is on the occasion of ceremonies and gennas....."¹² Regarding Morung of the Sema Nagas Hutton quoted that "the Morung or youngmen's house is practically non-existent among the Semas. As a general rule the chief's house serves all the purposes of the Morung both as a centre for gennas and as a bachelor's sleeping place."¹³ Similarly the Tangkhul and the Maram tribes used the house of the headmen and some rich men's places were used as a quarter of the youth. In spite of the variation in organisation, well-mannered, well-disciplined and perfect citizens emerged from such an indigenous Naga School. The Morung was an institution which imparted training in the form of training in morality and discipline, warfare, customs and traditions and creative arts. The education of warfare was also very important at that time because there was frequent war and raids from neighbouring villages and tribes. Therefore excellence in handling dao and shield was another basic necessity of man. But

11. Hutton J.B : The Angami Nagas. p.49

12. ibid : p.49

13. Hutton J.B : The Sema Nagas. p.37

since there was no such institution they learned it from their father and skilled Morungmen. Those Morungmen were always ready to sacrifice for the defence of their village. The Morung was also like a school of bringing understanding and reconciliation among the individuals and the individual differences melted away. Besides these the young Morungmen learned the art of love from the experienced leaders of the Morung.

However there was no summer or winter vacation neither any terminal nor promotion examination. It was a school where the boys slept from the date of their admission till they got married. The admission in the Morung was also not uniform. It varied from tribe to tribe and also from village to village.

Thus the education of the simple folk was thus carried on from generation to generation transmitting the cultural value meeting the needs of the village in which they live. In the words of V.K. Anand "The morung plays a vital role in preparing the younger generations for posts in the village council. The Morung is the club, the public school, the military training centre, the hostel for boys and the meeting place of the village elders. It is as well the centre for religious, social and political activities."¹⁴

14. V.K Anand, V.K : Nagaland in transition : pp.91-92

The girls were however not neglected for not being a member of the Morung and its daily activities. Generally when the girl attained the age of puberty, she slept in a girls' dormitory till she get married. However the setting up of girls' dormitory was not the same among the different tribes. In some tribes the dormitory was constructed by the villagers, in some tribes the house of the village chief was used as girls' dormitory. While in some tribes, the widow's of her own clan was used as the dormitory. Among the Ao Nagas, the widow's house of her own clan was the only dormitory. It was also very much restricted and taken care of. After her admission to the dormitory proper loyalty to her aunt (preceptor) was the first important duty. When a girl failed to obey her she was expelled from the dormitory. In educating the girls, the preceptor taught them the crafts and handiworks / namely, weaving, / twisting / of / the thread, spinning, framing of cloth and so on. In some villages where weaving was not so much prevalent embroidery was taught and learnt in the dormitory. Appreciable manners that to be maintained in the home and field, proper arrangement of household utensils were also taught by the aunt. The affair of love making and betrothal was primarily responsible by the very widow either to the boy's parent or to the girl's parent. Late at night she was surrounded by the young girls in their handiworks singing the old songs and narrating the endless stories of bravery and heroism of their forefathers.

Besides this education they got from their dormitory, the boys and girls had ample opportunity for training in singing and dancing. They were not deprived for not having music and dancing school. There were number of occasions when the whole village indulged in singing and dancing in times of festivals. In such festivals, singing and dancing formed one of the major items of the programme. Love songs, competitive songs were sung by the boys and girls. Honourable songs were also presented to those who were good councillors of the village and also negative songs to the inefficient councillors. Encouraging songs were also sung so as to enable the councillors to administer boldly. The girls also composed victorious songs to those who came in flying colour from the battlefield with vulnerable heads of the enemy but in negation they called him milksop. In doing so, the men succeeded in administering the village and enabled them to develop competitive spirit.

And therefore, despite the absence of literacy, the social and moral fibre of the people sustained the society.

2:5 THE BEGINNING OF THE WESTERN EDUCATION IN NAGALAND :

The present study is confined to the development of education in Nagaland in post Independence period but there is a historical and logical necessity to study the position of education in the then Naga Hills before the Independence of India for drawing a conceptual background of the present study.

The beginning of the Western education in Nagaland can be divided under two headings.

(a) Before the Independence of India, and

(b) After the Independence of India

(a) Before the Independence of India

Education (School) based on Western model was started in the following areas before the Independence of India : (I) Ao area (II) Lotha area (III) Sema area (IV) Angami area (V) Chakesang area (VI) Sangtam area (VII) Phom area (VIII) Chang area.

(b) After the Independence of India

Education (School) based on Western model was started in the following areas after the Independence of India. (I) Yimchunger area (II) Khiamungan area (III) Kongyak area. Education (Schools) on the modern lines were first introduced by the Western Christian missionaries. They used education as a means of winning the Nagas.

Major Francis Jenkins from his intimate knowledge of the Naga tribe became convinced that "the savage headhunters could not be raised to the standard of civilization unless they were redeemed from their primitive ways of life by christianity and education."¹⁵

Major Jenkins, therefore invited the American Mission to work in the Naga hills, Garo hills and the Assam valley assuring all possible official and personal help. It was Rev. Miles Bronson who decided to work among the Nagas. In 1839, he came to Namsang, a Konyak village in Mon area and with great difficulty he persuaded the village chief to start a school. Early in January 1840, he opened a school at the village where a young boy from the chief's family announced that he was ready to learn to read. Four more students were also enrolled by the middle of January. By the end of March 1840, there were 20 students in the Namsang School.

"The same year in 1840, Mrs. Bronson wrote a First Reader in Konyak language, the first book ever written in any Naga language."¹⁶ But the Namsang School came to an end as the missionary and his family left the village on health ground.

The real beginning of the formal education did not occur until Rev and Mrs E.W. Clark came to the new Molung Mission in

15. ABAM - Centennial Album (1872-1972)

16. Richard, G. Beers : Walk the distance hills : p.40

1878. The same year in 1878, they opened a school. The school was attended by the village girls of that Molung village. "The first batch of students were Tongpangkokla, Noksangla, Jongmayangla, Purla, Punayula, Taripisu."¹⁷ This school can be regarded as the first school established in the soil of Nagaland.

During his 8 years stay in the Molung Mission from 1878 to 1894, Dr. Clark opened 8 village schools in the Ao area. Enrolment of students in those schools were 178 boys and 22 girls. Among them, there were 5 Assamese boys. The academic session of the school was 10 months.¹⁸

After shifting the mission centre to Impur on 4th October, 1894, a Training School was opened in 1898 at Impur by Rev S. Perrine. "It was attended by 9 pupils but raised to 40 in 1899."¹⁹ Gradually the Government also rendered financial aid for the development and improvement of education. During this period, almost all the schools existing in the Ao area were mission schools. Therefore "in 1903 Noel Williamson, the then S.D.O. Mokokchung held talks with the christian missionaries and decided to take over the teaching activities by the Government in all the Ao villages. Therefore all the mission school teachers in the area became Government School teachers."²⁰ In 1919, the Impur Station school became a middle school and was one of the

17. Molungyimsen Baptist Church : Laishir Mongchen : p.40

18. The Assam Missionary Conference Report 1896

19. ABAM office. Impur

20. Changki Baptist Church Golden Jubilee History : p.55

biggest middle school in Assam. In 1926, another middle school was established by the people of Ongpangkong range.

The glamour for education among the Aos became more and more. The resolutions of the Ao Baptist Arogo Mongdang 1897 and the Ao Baptist Church Golden Jubilee 1926 greatly helped (a) children to go to school (b) to popularise women education (c) to send students to Bible School and Medical College.²¹ When the Ao students' conference was held at Longkum village in 1929, it was resolved to request the Government to open at least one school at every Ao village. As a result in 1931, there were 52 primary schools in the Ao area.

In 1941, the Government opened a mission school at Mokokchung town. It became an aided high school. Soon after the Independence of India, it was taken over by the Government²².

In Lotha area the first school was started by Dr. and Mrs. Witter. In 1855 two Sunday schools one for the Lotha boys and the other for the mixed tribes found in the Wokha town were opened by the missionary family. Another day school was opened by them. But those schools were closed down when the missionary family left the place on health ground.²³

21. ABAM office, Impur 1990

22. Alemchiba : A Brief Historical Account of Nagaland : p.160

23. An Interview with Murry. Information officer Mokokchung 1984

In 1904 the Government opened a primary school at Wokha. The school was running upto class four with an enrolment of 76 pupils. But this school could not run well and often closed down²⁴. In 1941, one Government middle school was opened at Wokha. But during the later part of the Second World War, the school was closed down due to the place being in operation. In 1927 a mission school was opened at Vankhosong by the missionary and it was one of the most pioneer schools in the Wokha District.

The Government middle school which was closed down was started again in 1945. Gradually the school started higher classes i.e. form 5 to 10. While the middle section was managed by the Government, the high school section was managed by the people through public collection. The people used to collect Rs. 2/- per house along with the House Tax and with the amount they managed the school. This school was taken over by the Government in 1958. In the meantime, there was an established Government English middle school at Aitepyong which was probably functioning from 1945²⁵.

In the Sema area, in 1929 Rev. Anderson came to the Sema area to work among them. It was because of his encouragement that the first primary school was started in 1931 at Chishilimi but the school was closed down in 1934 due to difficulties of

24. *ibid*

25. Ghosh R.B : Wokha District Gazetteers : p.184

transport and communication ²⁶. In 1938 the Mission got permission to open a school and a mission centre at Aizuto. *A mission school was started with 4 teachers and Mr. Nokden Ao. as the Headmaster with an enrolment of 100 pupils*²⁷. In the same year, a lower primary school was opened at Aizuto and it was upgraded to middle school in 1946. The enrolment in this school was 200 students. It became a high school in the 1960's and was taken over by the Government in the early 1970's²⁸.

Though education in the Sema area started very late, it began to develop very fastly. Therefore in 1938 there were 24 village schools with an enrolment of 664 pupils²⁹. In 1945, a Bible training school was opened at Angami-Sema border for the training of young men for the ministry. Another Bible school was opened at Aizuto on 15th February, 1949 from which 250 students graduated by the end of 1970 ³⁰. In 1945 -46 a middle school was opened at Zunheboto and gradually became a high school in 1952 and was taken over by the Government in 1958³¹.

Rev. C. D. King came to Kohima to work among the Angami Nagas. He opened a school at Kohima in 1884.³²

*On 31st March, 1904 there were total of 6 lower Government primary schools for each at Mokokchung,

26. L. Vihoto - Supervisory Practices in secondary school of Zunheboto District (Unpublished M. A. (Edn) Dissertation. 1982 p. 66

27. *ibid* p. 66

28. Ghosh B. B : Zunheboto District Gazetteers (1979)

29, 30, 31. *ibid*.

32. Bareh, D : Kohima District Gazetteers. : p. 191

Wokha, Henima, Khonoma, Jakhama and Cheswejema and government aided 16 mission schools at Molung, Yajang, Lirmen, Wameken, Merangkong, Akhoia, Asangma, Waromong, Chungliyemsen, Changki, Mangmetong, Longkhum, Ungma, Longsa, Lungpa and Longjang³³.

In the whole of the Naga Hills by the end of the 19th Century, "the number of people under instruction in 1890-91, 1900-1901 and 1903-1904 was 297, 319, 647 respectively. At the census of 1901 only 1.3% of the population (2.5 males and 0.1 females) was returned as literate. There were only one secondary, 22 primary and a special school in the district in 1903-04 and 76 female scholars. More than two thirds of the pupils at school were in primary stage of instruction. The total expenditure on education in 1903-04 was Rs. 6000/- of which Rs. 256 was derived from fees. About 32% of the direct expenditure was devoted to primary school"³⁴.

In 1908-09, the total number of Government schools in the Kohima district alone raised to 21 and the number of pupils being 561 boys 550 girls. In 1909-10, schools increased to 24. In one Baptist report it was mentioned that (in 1912-13) 14 village schools which the mission handed over to Government, some 6 or 8 years had closed. A few of these were reopened by the mission.³⁵

33. Sepra Sen : Tribes of Nagaland : pp17-18

34. B.C Allen, et.al: Gazetteers of Bengal and Northeast India. p479

35. D. Bareh : Kohima District Gazetteers : p. 19

Education in the Naga Hills became restless after the Japanese invasion. In the words of Elwin:

"Upto the time of Japanese invasion in 1944, the Nagas had lived in an age of almost uninterrupted continuity with the past. The Nagas made a leap as it were, from a distant past into the glare of the present century with the advent of the Japanese and found their world greatly changed. They looked about with uncertainty and pinched themselves to be reassured that all this were really true. Prior to the War, except in the case of the Aos, school going was still unpopular and looked upon as a necessary evil which had to be put up with somehow. Suddenly they found themselves glamouring for more and more schools in which they saw social progress and where a Government could not build them, they went ahead to build their own"³⁶.

In spite of their glamour for education, many interested Naga students could not be able to pursue education as there were only a few middle schools in the whole Naga Hills. Prior to 1947, there were hardly 3 locally established middle schools. There was also one middle school at Tuensang which was under NEFA. Those students who completed the course of middle school joined various petty jobs and only a few of them joined high school outside the Naga Hills.

36. Elwin : Nagaland : p.71

Another great impediment to pursuit of education was the absence of any secondary school in the Naga Hills. Only in the 1940's 2 high schools were established - one at Kohima and the other at Mokokchung. These two high schools were taken over by the Government after the Independence of India.

In addition to the efforts made by the Government from 1920 onward, the local preachers who were educated at Impur, Kohima and Vankhosung etc. played an important role for the development of education in other tribes. Slowly and slowly the Nagas understood the necessity of education and the schools were filled to overflowing. Following the World War II, a very good number of new schools were established by the villagers as well as the religious organisations but due to financial difficulties the Government took over most of the mission and native schools.

During the pre-Independence, the Naga Hill raised to 225 primary schools, 27 middle schools and 3 high schools and those were supervised by the Inspector of Schools upper Assam Circle headquarter at Jorhat ³⁷. Among the Nagas Mr. Kevichusa was the first Naga graduate came out of St. Paul College, Calcutta in 1923 and Mr. Mayangnokcha Ao and Mr. Lolonu graduated from Cotton college in 1926 and 1927 respectively ³⁸. Shri Kazukaba from Longkum village was the first doctor and the second was

37. NHTA Sectoral Plan 1963

38. Imti. T. Aliba : Genesis of Naga Students Federation.

Shri. Imkongliba who passed the Licentiate Medical Practitioner (LMP) examination in 1936. He initially served in the Jorhat Mission Hospital as the first Naga doctor³⁹.

Foundation of formal education in the Phom area is a recent development. The first primary school in Phom area was started in 1936 at Kangjing Village by the Government. The School was started with 20 pupils Mr. Alemba Ao from Merangkong village and Mr. Zulumongba Phom were the teachers of the school. In the succeeding years 4 more lower primary schools were open at Tamlu, Tangha, Yongya and Longleng.⁴⁰ The lower primary school at Yongya village was opened in 1947 and the Longleng in 1955. All those schools were opened by the Government. Since there were no schools for higher education, majority of the students who completed the primary education went to Impur for higher education. It was only in 1960 that a middle school was opened at Tamlu which can be regarded as the first middle school established in the lower Phom area.⁴¹

Similarly, in the upper Phom area a middle school was opened in 1957 at Longleng. After the Independence of India, the two middle schools of Tamlu and Longleng became full-fledged high schools.

39. Nagaland 25 Silver Jubilee Souvenir :p.72

40. An Interview with Longshak Phom.

41. *ibid.*

Like other Naga tribes the Phom-Nagas suffered a lot during the disturbed political situation. Many interested students were fined for going to school. Moreover most of the existing schools were temporarily closed down in 1956-58, the Kangjing Primary School was also closed down as the Naga underground warned that any Naga drawing India's money will be penalised. As a result, the teachers left the job but all the schools were re-opened after the statehood of Nagaland⁴².

After the formation of Naga Hills Tuensang area (NHTA), many schools were opened at different villages both by the villagers and the Government. At many villages, the Pastor of the village worked as teacher in the village school. In Yongshai village, a lower primary school was opened in 1958 by the villagers. Mr. Imnasutsung, from Changtongia village who was working as a pastor at the village was also a pioneer teacher of the school. This school was taken over by the Government after the Statehood of Nagaland⁴³.

TABLE 2.5

Schools in Phom Area in 1947.

Primary School		Middle School		High School	
Govt	Private	Govt	Private	Govt	Private
4	Nil	Nil	Nil	Nil	Nil

42. *ibid*

43. An Interview with Elung Phom.

Among the Chang-Nagas, the Chang Tribal Committee played a significant role for the education of their tribe. On 1st April, 1945, the Chang tribal committee was formed under the initiative of Imlong Chang and passed an unanimous resolution to collect money compulsorily from all the Chang family for opening a tribal school and the place was decided at Noksen village. In 1946, the school was opened at the village which can be regarded as the first school in Chang area in record.

The second lower primary school was opened at Solkho in 1947. Mr. Pangersuwa Ao and one Mr. Pelimong Chang were appointed as teachers to run the school. The school became a full fledged middle school in 1963. At the time when it became a full fledged middle school, there were 100 pupils with 10 teachers. In 1948 another primary school was opened at Tuensang. It became a full fledged high school in 1957⁴⁴.

However it is to be noted that Yaongyimti (though it is under the administration of Deputy Commissioner, Mokokchung) is included in Chang community and it was here under the British administration a primary school was opened in 1931. The pupils enrolled in the school were 5 and Mr. Imlonghaba from Litem village was the teacher of the school⁴⁵.

44. An Interview with Elem chang and S. Soyim.

45. *ibid.*

But during the disturbed political situation in the area, the Yaongyimti Primary School was closed down for three years. It was said that there was an established underground camp at Yaongyimti. The Indian army burnt all the houses of the village and the school was also closed down but it reopened in 1959⁴⁶.

After the formation of the Naga Hills Tuensang Area, many primary schools were opened at different villages. Some of the schools were single teacher school. Moreover many primary schools were upgraded to middle schools.

TABLE 2.6
Schools In Chang Area In 1947.

Primary School		Middle School		High School	
Govt	Private	Govt	Private	Govt	Private
2	1	Nil	Nil	Nil	Nil

Education in the Khiamungan tribe started in 1952. It was only in 1952 a lower primary school was opened by the Government at Noklak town. At the time of opening the school, there were 50 pupils with one Mr. Opangtemjen Ao. as the teacher⁴⁷.

46. *ibid*

47. An Interview with H. Mao and T. Buming. Khiamungan.

In the succeeding years two more Government primary schools and one private school were opened in the entire tribe. There were 250 pupils attending schools. The total number of teachers in the Government schools were 6 and one teacher in the private school.⁴⁸

In 1960, the Government Primary School Noklak town which was the first school in the entire tribe became a full fledged middle school. The enrolment of students in the school was 130 and a number of teachers were 5. After the statehood of Nagaland it became a full fledged high school. At the time of taking over by the Government there were 260 pupils with 8 teachers⁴⁹.

Among the khiamnungan-Nagas there were some interested individuals who played a vital role for the education of the people. Under their initiative some schools were opened but during the 1955-57, three lower primary schools, one middle school were closed down due to the disturbances in the entire region. Therefore in 1957-58, there were only 4 primary and one middle school with an enrolment of 250 and 130 respectively.⁵⁰

48. *ibid.*

49. *ibid.*

50. *ibid.*

TABLE 2.7 Schools In Khimnungan Area In 1957-58

Primary School			Middle School			High School		
Govt	Pvt	Total	Govt	Pvt	Total	Govt	Pvt	Total
3	1	4	1	Nil	1	Nil	Nil	Nil
No. of students :								
225	30	255	130	Nil	130	Nil	Nil	Nil
No. of Teachers :								
7	1	8	5	Nil	5	Nil	Nil	Nil

School in the Yimchunger area was first started in 1953. The school was opened at Kuthuri by the Government. The next year in 1954, another primary school was opened at Kiussor by the Government. The number of pupils attending the schools were 20 and 3 respectively and the number of teachers were 2 and 1 respectively. In 1953, another primary school was opened at Shamator town and it became the first full fledged high school in the area after the statehood of Nagaland. The enrolment of students was 90 and the number of teachers were 10.⁵¹

Besides the step taken by the Government for the education of the tribe, the Tribal Council which was formed in

51. An interview with Nokyen and Rev. Yapang.

1948 helped for the establishment of some schools.⁵² Like other tribes in Nagaland, the disturbed political situation in the region adversely affected the schools and many of them closed down.⁵³

Education in Sangtam Naga area started in the early part of 1930's. Some of them realised that they could not be raised to the standard of civilisation unless they open their eyes towards education. Among the locals Shetongke, a non-Christian from Chari who was the chief of the village, invited Mr. Mayangnokcha, Headmaster Impur school and Rev. Wickstrand in January 29, 1930 to open a school at his village but it was questioned by the British Government. Similarly, Mr. Hopungkiu Sangtam who was a Dobashi under the civil sub-divisional officer Mokokchung, under his initiative and with the cooperation of the elders of Tsadanger village and Chungliyimti village, opened a primary school from 1st January, 1933 with an enrolment of 33 pupils with Tulung Sangtam from Tsaru village as the teacher in the school.⁵⁴ In 1946, a middle school was opened at Shuyung (Chari village) under the decision of the Gaunburas of Longkhim area. The enrolment of students in the school was 50.⁵⁵ By the time when India got Independence in 1947, there were 10 primary schools and 1 middle school with an enrolment of 250 students.⁵⁶

52 & 53. *ibid*

54. Opanglemla Sangtam : An Investigation into the Development of Primary Education with special reference to Tuensang District (Unpublished M.A. (Edn) Dissertation submitted to NEHU, Nagaland Campus (1985) p.60

55 & 56. *ibid.* p.60

Table 2.8

Schools In Sangtam-Naga Area In 1947.

Primary School	Middle School	High School
10	1	Nil
Enrolment of Students		
Primary School + Middle School = 250		

Formal education in the Konyak-Naga tribe was started by Rev. and Mrs. Mile Bronson in 1840 at the Namsang village which can be regarded the first educational institution established in the soil of Nagaland. But this school was closed down the same year as the missionary family was afflicted by fever and abandoned the village. After they left the village, the school was closed down and came to an end.

Seeing the need of school for them, in 1938 the Government opened 2 primary school one at Wanching and the other at oting⁵⁷.

After the Independence of India, the local christian missionaries did a pioneering effort for the education of this

57. An Interview with Rev. Mankap. Konyak Eastern Missionary.

tribe. They established a very good number of educational institutions. Among the missionaries, Rev. Longri Ao was fully aware of the fact that schools were important institutions for the expansion of the church. During his tenure as missionary to the people of kongyak, he opened 8 schools at 8 villages. Those schools were taken over by the Government after the statehood of Nagaland. In 1957 Longri started a Bible School at Wakching with 14 students. Longri, his wife and one another friend of his taught the school.⁵⁸

Besides the missionary effort, the Government also opened some schools in the tribe. Moreover some primary schools were upgraded to middle schools and the middle schools to high schools. In 1953, the Government Primary School Wakching became the first middle school and the first high school in 1958.⁵⁹

The following table shows the number educational institutions and the number of students in the Naga Hills district from 1882-83 to 1947-48

58. O.M.Rao : Longri Ao. A Biography : p.36

59. An Interview with Rev.Mankup.Kongyak.

Table 2.9

Educational Institutions And The Number Of Teachers in
1947-48

Year	Lower Primary	Middle School	High School	Technical School	Number of students
1882-83	6	X	X	X	107
1897-98	17	1	X	X	371
1903-04	22	1	X	X	64
1937-38	141	1	1	1	4532
1947-48	225	27	3	1	17443

For the future of Nagaland Elwin remarked:

"the spread of education, if we are to judge by what has already happened, will be rapid; if it has a sufficiently technical bias; before long. Nagas themselves will not only be laying down policies in their legislature but will be themselves implementing them as engineers, doctors, teachers and agriculturist in the field⁶⁰.

60. Elwin : Nagaland : pp 93-94

CHAPTER III

REVIEW OF RELATED LITERATURE

3.1. IMPORTANCE OF REVIEW

3.2 ACTUAL SURVEY

3.3 CONCLUSION

REVIEW OF RELATED LITERATURE :

3.1 Importance of review :

For a researcher it is very important to study into the work done earlier in the related area so as to make his study significant. The researcher should, therefore, try to identify and familiarise himself with the studies done before so that a clear outline of his own will come out. Emphasizing the purpose of surveying the related literature Good, Bar and Scates said:

- (1) "to show whether the evidence already available solves the problems adequately without further investigation and thus to avoid the risk of duplication;
- (2) to provide ideas, theories, explanation or hypothesis valuable in formulating the problems;
- (3) to suggest methods of research appropriate to the problem;
- (4) to locate comparative data useful in the interpretation of results; and
- (5) to contribute to the general scholarship of the investigator"¹

1. Good, et.al : Methodology of Educational Research : pp.104-110

Regarding the importance of the survey of related literature, George Mouley wrote :

"The review of the literature is an exacting task calling for a deep insight and clear perspective of the over all field....The review of the literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. The published literature is a fruitful source of hypotheses ²

Research is an activity which requires concentration, hard work, inquisition and always sparing time in pursuit of new information. Jw. Best wrote :

"The research for reference material is a time consuming but fruitful phase for investigation. A familiarity with the literature on any problem area helps the students to discover what is already known; what others had attempted to find out; what methods of attack have been promising or disappointing, and what problems remained to be solved" ³

It is therefore, very important for a researcher to study the work done before in the related field and to understand it. In order to perceive the background of the research report very

2. Mouley, George J : The Science of Educational Research. p.115
3. Jw. Best : Research in Education pp.31-32

clearly a short description of the review of related literature can be added. According to Dictionary of Education by C.V. Good, "the material secured from preliminary survey of the field usually makes up one of the earlier chapters of the research report".⁴

3.2.0 Actual survey :

3.2.1 Studies in the third world countries :

Vernal Louis revealed in the study of "Education in Bhutan For The Next Decade" that:

1. There was a lack of resource at the physical (buildings and furniture) human (teachers) financial levels. Unless facilities are improved a mere increase in the percentage of enrolment will be counter productive leading to over crowding, low standard of education, all leading to wastage of resources and efforts.
2. The dropout / stagnation rate is alarming. The cumulative percentage of dropout/stagnation raised from 60.7% in 1981 to 84% in 1986.

4. Good, C.V : Dictionary of Education. p.231

3. There was an upward trend in the attendance of girls from 27% in 1983 to 35% at the time of study.
4. Pemagatshel Dzonkha was the lowest representation of girls in term of percentage to the total number of students.
5. Thimphu was the best percentages as well as number of students.
6. At the time of study the percentages of non-national teachers was 39 at the primary, 54 at the junior high school and 57.5 at the high school stages.
7. In 1988, the percentage of trained and untrained national teachers was 31.88 and 27.35 respectively and non-national teachers was 61.11 and 29.57 respectively⁵

Rostampour, Safar Ali, et.al, revealed in their study on "Education In Post- Revolution In Iran" that :

1. In 1989 there were 2,547 pre-primary schools and the percentage of female pupil enrolled was 47
2. The enrolment of students at the primary level in 1989 was 82,62,441 and the percentages of enrolment from rural and urban areas were 48.6 and 51.5 respectively.

5. NEIPA : Journal of Educational Planning and Administration

3. In 1987 teachers teaching at primary level with B.A or B.Sc, was 0.22 percent, with Diploma (14 years study) 11.92 percent, with certificate (12 years study) 81.27 percent and below certificate (10-12 years study) was 6.59 percent⁶

Sawangchakawane Phavandy and Sayaseng Somsy, in their study on "Educational System In Laos People's Democratic Republic" revealed that:

- (1) during French colonial rule, before 1945, Laos had only six primary school and one lower secondary school throughout the country. These schools were established in order to serve the purpose of colonial administration.
- (2) during the period 1975-1985, tremendous success was achieved in the educational domain such as the disparities between male and female have been reduced, number of primary schools and secondary schools increased and some of the vocational schools were set up at the provincial level.
- (3) the following problems were found in the field of education according to one evaluation of education.

6. ibid : pp 114-115

- (a) The provisions of the facilities for education were inadequate.
- (b) The provision of education for remote areas was a little success.
- (c) The post-literacy programmes were running in an adhoc manner. Many literate people relapsed to illiteracy.
- (d) Quality of education was not satisfactory.
- (e) The growth rate of the graduate from upper secondary was increasing.
- (f) Many of the qualified teachers did not attend to their duties properly and tried to find other jobs.⁷

Jamaludin A.Hamid in his study on "Development of Education in Malaysia" found the following general problems in schools :

- (1) The standard of discipline among school children had dropped due to changes in social values. Size of classroom was not adequate to meet the increasing enrolment and changing attitudes of parents who had given the teacher the sole responsibility.

7. *ibid.* pp.121-123

- (2) The influence of drugs /smoking amongst school children.
- (3) Broken marriages were on the increase due to social change and pressure.
- (4) Increased rural-urban migration among the poor had created some negative effect on children.
- (5) Poor living conditions had discouraged children to attend schools. Poor parents had not been able to finance their children's education.
- (6) Attitude of parents who were less motivated to send their children to schools.
- (7) Racial sentiments too impeded the Government's objectives of national integration due to misinterpretation of Government policy of education.⁸

Siddique W.H (1984) conducted a study on the "Existing System Of Education In Nepal". Some of the important objectives of the study were :

- (1) To investigate the progress of education in almost all its aspects at all levels including

8. *ibid.* p.131

primary, secondary, tertiary, vocational education and adult education.

- (2) To find out whether the educational progress in Nepal was comparable with the progress of education in the neighbouring states like India.
- (3) To identify the factors helping or hindering the progress of education in Nepal.

The following were some of the notable findings :

- (1) Before the introduction of National Education Scheme (NES) plan in 1971, the position of education in Nepal was by no means satisfactory. 86% of the people were illiterate. In 1971, there were only 7,275 primary schools, 1,123 secondary schools and 49 higher educational institutions including 19 intermediate colleges with 4,08,471, 1,20,537 and 16,427 students respectively.
- (2) Under the plan of National Development Service (NDS) Scheme, during the decade 1971-1980, the percentage of enrolment at the primary level rose from 27.9% in 1971 to 90.4% in 1980 which is a commendable achievement and favourably comparable with any other developing countries.

- (3) During the period 1973-1980, the number of pupils at the lower secondary level was more than doubled. By 1980, the total enrolment at this level was about 36.7% of the enrolment at the primary level. Though this figure falls short of target by 13.3% the achievement is comparable with corresponding figures for India.
- (4) The enrolment at the secondary level was more than doubled but the percentage of students at this level in proportion to those in lower secondary classes decreased from 37.1% in 1973, to 30.9% in 1980 which is a disturbing feature.
- (5) By 1980, the proportions of girls enrolled to the total enrolment at different levels was - primary 28.0%, lower secondary 20.7% and secondary 17.9% which shows that, by and large, the beneficiaries of the NES plan have been boys.
- (6) Under the NES plan the number of higher educational institutions rose from 49 in 1971, to 88 in 1980 with an increase in the enrolment from 13.6% of the secondary enrolment to 31.8%. But the percentage of students in technical and professional education to the total enrolment at higher education declined from 38.3% in 1976, to 21.2% in 1980.

- (7) Because of the complete absence of higher education in Nepal till the middle of this century, facilities for research were insufficient and inadequate. But under the NES plan, steps have been taken to develop research work in various fields of institutions of higher learning in the three research centres that have been established in the country.
- (8) The programme of adult education, it is found, made only little headway during the NES plan as the percentage of illiterates during the six years 1975-1981 dropped down only from 80% to 76%.
- (9) Although there has been a marked progress in the field of education in Nepal since 1971, yet its problems are so closely related with socio-economic development that unless radical socio-economic reforms are implemented and more funds are made available for development programmes in education the problems stated above will persist for longer time.⁹

Prodyal Shiva Prasad revealed in the study on "some aspects of educational planning and administration in Nepal" that:

9. NCERT : Indian Educational Review. A Research journal Vol XXIII No 2. April 1988. pp.95-98

- (1) By 1987 the number of school at all levels(primary lower secondary and secondary) was 17,816 as against 12,019 in 1977. The increase within a decade was 48 percent.
- (2) The liberal attitude of the popular Government of 1950-51 towards education for the people and inception of the NESP(1971-1976) within frame work of policy to expand educational opportunities and facilities to the remote areas of the country accelerated the growth of student enrolment in the school system. The total number of students enrolled in 1977 was 10,77,846 and by 1987 it was 25,32,021.
- (3) The primary education was made free in 1975 and the children at this level received free text books which helped enrolment to increase rapidly.
- (4) The total number of teaching staff employed at all levels of school in 1977 was 35,834 of which the number of teacher was 14,294. Within a decade the number of teachers increased to 75,869 of which trained teacher was 29,046¹⁰

10. op.cit : p.143

3.2:2. Studies in other states of India:

Inderjit Kumar: (1905) conducted a study on "Higher Education In Punjab From 1882-1982" some of the major objectives of the study were :

- (1) to trace the development of higher education in Punjab from 1882-1947.
- (2) to find out how development of higher education in Punjab was influenced by the country's Independence, ie, by the Government's National Policy.
- (3) to suggest measures to solve current problems and improve prospects of developing higher education in Punjab.

The study revealed that:

- (1) with the foundation of Punjab university in 1882, higher education in the state started spreading gradually. In 1882, the university had only 3 affiliated colleges, by 1899, 14 colleges were affiliated to Punjab university, out of which 7 were situated in Lahore

- (2) After the Calcutta university commission, the Punjab university began to pursue post-graduate teaching in its departments.
- (3) By 1921, there were 25 colleges affiliated to the university, including 17 arts and science colleges and 8 professional colleges. In addition, there were 2 colleges maintained by the university.
- (4) By 1934, many new departments were started in the Punjab university and old departments were organised with the introduction of new types of courses. Beside this, compulsory physical training in the intermediate classes of the affiliated colleges was also introduced.
- (5) By 1943, the number of colleges affiliated to Punjab universities went up to 61 out of which 43 were colleges of general education and 18 were of professional education. The number of scholars in the colleges of general education was 4,927 and in the colleges of professional education 1477.
- (6) In 1956, there were 116 colleges affiliated to Punjab university and the number of scholars swelled to 50,000 out of which 8200 were girls.

- (7) In 1956, another university was started at Kurukshetra initially with major emphasis on Sanskrit but later with many teaching departments.
- (8) In 1961, the Punjab Agricultural University was established.
- (9) The Guru Nanak University was founded in 1969. This university had 19 teaching departments and 75 affiliated colleges.
- (10) The number of colleges for general education had been increasing since 1882. The increase was more than 16 times by 1982.
- (11) The average annual increase in number of scholars in general education was .9 times by 1982.
- (12) The average annual increase in per scholar expenditure was from Rs 6.24 to 144.11¹¹.

Bhattacharjee D.S:(1986): conducted "A Study of Educational Development in Sikkim". The major objectives of the enquiry were:

- (1) to study the development of education in Sikkim in a historical perspective, and

11. Buch, M.B. (1983-86) : Fourth Survey of Research in Education Vol I pp.101-101

- (2) to ascertain the current status of educational development with respect to schools, teachers, pupils, parents and educational administrators.

The major findings of the study were:

- (1) There was no formal system of education for the Lepchas who were the original inhabitants of Sikkim.
- (2) The monastic system of education, which was brought by the Tibetans to Sikkim, became an organised system of elitist education during the 17th century.
- (3) Two major influences of the social and cultural life of the people which shaped educational development in Sikkim were the introduction of Lamaic Buddhism and the development of monasteries.
- (4) Three major factors led to the introduction of modern education in Sikkim were the advent of the British, leading to multiplication of Nepali settlers, spread of education through Christian missionaries in the neighbouring districts of Darjeeling, and exposure of some members of the ruling family to liberal education in England leading to a positive attitude to modern education.

- (5) While schools initially began with communal identities the Government attempts to amalgamate them and give them a secular character.
- (6) Systematization of administrative machinery in the state began momentum in early fifties and consequently the Directorate of Education was created in 1954.
- (7) The process of planned educational development in Sikkim was initiated in 1954.
- (8) Introduction of modern education and its acceleration in the fifties and sixties created simultaneous awareness of the handicap of functioning under a monarchic set up. Pressure for democratization built up and in 1975 Sikkim officially merged with Indian Union
- (9) Quantitatively, the post merger period saw a massive expansion of education. Universalisation of primary education was undertaken on a priority basis.
- (10) The quantitative expansion was accompanied by a programme of qualitative improvement, especially since 1976.

- (11) Schools especially at the primary level, lacked essential physical facilities and required revamping.
- (12) Lecture/explanation was the most commonly used method of teaching.
- (13) There was a visible imbalance of staff qualification vis-a-vis their employment. There was also very little scope for professional growth of teachers
- (14) There was a serious dearth of library facilities in various districts of the state.
- (15) Most of the students in the state were first generation learners. Although they had interest and great aspiration, they were not able to devote themselves totally to the demands of education due to economic difficulties at home.
- (16) Since the students came to school from remote areas and had domestic responsibilities, they found the study load rather heavy.
- (17) The use of English as the medium of instruction hampered their actual performance since they were first generation learners and did not have resource

person at home whom they could consult¹²

Rai, R.K:(1979): conducted "A Critical Study Of The Progress And Problems Of Secondary Education In Bihar After Independence". The main aim of the research was to study the progress and problems of secondary education in Bihar after Independence. The major findings of the study were:

- (1) Though there was some progress the prevailing situation was not satisfactory. Many difficulties and problems were identified.
- (2) Since Independence there had been unplanned and unchecked expansion of the system. Due to the laissez-faire policy of Government, mushroom growth of institutions took place. All the financial input had proved ineffective in the face of expansion and all efforts at qualitative improvement were abortive. Government had tried to check the rate of expansion but the problem was still harrowing.
- (3) The system of education had become pretty complex. The administrative machinery could not meet the challenge of the fast expanding system. From time

12. *ibid.* pp:96-97

to time attempts were made to streamline the administrative machinery but, without success.

- (4) Education at the secondary stage received the least creative consideration and as a result, there was no significant improvement¹³ .

Undurwade, H.G: (1985): in his study on " A Critical Study of Education Development of Backward Class in the Vidarbha region of Maharashtra" . The objectives of the study were :

- (1) to study the enrolment of students (general, SC, ST) statewise and districtwise.
- (2) to study the comparative enrolment and facultywise,
- (3) to study the enrolment of SC, ST students in hostels,
- (4) to study the state of post-matric scholarship,
- (5) to study the percentage of dropouts,
- (6) to study the state of literacy of SC and ST,
- (7) to assess the study habits of SC and ST students,
- (8) to assess the general level of achievement of SC and ST students as compared to that of general education,
- (9) to assess the level of education aspiration of SC, ST students,

13. ibid : p.109

- (10) to study the degree of modernisation of SC and ST students,
- (11) to study the degree of adjustment of SC, ST students,
- (12) to study the educational problems of SC, ST students, and
- (13) to study the values of SC, ST students.

The following were the major findings of the study :

- (1) The literacy percentage of SC and ST was less than that of the total population during the period 1961-1981.
- (2) The coefficient of equality in the case of literacy was less than 100 for both SC and ST during the period 1961-1981.
- (3) The index of growth was the greatest for ST and least for the general education during the period 1961-81 .
- (4) The literacy percentage of the females was less than that of males for all the classes
- (5) The literacy percantage in rural area was less than in urban areas for all the population

- (6) The disparity between SC / ST literacy widened during 1961-81
- (7) The percentage of SC\ST children in pre-primary institutions was very low
- (8) The percentage of SC\ST students in professional courses was quite low and did not fill the reservation quota.
- (9) There was considerable growth in the number of Government of India scholarship for backward students during the last twenty years but the amount paid to each student was inadequate ¹⁴

Joshi, S.T:(1984): In his study on "Critical Study of Development Of Education In Tribal Area Of Dhule District, Since 1st May 1960 to 31st March 1981". The objectives of the study were

- (1) To trace the development of education in tribal area in Dhule district from 1960-81 .
- (2) To evaluate the development of education in tribal areas of Dhule district during the said period
- (3) To find out the factors which facilitated educational development.

14. *ibid.* p.114

The major findings of the study were :

- (1) Inadequate provision of schools adversely affected the educational development of the scheduled area.
- (2) Inadequate and irregular supply of incentives affected the enrolment rate of retention adversely.
- (3) There was very low positive co-relation between the increase of enrolment and increase of literacy.
- (4) Socio-political and psycho-economical factors affected the educational development in positive and negative ways.
- (5) The factors of social customs like early marriage and love affairs among students caused low enrolment as well as low retention.
- (6) Low economic status resulted in a high dropout rate.
- (7) Transfer of teachers and opening of new schools led to loss of interest among the teachers and their irregular attendance in schools.
- (8) Socio-political awareness among parents helped in the development of education.¹⁵

15. *ibid.* p.102

Tapas. R.Dash conducted a study on "Inequality In Educational Development Of Tribes In Orissa ". The main objectives of the study were

- (a) to find out the inter-district variation in the literacy levels of the tribes,
- (b) to examine the intra-disparity of tribal education.

The major findings of the study were:

- (1) In so far as the inter-district variation is concerned in all cases except in case of Non-ST and ST (Urban males and females) the disparity is the highest in the district of Cuttack. The disparity value is the lowest sometimes in Phulbani district and sometimes in Sundargarh district in all cases except in the case of Non-ST and ST urban females. In all the analysis the districts namely Cuttack, Koraput and Balasore have their disparity value above the value of the state and district namely Bolanger, Kalahandi, Phulbani, Sambalpur and Sundargarh have their disparity value below the state disparity figure.
- (2) The intra-district disparity reveal the fact in all the cases Sundargarh has the lowest disparity value and the other district namely Ganjam has its disparity below the State disparity value.

- (3) From the coefficient of variation it is found that the highest variation is in the case of females both rural and urban. The cumulative frequency distribution clearly brings the evidence of relative deprivation of the ST rural female population as out of the total 13 districts, 11 districts have less than 5% literacy rate. This also shows that within the ST population the urban component happens to have a relatively high level of literacy.
- (4) So far as the inter -district variation in tribal education is concerned in most of the cases the disparity is the highest in Cuttack district though it is considered as one of the developed districts of the state. It may be due to the following reasons:
- (a) Concentration of tribal population and the literacy rate of the tribals in the district is very low in the state compared to other backward districts ;
 - (b) In urban areas the tribes are mainly migrants and service holders ;
 - (c) Moreover, the percentage of literacy of the

remaining tribes in the rural front of the district is also the lowest.¹⁶

Pati, K. : (1984) conducted a study on "Education In Orissa During The British Period; A System Analysis Of Constraints Resources And Trends". The major purpose of the research was to study the history of primary, secondary and higher education, teacher training and womens's education in Orissa from 1803-1912.

The major findings of the study were

- (1) The British administration committed a grave mistake by completely overthrowing indigenous education in Orissa in the beginning of their rule .
- (2) The downward filtration theory of Lord Bentick was a misconception.
- (3) Missionary activities were a mixed blessing for the spread of education in the province.
- (4) The economic degradation of the Oriyas by the British administration was responsible for slow progress in education during the 19th century.

16. NIEBA : Journal of Educational Planning and Administration
Vol V.No 1. January 1991. pp.82-83

(5) The policy of 'quality and efficiency' as introduced by Lord Curzon was detrimental for Orissa in as much it obstructed the expansion of institutions when the province was in dire need of expansion .

(6) The establishment of education department helped evolve a state system of education.

(7) The 'Payment by result' system was highly effective in spreading primary education.¹⁷

Murughendrappa, D.R: (1972): Conducted a study on 'Twentyfive Years Of Education In The State Of Mysore(1947-1972)'

Major findings of the study were :

It was found that in 1947, there were 9 districts and by 1972 the number went upto 19. The state had set up an efficient educational administrative pattern under Directors of Public Instruction, collegiate education; technical education, text books and Pre-University Board. There were an increase in the number of pupils, teachers and institutions at all levels. At Pre-Primary level the state had an aided Kindergarten school as early as 1911-1912 and there were at the time of the

17. op.cit : p.108

study 807 Pre-Primary schools. In the field of primary education, the state had made provisions for universal, compulsory free Primary education as early as 1913. At the time of the study there were 32,692 primary schools with a strength of 32,60,472 pupils. The percentage of wastage and stagnation which was at 72.50 in 1943-1947 came down to 58.70 in 1871-1872. At secondary education level there was increase in the number of schools - from 227 in 1947-1948 to 2,060 in 1971-1972. The number of university increased from 1 to 5, the colleges of general education went up from 4 to 197, and the colleges of education increased from 1 to 19. There were at the time of the survey 13 Law colleges, 15 Engineering colleges, 4 Medical colleges, 16 Commerce colleges and 29 Polytechnics. There were under professional and special institutions like Physically handicapped reformatory and industrial schools etc. which show slight progress.¹⁸

Kultib Kaur (CRRID) Conducted a detail study on "Education In India (1871-1985)." The following were the findings of her study:

1. (a) The number of pupils from class I-IV increased from 191.5 lakhs in 1951 to 770.4 lakhs in 1982-1983.

18. *ibid* : p.54

- (b) The number of pupils from class V-VIII increased from 31.2 lakhs in 1951 to 222.1 lakhs in 1982-1983.
 - (c) The number of pupils from class IX-XII increased from 12.2 lakhs in 1951 to 118.2 lakhs in 1982-1983.
 - (d) The number of students at the university stage increased from 3.6 lakhs in 1951 to 47.5 lakhs in 1982-1983.
- 2.
- (a) The number of primary /junior basic school increased from 2,09,671 in 1951 to 5,03,074 in 1982-1983.
 - (b) The number of middle /senior basic increased from 13,596 in 1951 to 1,23,423 in 1982-83.
 - (c) The number of high/higher secondary schools increased from 7,288 in 1951 to 52,279 in 1982-1983.
 - (d) The number of teachers' Training school increased from 782 in 1951 to 1,419 in 1982-1983.
 - (e) The number of teachers' training college increased from 53 in 1951 to 500 in 1981.

- (f) The number of colleges increased from 542 in 1951 to 8,011 in 1983.
- (g) The number of Universities increased from 27 in 1951 to 137 in 1983 including 10 institutions of National Importance and 12 Deemed to be Universities.
3. (a) The number of teachers in Primary schools increased from 5,37,918 in 1951 to 13,89,356 in 1983. The percentage of trained teachers also increased from 58.8 to 86.9 in 1983.
- (b) The number of teachers in middle school increased from 85,496 to 8,56,389 in 1983. The percentage of trained teachers also rose from 53.3 to 89.5 in 1983.
- (c) The number of high/higher secondary school teachers increased from 1,26,504 in 1951 to 9,93,115 in 1983.
- (d) The number of teachers in universities increased from 18,648 in 1951 to 2,49,399 in 1979.¹⁹

19. Kultib Kaur-Education in India (1871-1985) Policies, Planning and Implementation CRRID : Annexure.x

3.2.3 STUDIES IN STATES OF NORTH EASTERN REGION

Battacharjee, R.N (1983) conducted a study on "Socio-economic Strategies Of Education In Nagaland - A Historical Study". The study was an attempt to determine extensity and intensity of influences on and contribution of the different socio-economic factors to education in Nagaland for a period of about fifty years, starting from the days of western education introduced in the state by the missionaries in the thirties. This coverage of time was considered with a view to establishing facts about the history of education in Nagaland and to evolve socio-economic strategies of educational growth and development to be used for educational planning in the state.

The major findings of the study were :

- (1) Parental illiteracy was one of the major factors which stood in the way of education in the state during the period 1930-1950. In the fifties, due to increasing interest of parents in education, the children of the period could avail of the opportunities for education. Parental education operated against wastage in education.
- (2) Parental occupational status determine the education of the children at all periods during the years covered by the study.

- (3) Parental economic status determine the level of education of their children.
- (4) The socio-cultural environment influenced educational growth.
- (5) Due to lack of educational institutions there was no proper educational growth during the period 1930-1950. About 9% of the respondents had facilities for primary education during 1930-1940. Hardly 1.7% could obtain secondary education during the fifties. Disproportion in provisions of facilities were also an important of educational growth. The kind of provisions that had been made available for education seemed to have encouraged qualitative growth only.²⁰

Tali.R:(1984): revealed in the study of "The Problem Faced by High School Teachers and Their Attitude Towards Teaching Profession in Nagaland" that:

- (a) 37% were trained and 32% of the teachers reported to have attended inservice training.
- (b) 24% of teachers were said to have joined the job because of interest and on their own choice.

20. Buch, M.B. (1983-86) : Fourth Survey of Research in Education
Vol. I p. 97

(c) 81% were of the opinion that strict appointment of teachers and training should be done.²¹

Shishak.T.A.: (1973) found in the study on "Higher Education For Nagaland" that:

- (1) Only 30% of the elementary teachers have received any training and about 20% of the high school teachers have B.T.(Bachelor of teaching)degree.
- (2) as many as 5,128 teachers were seriously deficient in general education especially in spoken and written english which is the medium of instruction.²²

Shylla Namrhen:(1985) conducted a study on the "Problems Of Primary School Teachers In Nagaland." The objectives of the study were;

- (1) To find out the present problems of primary school teachers of Nagaland, and
- (2) To give suggestions to solve them.

The major findings of the study were :

- (1) The problems of underqualification of primary teachers emerged as a serious problem.It was found

21. A Study of the problems faced by High School teachers and their attitude towards teaching profession in Nagaland. Thesis submitted to NEHU for Ph.D degree.

22. Shishak,T.A (1973) : Higher Education for Nagaland.A proposal for curriculum organisation and Co-ordination.Ph.D Thesis submitted to New York, Buffulo University. p.127

that 30% of the teachers in primary schools are underqualified. This is a problem which is mainly responsible for the backwardness of the primary education in Nagaland.

(2) It was found that about 37% of untrained teachers were still working in primary schools.

(3) The non-availability of furniture in the school emerged as a serious problem where the teachers find it difficult to accommodate themselves and the students in classroom and library.

(4) The quality of teaching at the primary level was found to suffer because of non-availability of teaching materials in the schools. 60% of the teachers told that they did not have teaching aids in their schools.²³

The Directorate of Evaluation, Government of Nagaland Kohima (1986) conducted a survey on "Evaluation Of Elementary Education In Nagaland From 1975 - 1980". The purpose of the study was :-

(1) to examine the progress made in the field of elementary education :

23. Shylla, Namrhen : (1985) : A Study of Problems of primary school teachers in Nagaland. (M.A (Edn) dissertation submitted to NEHU, Nagaland Campus, Kohima) pp.74-76

- (2) to study the condition and arrangements under which this programme of elementary education is being implemented :
- (3) to study the impact of the programme on the people:
- (4) to study the problems and weak spots, and
- (5) to recommend measures necessary for the effective working of the programme.

The findings of the study were :

1. It was found that most of the primary schools in Nagaland run in ordinary Katcha houses.
2. Out of the 16 (sixteen) sampled schools only 6 (Six) schools were reported to have urinals, 5 (five) Schools latrines, 3(three) schools drinking water facilities, 11 (eleven) schools a playground and 4 (four) schools hostel facilities.
3. Schools were very ill equipped with equipments and teaching materials. In one of the sampled primary schools even chairs and tables were not supplied, in three sampled schools chalks and dusters were not available.
4. The position of middle schools was slightly better

than that of primary schools in matters of equipment.

5. Out of 5 (five) middle schools selected, 2(two) did not have library books. Similarly globe was not available in any of the selected schools.
6. Excepting few sports and games equipment, equipment for physical exercise, exercise for music, skipping rope, carrom board and almirah were not available in any schools.
7. Inspection and supervision in primary and middle schools was very poor.
8. There was virtually no parent-teacher contact in the sampled schools ²⁴

Tamok Takeng:(1985) : Conducted a study on the "Development Of Primary Education In Arunachal Pradesh From 1980-1985".

The objectives of the study were :

- (1) To study the indigenous system of education before the advent of Britishers.

24. Directorate of Evaluation. Nagaland Kohima (1986) : Evaluation on Elementary Education. pp.3-29

- (2) To study the progress of primary education after Independence.
- (3) To study the problems of primary education.
- (4) To suggest some measures for the improvement of primary education in the territory.

The major findings of the study were:

- (1) Before the advent of Britishers on the land of Arunachal Pradesh, the system of education existed in non formal way but was based on practical. The learning by doing was emphasized more as the child learns by imitation and working with the elders to fit himself in the society. There was ritual, festival and other practices where the knowledge was transmitted from generation to generation.
- (2) The Britishers practically did not make attempts to introduce formal education in the territory as there were only three primary schools at the time of Independence in the territory.
- (3) During the first five year plan, there were 120 primary schools with an enrolment of more than 4,203 students. In 1971, the territory had 506

primary schools with 16,467 students upto 1984-1985, the number of schools raised to 1,237 with an enrolment of 85,027 students.

- (4) There was no middle school in 1947 but the territory had 8 middle schools after a decade with 596 students. In 1980, the number of middle schools became 117 with 8,032 students.
- (5) In 1956-1957, the territory had only 2 high schools having 396 students. Upto 1980, the number of high schools became 26 having more than 10,000 students. In 1984-1985, the number raised to 40.
- (6) The National policy on education was adopted in the territory in 1977-1978. In the same year secondary schools were upgraded to higher secondary. In 1984-1985, the number of higher secondary schools reached 23.
- (7) At present the territory has one university, 2 degree colleges, one college offering the courses both for Arts and Science. The North-Eastern Regional Institute of Science and Technology started running classes at Itanagar.
- (8) To eradicate the backlog of mass illiteracy, adult education has been started during 1974-75 followed

by launching of NAEP in 1978. Upto 1979-80, there were 239 Adult Education centres with an enrolment of 4,769 .

(9) In 1947, the rate of literacy below 1% but in 1981 it raised to 20.29%.

(10) There is one Teacher's Training Institution at changlang and provides training for undermatric and matriculate teachers. Graduate teachers are sent to other state for B.T/B.ED. The State Institute of Education has been newly established at changlang.

(11) There is free supply of mid-day meals, uniform and reading and writing materials for the pupils²⁵

Avatar Singh;(1984) for his Doctoral Thesis conducted a research on "Development Of Education In Arunachal Pradesh(1972-1982) With special emphasis on School Education". The objectives of the study were :

(a) to study the growth and development of institutions of pre-primary, elementary, secondary and higher education in Arunachal Pradesh;

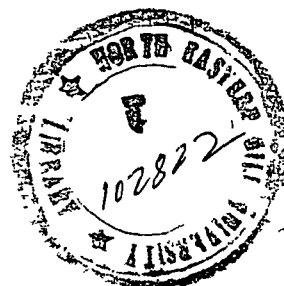
(b) to study the growth in enrolment and number of teachers at different levels;

25. Tamok, Takeng : (1985): A study of the development of primary education in Arunachal Pradesh from 1980-85. [M.A (Edn)] dissertation submitted to NEHU, Nagaland Campus, Kohima. pp.123-126.

- (c) to study the development of educational administration in Arunachal Pradesh;
- (d) to study the extent of wastage at school level; and
- (e) to examine the relevance of School Curriculum to the needs of local tribal people

The findings of his study were :

- (1) the progress in respect of the primary schools in the territory has been commendable . The number of institutions has almost doubled from 503 in 1972-73 to 931 in 1981-82;
- (2) opening of middle schools in the territory have also been praiseworthy. From 45 such schools in 1972-73, their number increased to 120 in 1981-82. During 1972-73 there were 11,158 students on rolls and this number increased to 16,852 in 1981-82. There has also been substantial rise in the number of teachers in these schools ie; from 303 in 1972-73 to 813 in 1981-82;
- (3) during 1972-73, there were only 18 high/higher secondary schools in the territory and by the end of 1981-82 this number rose to 53. The enrolment in these schools also registered a rise of about 400% ie; from 4976 in 1972-73 to 18,896 in 1981-82;



(4) there has been a graded increase in the number of teachers in those schools. But the percentage of trained teachers in those schools (64.32% in 1981-82) is more than in primary schools (49.83%) and middle schools (43.91%) during the same year;

(5) the increase in the number of institutions in all the four stages of school education in the territory rose from 566 in 1972-73 to 1153 in 1981-82.²⁶

Ibotombi Singh: (1985): made a study on the "Development And Some Problems Of Higher Education In Manipur with Special reference to Financing of Higher Education"

Some of the objectives of his study were:-

- (1) to trace out the development of higher education in Manipur since 1949.
- (2) to identify and probe the vital problem areas such as (a) enrolment trends (b) pattern of expenditure.

The study revealed the following

- (1) In 1949 there was only 1 private college in Manipur. By 1963-64, the number of colleges for

26. Singh, Avtar : (1984): Study of the Development of Education in Arunachal Pradesh with special emphasis on School Education. pp.2, 168-172 (1984) Unpublished Doctoral Thesis submitted to Dibrugarh University.

general education increased to 7. The number further increased to 14 in 1970-71 and by 1983-84 there were altogether 28 colleges in the State.

- (2) In 1949-50, there were only 261 students including 5 women students studying in the lone College, namely the D.M. College at Imphal. The enrolment show a continuous increase and registered a high peak during 1966-67. But the size of enrolment showed decline during 1976-77. However by 1979-80 the total number of students enrolled exceeded 17 thousand.²⁷

Chakravarty. A: (1972): made a study on "History Of Education In Assam 1826-1919". The major objective of the study was to survey the progress of education in Assam from 1826 to 1919.

The old records, documents, reports, journals and periodicals were consulted as source materials.

After the annexation of Assam in 1826, the British Government found a few schools on traditional lines in a moribund condition. In the beginning, the Britishers followed a dual policy. The English education was restricted to a selected few, while the vernacular, particularly Bengali, was popularised for

27. Ibotombi Singh : Study of the Development of Higher Education in Manipur. pp. 260-263.

the masses. A comprehensive educational code was drawn in the Despatch of 1854, but certain modifications in the policies were made in the Education Commission of 1882, the resolutions of 1904 and 1913. Some progress during the period under review was witnessed. Before 1854, the percentage of pupils rose to 2.68 in 1853-54, 4.44 in 1874-75 and 20.61 in 1918-19. The percentage of students steadily increased in Secondary Schools from 0.34 in 1834-35 to 4.23 in 1874-75 and 14.78 in 1918-19. At the university stage there was a slight increase in the number of students. The percentage of University students was 1.90 in 1901-02 which rose to 15.88 in 1918-19. The percentage of total enrolment including all kinds of education to total educable population in the years 1854, 1875, 1882, 1902 and 1919 were 1.61, 3.34, 8.01 and 15.21 respectively. But the masses did not receive the benefit of the education. 4 villages out of 5 were without a school. The standard of primary education was low and there was more wastage at primary level. At the secondary level too, there were attempts to increase the number of schools rather than to raise them qualitatively. The secondary education was excessively literary and insufficiently vocational in character. The industrial, technical, agricultural and other professional education did not progress due to financial stringency. The progress in the field of higher education was negligible, though there were 2 colleges in the province.²⁸

28. Buch, M. B. : (1972-78) : second survey of Research in Education. p. 44

The whole educational system was examination written. The only redeeming feature of the western education of that period was that it created a middle class intelligentsia who spread liberal views and attacked social customs like purdah system, opium eating etc..²⁹

Debi.R.:(1972) conducted a study on the "Progress Of Education In Assam 1882-1937". The objective of the study was to, survey the progress of education in Assam over the period 1882-1937. The major findings of the study were

- (1) The progress of primary education was not as it ought to have been.
- (2) Secondary education aimed at producing a set of men suited to running the administration at the permissible levels.
- (3) Collegiate education was in a poor state of development.
- (4) Progress in special education was rather tardy and many of the specialised institutions relating to law, medicine and technical and industrial education did not attain maturity even by 1937.

29. Buch, M.B: (1983-86) : Fourth Survey of Research in Education Vol. I. p.99

(5) Oriental education was organised better by far, but progress in this field also was not ideal .

(6) There was slow progress in the matter of teachers' training. There was lack of interest in opening training schools exclusively for women.

(7) As for women's education, not enough was done to lift them up out of the morass of illiteracy²⁹

Hluna. J. V. : (1986) : Conducted a study on "Education In Mizoram 1894-1947, a historical study with special reference to the role of Christian Missionaries". The main objective of the study was to provide a comprehensive history of the progress of education in the erstwhile Lushai hills in the context of the British rule in India.

The major findings of the study were:

(1) The western education introduced among Mizos during British rule made significant progress. It was so rapid that, in this respect, it surpassed that among not only other hill tribes but also many other people in India.

(2) Various factors were responsible for the progress. Missionaries played an important role in

29. Buch, M. B (1983-88) : Fourth survey of Research in Education. Vol. I p. 99

educational progress. They were also pioneers in many fields, like female education, vocational and practical subjects.

- (3) Under the initiative of the missionaries and encouragement of Government there had been good response from the common people to education³⁰.

Tala.J.;(1987);conducted a study on "An Investigation Into The Development Of Secondary Education In Meghalaya Since Independence". One of the major objectives of the study was to study the development of secondary education in Meghalaya since Independence in historical perspective.

The major findings of the study were ;

- (1) The type of oral and traditional education of the khasis and jaintias imparted in the past differed from the modern and contemporary education system.
- (2) There was no formal education in Meghalaya till about the end of the 19th century .
- (3) Christian missionaries were the first to start modern education in the khasi, jaintia and Garo hills.

30. *ibid.* p.100

- (4) Expansion in secondary education in Meghalaya between 1972 and 1984 showed encouraging trends.
- (5) Educational development in Meghalaya was faced with a number of problems. Development of education was not uniform in various districts and rural and urban areas.³¹

3.0 CONCLUSION

The review of research literature reveals that in the Third World Countries tremendous progress has been achieved in the educational domain after liberalisation from colonial rule and introduction of new National Education Schemes in different countries. In spite of the progress of education, certain basic problems- social, political, economic etc still hinder normal growth of education in different countries.

In India, there has been unprecedented growth of educational institutions, enrolment of students and the number of teachers at all levels and sectors of education after the Independence of India. But sociological, political and economical changes have always been affecting the educational development in different states both positively and negatively.

31. *ibid.* pp.101-102

In the states of North Eastern Region, though missionaries played a very significant role in spread of education yet educational development was significantly visible after the Independence of India.

In Nagaland, some studies have been undertaken at doctoral and post-graduate levels. But those studies are mostly on the development of education either at specific level or sector or area, or in all the aspects but only in one particular district and not at state level. It has been observed that no such studies has been undertaken on education which may cover all the aspects of education in respect of their development. In order to visualise the integrative effect of all the aspects of education in the process of development of education in the state of Nagaland, the present study was undertaken.

CHAPTER IV.

PLAN AND PROCEDURE

- 4.1 PLAN OF THE STUDY.
- 4.2 METHOD.
- 4.3 POPULATION AND SAMPLE.
- 4.4 SOURCES OF DATA.
- 4.5 RESEARCH TOOLS USED.
- 4.6 STATISTICAL METHOD USED.
- 4.7 PROCEDURE ADOPTED.
- 4.8 TOOL CONSTRUCTION.
- 4.9 TOOL ADMINISTRATION.
- 4.10 ANALYSIS OF DATA.

PLAN AND PROCEDURE

4.1 PLAN OF THE STUDY :

In order to attain the objectives of the study, it is very important to study the past and prevailing situation especially, in a historical and survey type of research. The present study is a historical-cum-normative survey research. Therefore, the investigator attempted to study the historical perspective of development of education in India, other states of North-Eastern Region and some third world countries through the survey of literature.

The investigator also attempted to study the records and reports with various Directorates in the state to trace out the steps taken by the Government for the development of education in the state.

Moreover, to trace out the prospects and problems of education in the state, the investigator attempted to study the field situation that is the prevailing conditions and status of general, professional technical, and non-formal education.

4.2 METHOD :

In view of the nature of study, the investigator adopted two methods- historical method and normative survey method to collect data.

4.3 POPULATION AND SAMPLE :

POPULATION :

A population represents a census or complete enumeration in which all the units (Whatever the case may be) are reached or at least theoretically conceived to have been reached. One of the important advantages of taking the whole population is that the investigator can easily and accurately assess and guarantee most reliable information of the population. In the present study, the investigator took the whole population in case of (a) Secondary education (b) Collegiate education (c) Professional education and (d) Technical education.

SAMPLE :

In the case of elementary education, investigator drew the sample. Stratified random sampling method was used to draw the sample from elementary education. Through the technique of stratified random sampling, Headmasters of primary and middle schools representing all the district of Nagaland were selected as the sample of the study. The sample and population of the present study are shown in the table given below.

Table 4.1

Stages of education	Educational Institutions		
	Govt	Private	Total
Primary schools	500	100	600
Middle schools	100	70	170
High schools	72	61	133
General colleges	8	8	16
Professional schools and colleges	4	4	8
Technical schools and colleges	5	-	5
Total	684	243	932

The rational for drawing the sample from elementary education is discussed as under :

- (a) There is large number of elementary schools in the state of Nagaland. Hence sample was used for the study of elementary education.
- (b) Both Government and private schools are equally increasing and need to be studied in respect of their problems and prospects. Therefore, stratified random sampling was employed for elementary education only.

4.4 SOURCES OF DATA :

The present study is a historical-cum-normative survey research, the investigator collected data from various primary and secondary sources.

4.5 RESEARCH TOOLS USED :

For any type of research, selection of a suitable tool or tools is very important for collecting reliable information. The following two tools- Questionnaire and Interview schedule were used by the investigator to obtain data from the respondents.

4.6 STATISTICAL METHOD USED :

The statistical method of PERCENTAGE was used to analyse and interpret the innovative activities, developmental problems and suggestion for improvement at different levels of education.

4.7 PROCEDURE ADOPTED :

- (1) The investigator first studied the general history of the research literature and referred to the

development of education in North-Eastern region, Other states of India and some Third World Countries. On the basis of the review of research literature, the investigator drew a conceptual frame work of development of education in general and with special context to Nagaland.

(II) The investigator secondly, went through the records with various Directorates in the state viz, planning and co-ordination, Higher and Technical Education, School Education, SCERT, Economics and Statistics, Census Operation and Assembly Secretariat to collect data. Primary data were collected while referring to the plans and programmes launched by the Government of Nagaland under different five year plans of the state. The investigator also collected secondary data from the following sources :

(a) Periodical reports and educational surveys conducted by the Central Government and Government of Nagaland which include (1) Annual Administrative reports of the Education Department , Government of Nagaland (2) Educational surveys conducted by the

Directorate of Evaluation, Government of Nagaland
(3) Reports of the commissions and committees dealing with education.

(b) Research projects which include published and unpublished M.A, M.phil, ph,D. dissertations and theses.

(c) Periodicals which include journals, magazines, newspapers etc dealing with education.

(III) The investigator went to the field and visited educational institutions. Relevant data through Questionnaire and Interview schedule were collected. The Sample through which quantitative data were collected has been discussed under appropriate caption in the report.

4.8 TOOL CONSTRUCTION :

(I) Questionnaire :

The investigator constructed the Questionnaire to collect data relating to (a) the innovative activities (b) developmental problems at different levels of education and (c) Suggestions for improvement at different levels of education.

The investigator first discussed some aspects of the tool with the supervisor and prepared the first draft and the same was distributed to the supervisor and the teachers of the Department of Education NEHU, Nagaland Campus Kohima. After obtaining the supervisor's and teachers' opinions, it was administered in some schools in Tuensang town. After having a discussion with the supervisor, final list of 23 aspects covering altogether 94 statements was prepared.

The Questionnaire has two parts. The first part deals with basic information of the respondent. The second part has three sub-parts. Part II - A deals with the innovative activities. Respondents were asked to write A,B,C.....G corresponding to specific plan period in the box against each statement under each category to indicate the period during which innovative activities were started in the institutions. The total period of all plans from 1947 to 1990 has been shown from A to G. This part has 6 aspects of education in the content of its development covering 41 statements. Part II-B deals with developmental problems. This has 9 aspects of education covering 53 statements. The respondents were asked to tick mark (/) in the bracket given against each statement in case the problem is existing in their institution. Part II-C. deals with the suggestions for improvement of education at different levels in Nagaland situation . It has 8 aspects having 24 (Twenty four) open statements.

(ii) INTERVIEW SCHEDULE :

The investigator prepared an Interview Schedule to ascertain certain facts relating to the development of education in Nagaland before the Independence of India (as it became a historical and logical necessity for drawing a conceptual background of the present study) and before the attainment of statehood in Nagaland that is from 1947 to 1963.

The Interview Schedule has 5 parts. Part I deals with the basic information of the interviewee. Part II deals with the year of establishment, enrolment of students and number of teachers in the first established school in their respective tribe. This part has 18 statements. part III deals with the position of education in Nagaland (between 1948 to 1957). This part has 6 statements. Part V deals with the position of education prevailing in 1957-58 in Nagaland. This part has 9 statements.

4.9 TOOL ADMINISTRATION :

(1) Questionnaire :

After constructing the Questionnaire, it was administered to the respondents of relevant

Be specific

population and sample of the study. The Questionnaire was administered to total 932 respondents as stated under the sample. The respondents were the Headmasters and Principals of schools and colleges, and professional and technical institutions. No specific time limit was given to fill up the Questionnaire but request was made to the respondents to return the same as early as possible. In spite of written request, the investigator could not receive all the copies of Questionnaire in time. The collection of the copies of Questionnaire took 5 months. out of 932 Questionnaire administered, the investigator could receive only 486 copies of Questionnaire.

(ii) Interview Schedule :

After preparing the interview Schedule the investigator went to all the district Headquarters and met the concerned officials and interviewed. 29 respondents from scholars of the major tribes.

4.10 ANALYSIS OF DATA :

In order to find out the growth of educational institutions, the enrolment of students and the number of teachers, data were collected from various sources mentioned earlier. The collected data were tabulated planwise from 1961-62 to 1989-90. The investigator computed the teacher-pupil ratios, percentage of trained teachers, students strength, physical facilities, practices of providing educational facilities in educational institutions on the basis of data collected from different sources. The investigator computed comparative status of Government and non Government educational institution on the basis of data drawn through the Questionnaire and other sources as mentioned earlier. The data regarding innovative activities, developmental problems and suggestions for improvement at different levels of education were analysed while using the 'percentage' as statistical technique and the results were drawn and discussed which are given in chapter VII.

CHAPTER V

DEVELOPMENT OF EDUCATION IN NAGALAND

UNDER DIFFERENT PLAN PERIODS

- 5.1 ELEMENTARY EDUCATION
- 5.2 SECONDARY EDUCATION
- 5.3 HIGHER EDUCATION
- 5.4 PROFESSIONAL EDUCATION
- 5.5 TECHNICAL EDUCATION
- 5.6 NON-FORMAL EDUCATION
- 5.7 EDUCATIONAL ADMINISTRATION

DEVELOPMENT OF EDUCATION IN NAGALAND

UNDER DIFFERENT FIVE YEAR PLANS

Right from the arrival of western christian missionaries, the Nagas were very keen to receive education. When a Government official or visitor went to a far off village, the first request of the villagers was for a school. In order to have a village school for them, the villagers constructed school buildings, made required furnitures for the school and even contributed money for the salary of teachers.

This keen desire for education was not enjoyed before the Independence of India. Education, like other departments in the administration came under the direct control of the Governor-General. Moreover, the central Government being too much preoccupied with war could hardly devote any sincere attention for the development of education in India. After the Independence of India, it gave the people of the country the first fullest opportunity to mould their educational policy according to the needs of the nation in the fast changing times. For speedy development of education in the country, many provisions were made and culminated in the constitution of India.

In spite of various plans and programmes for the qualitative improvement and quantitative expansion of education made by the Government of India, the so called Naga Hills was

not benefited because this period was one of the deepening horrors and unsettled political conditions all over the Naga Hills. From 1952 onward, the relations between the Government of India and the Nagas gradually deteriorated due to series of unfavourable factors. The situation became worse after the 30th March 1953, when the Naga people walked out from the meeting at Kohima, where Jawaharlal Nehru, the then Prime Minister of India was to address. The situation then went out of control. The Indian army and the Underground-Nagas created terror, suspicion and anxiety in the minds of the innocent Nagas and ordered that no one should attend Government schools. In many villages schools were closed down. Schools teachers resigned in masses and school boys and girls stopped going to school. Wherever Government school existed, the Underground-Nagas burnt them. Similarly, in some part of the Naga Hills and the Tuensang district of NEFA, the Indian army forcefully occupied school buildings and in fact, at one stage the education, was a stand still in the erstwhile Naga Hills district and the Tuensang district of NEFA¹ It is in such a situation that Nagas were not free and bold enough to open schools and pursue education. About the educational situation in the Naga Hills, Elwin remarked :

1. An Interview with some Naga Leaders

"For the Nagas the most important aspect of progress is in the field of education for which there is a great demand. As we have seen, the first Naga school was opened by a missionary, Rev. Mile Bronson as far back as the forties of the last century, and in the intervening period there has been steady progress in the opening of schools, some of them missionary schools, as a result of which many Nagas have qualified as officials, teachers and technicians. During the disturbance of 1955-1956, however, education came almost to a standstill. The rebels insisted that schools should be closed and school masters were asked to stop teaching. Many schools were burnt, in Tuensang district alone 15 being destroyed by the rebels, though a few struggled on"².

Only after the formation of Naga Hills Tuensang Area (NHTA) in 1957 and with the declaration of amnesty, normal life returned slowly to the people. With the presence of security forces and formation of village guards to defend their own villages, the villages restarted those schools which were closed down during the period of insurgency. Elwin remarked in this regards:

"After the inception of Naga Hills Tuensang Area, many schools were re-opened and others were restarted"³

2. Elwin : Nagaland: pp.93-94

3. ibid. p.94

In short, it can be rightly said that due to such political turmoil in the Naga Hills, no accurate data were recorded regarding the development of education. Therefore, no tangible records are available regarding the growth of educational institutions, enrolment of students, number of teachers, etc. from 1948-1957. Moreover, due to the same reason, Nagaland started participating in the National Five Year Plans only from the Fourth Five Year Plan (1969-'74).

Participation of Nagaland in the Third Five Year Plan (1961-'66) and the Adhoc Plan (19616-'69) were nominal. Due to late start of participating in the National Five Year Plans and serious limitations, no satisfactory achievements were made in all the fields of development including education.

5.1 Elementary Education :

This is the most important stage of education where the child learns to adjust himself with the school life and it prepares the child for higher education enables him to attain a complete living in his future life. It is also the foundation of education system of a country. Without a proper rooted system of elementary education, no nation can be successful in her educational system. Hence the most important aspect of

elementary education should aim at qualitative improvement so that the instruction imparted becomes good education and helps children to grow into useful and responsible citizens⁴. Emphasizing the importance of primary education, B.D. Sharma said that, "Primary education should enable the child to settle in life having acquired the minimal accomplishment and what is more important, having establish a link with the world of knowledge to be fruitfully used for developing their potential and for further growth"⁵.

The provision of universal, compulsory and free elementary education was a cherished goal during the British rule but the actual progress was meagre. After the Independence of India, the framers of the Constitution of India, duly realised the importance of compulsory primary education and provision was made in Article 45 of the Indian Constitution which reads :

"The State shall endeavour to provide within a period of ten years from the commencement of this constitution for the free and compulsory primary education for all children until they complete the age of 14 years".

Thus it paved a way for the State to make and determine efforts for the improvement and expansion of elementary

4. NCERT : Education & National Development. Vol.11 p.289

5. NIEPA : NEIPA Vol.1 No.2. April 1987. p.41

education in the respective states. The First Five Year Plan (1951-'56) contained recommendations for improving the existing system of primary education, developed methods of training teachers and the need to improve the techniques of Basic Education.

In spite of the various recommendations for the improvement of primary education, the Naga Hills district could not participate in the implementation due to the climate of insurgency. To supervise and inspect the existing schools in the Naga Hills district, "there was one Deputy Inspector of schools with three sub-Inspectors of Schools and three Assistant Sub-Inspectors of Schools by June 1952"⁶.

The investigator could not find any accurate data regarding the growth of primary and middle Schools and the enrolment of students during the First Five Year Plan period. But during the Plan period some primary schools were opened and some of the existing primary schools were converted into middle schools and "the Government Middle Schools Zunheboto and Tuensang were upgraded to high schools in 1952⁷ and 1955⁸, respectively.

The Second Five Year Plan postulated an increase in the growth of educational institutions and enrolment of pupils in

6. NHTA 3rd Five Year Plan (Draft) 1961-66

7. B.B.Gosh ; Zunheboto District Gazetteers. 1979

8. NHTA 3rd Five Year Plan (Draft)

both the primary and middle schools. In Kohima district alone by the end of 1959-60, 205 lower primary schools were functioning. 63 of them were set up by the Government during the Second Five Year Plan period. Moreover, 18 middle schools were functioning, out of which, 9 middle schools were taken over by the Government in 1958-60. Similarly, in Mokokchung district, 26 more primary schools were taken over by the Government. In Tuensang district in addition to the existing primary and middle schools, 18 more primary schools were opened by the Government⁹. Therefore by the end of the Second Five Year Plan, there were altogether 422 primary and 61 middle schools with an enrolment of 25,140 and 11,628 respectively¹⁰. The investigator found that there has been sudden increase in the growth of primary and middle schools and the enrolment of students after the formation of Naga Hills Tuensang Area in 1957.

The programme for establishment of primary schools taken up during the Third Five Year Plan helped the establishment of 342 lower primary schools in the state increasing the percentage to 74.6. Similarly, with the expansion of educational facilities in the Plan period, there has been a phenomenal increase of primary and middle schools. By the end of the Third Five Year Plan, there were 800 primary and 131 middle

9. *ibid*

10. Statistical Hand book of Nagaland 1973.

schools in Nagaland¹¹. Besides the establishment of schools, 33 primary schools in Mokokchung district and another 50 primary schools in Kohima district were taken over by the Government. Moreover, 18 new village primary schools were opened by the Government in Tuensang district. Along with the establishment of more schools, emphasis was given on construction of school building on a sound footing. As all construction can not be taken up by the Government, 265 primary schools were supplied C.G.I. Sheets for the construction of their school building. By the end of the Third Five Year Plan period, the additional growth of primary and middle schools were 278 and 70 respectively. The average rise of the school per year 55.6 and 14 respectively. Development of elementary education in the Adhoc Plan period was also not discouraging. The additional primary and middle schools generated during the period was 147 and 32 respectively. The average rise in primary and middle schools annually in the plan period was 49 and 10.

During the Third Five Year Plan and the Adhoc plan periods, the qualitative improvement could hardly be undertaken. Therefore, in addition with the expansion of educational institutions, top priority was given to the qualitative improvement in the Fourth Five Year Plan period. During this period 26 primary and 11 middle schools were taken

11. *ibid*

over by the Government. Moreover, 62 primary and 44 middle schools were opened by the private agencies. By the end of the Fourth Five Year Plan, there were total 62 primary and 76 private middle schools in Nagaland.

In the Fifth Five Year Plan period, 74 primary and 55 middle schools were opened with an average increase of 14.8 and 11 respectively every year. The number of primary and middle schools taken over by the Government in the Plan period were 55 and 27 respectively. For the construction of school building, 88 primary and 44 middle schools were supplied C.G.I. Sheets.

One of the important achievements under elementary sector in the Sixth Five Year Plan was the restructuring of elementary education in the State keeping in view the uniformity with the national pattern of School Education starting from 1980-81. In this regard a good number of primary schools were opened for imparting free education upto the age 14 years. Under the upgradation programme, the Government of Nagaland upgraded 322 primary and 140 middle schools upto 1982-83 and 113 primary and 31 middle schools in 1983-84 to class 111 and V111 (terminal class) respectively and newly upgraded schools opened classes 1V and V111 (terminal class) from 1985 academic session. Along with the quantitative expansion and qualitative improvement of Government schools, there has also been a rapid growth of private primary and middle schools in the state. Additional private primary and middle schools

opened during the plan period, were 104 and 38 respectively. Such schools were extended only nominal financial assistance by the Government in the form of Grant-in-aid. Besides the Government provided 388 elementary schools with pre-fabricated steel structured buildings with 50 percent community participation.

Another programme introduced in primary education was the adoption of "No Detention Policy" upto class IV stage in the state. But this policy could not bring any qualitative improvement and thereby the programme was dropped. With a view to promote primary education in Nagaland, 12 school complexes were started in 1984-85 with one high school as the centre to provide academic guidance to the feeder schools.

The Seventh Five Year Plan envisaged shifting of emphasis to the consolidation aspect of education with little scope for expansion in areas and circumstances of special nature. Keeping in view to achieve universalization of elementary education by the end of 1990, special attention was given to it and a number of schemes were taken up by the Government to make the schools more attractive, enrolling more children and checking the drop-outs and retention in the primary schools. During the entire plan period, the total number of Government primary and middle schools increase from 1129 and 206 in 1985-86 to 1195 and 224 in 1989-90. However the number of private primary schools reduced from 141 to 91 but the middle schools increased from 98 to 117. In view of

increasing population, expansion of habitations and the objective of universalization elementary education, 18 primary and 5 middle schools were opened by the Government at many places. Under the upgradation programme, 213 primary and 28 middle schools were upgraded to class IV and VIII in the plan period so as to bring them to common pattern of elementary education. The following table shows the number of primary and middle schools and the type of management in Nagaland during the period from 1961-1990

Table 5.1:1

Number of Primary And Middle Schools And The Type of Management In Nagaland During 1961 to 1990.

YEAR	PRIMARY SCHOOL			MIDDLE SCHOOL		
	GOVT.	PVT.	TOTAL	GOVT.	PVT.	TOTAL
3rd Five Year Plan						
1961-62	422	NIL	422	60	1	61
1962-63	560	6	566	70	14	84
1963-64	650	NIL	650	80	9	89
1964-65	714	7	721	89	25	115
1965-66	793	7	800	98	33	131
Adhoc Plan						
1966-67	800	50	850	106	50	156
1967-68	927	NIL	927	123	34	157
1968-69	947	NIL	947	129	34	163

4th Five Year Plan

1969-70	947	NIL	947	129	34	163
1970-71	947	NIL	947	131	46	177
1971-72	898	22	920	143	57	200
1972-73	932	49	1081	143	59	202
1973-74	973	63	1035	140	76	216

5th Five Year Plan

1974-75	978	30	1008	150	50	200
1975-76	1002	33	1035	160	40	200
1976-77	1009	46	1055	171	N.A	-
1977-78	1021	35	1056	181	N.A	-
1978-79	1035	47	1082	188	67	255

6th Five Year Plan

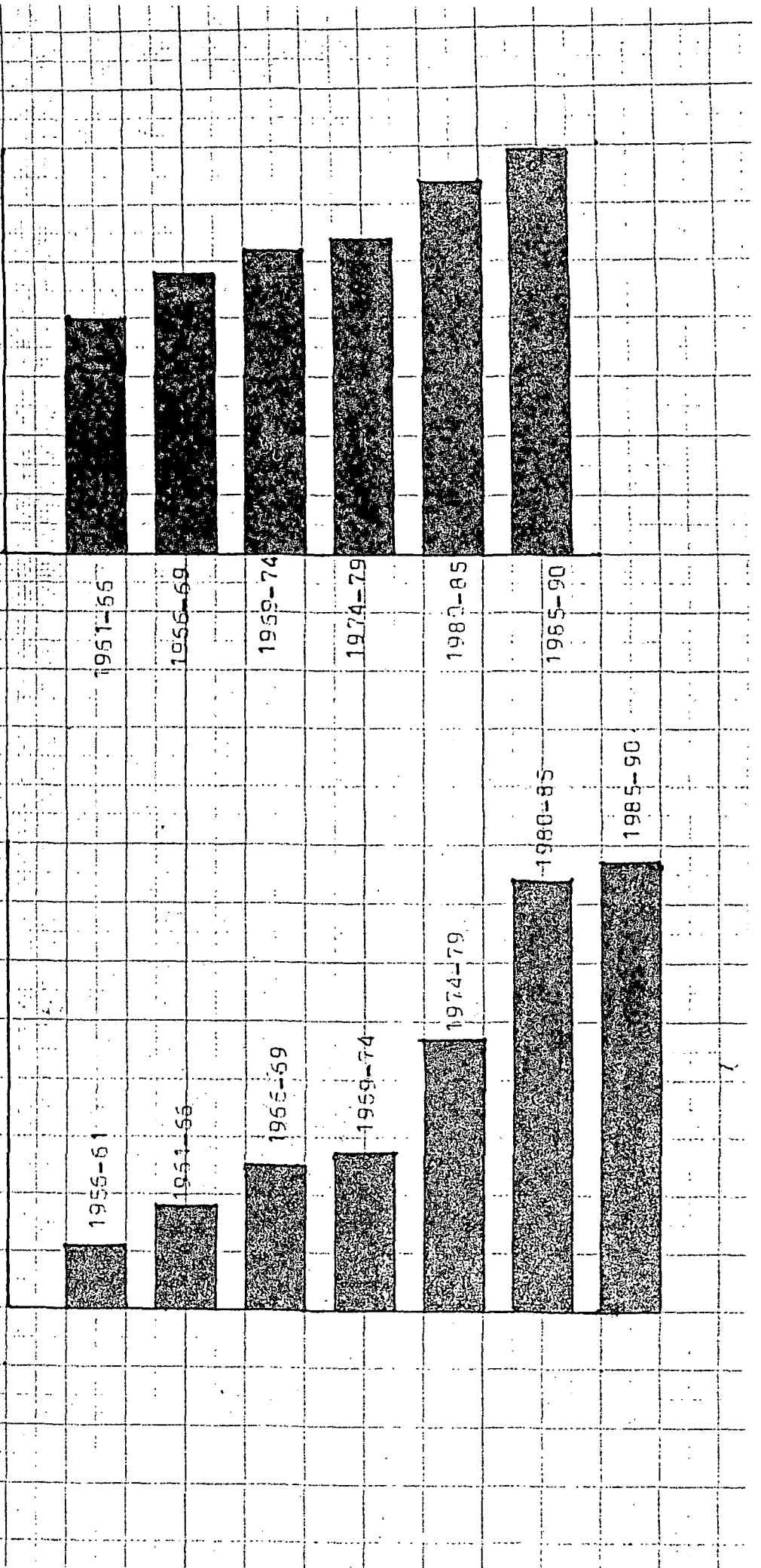
1980-81	1063	81	1144	202	101	303
1981-82	1070	114	1184	211	99	310
1982-83	1080	136	1216	206	98	304
1983-84	1103	132	1235	214	118	332
1984-85	1118	160	1278	217	137	354

7th Five Year Plan

1985-86	1129	141	1270	206	98	304
1986-87	1129	141	1270	224	119	343
1987-88	1133	137	1270	224	119	343
1988-89	1154	192	1286	276	67	343
1989-90	1195	91	1286	224	117	341

Number of Teachers in Primary Schools

Number of Primary Schools



Enrolment of pupils in Elementary Education

Right from the beginning of the Third Five Year Plan, there has been unprecedented growth of enrolment of pupils in the primary and middle schools. In the Third Five Year Plan, additional enrolment generated in the primary and middle schools were 10,984 and 9,820 respectively. In the Fourth Five Year Plan, enrolment in the age group of 6-11 and 11-14 years were 77.30 percent and 57.69 percent respectively. The investigator found that the enrolment of girls was not discouraging. Enrolment in case of girls was 58.81 percent in the age group of 6-11 years and 32.69 percent in the age group 11-14 years

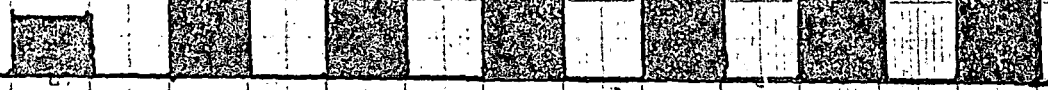
In the Fifth Five Year Plan, with the expansion of schooling facilities, there has been a significant increase in enrolment of pupils. By the end of the plan period, out of 1.35 lakhs child population in the age group of 6-11, as many as 1.34 lakhs were school going children. Moreover, due to the achievement of the goal of universalisation of elementary education by the end of the Fifth Five Year Plan period, the percentage of enrolment was 108 in primary in the age group of 6-11 years and 83 in middle schools in the age group of 11-14 years.

From the Sixth Five Year Plan, the elementary education was restructured keeping in view the uniformity with the national pattern of education for providing free and compulsory

Number of Instructors in Adult Centres.

240
220
200
180
160
140
120
100
80
60
40
20
0

1964-65
1966-67
1968-69
1970-71
1972-73
1975-76
1978-79



education. In 1984-85, the percentage of enrolment of children in primary sector was 123.00. The percentage of total population enrolled in case of boys was 129 percent and 116 percent in case of girls in the age group of 6-11 years. Similarly, enrolment in primary schools increased from 101 thousand in 1979-80 to 113 thousand in 1984-85. In case of middle schools, percentage of total population enrolled in the age group of 6-11 years increased from 82.0% in 1979-80 to 108.5% in 1984-85. The percentage of boys enrolled in the age group of 11-14 years rose from 92.0% in 1979-80 to 121.3% in 1984-85. In case of girls it rose from 72.0% to 95.5% by the end of the Sixth Five Year Plan.

In the Seventh Five Year Plan (1985-90), the Government of Nagaland took up a number of schemes to effectively implement the programme of universalisation of elementary education. Those schemes directly helped to increase the enrolment of pupils in schools. As against 141,120 children in primary and 66,001 in middle schools in 1984-85, 115,747 in primary and 76,270 children in middle schools were enrolled by the end of the Seventh Five Year Plan. In the primary and middle schools so far achievement in terms of percentage of population rose to 135.0 and 123.0 respectively. Table 5.1:2 shows the enrolment of pupils in primary and middle schools.

Table 5.1:2 The Enrolment of Pupils In Primary And Middle Schools During 1961-62 to 1989-90.

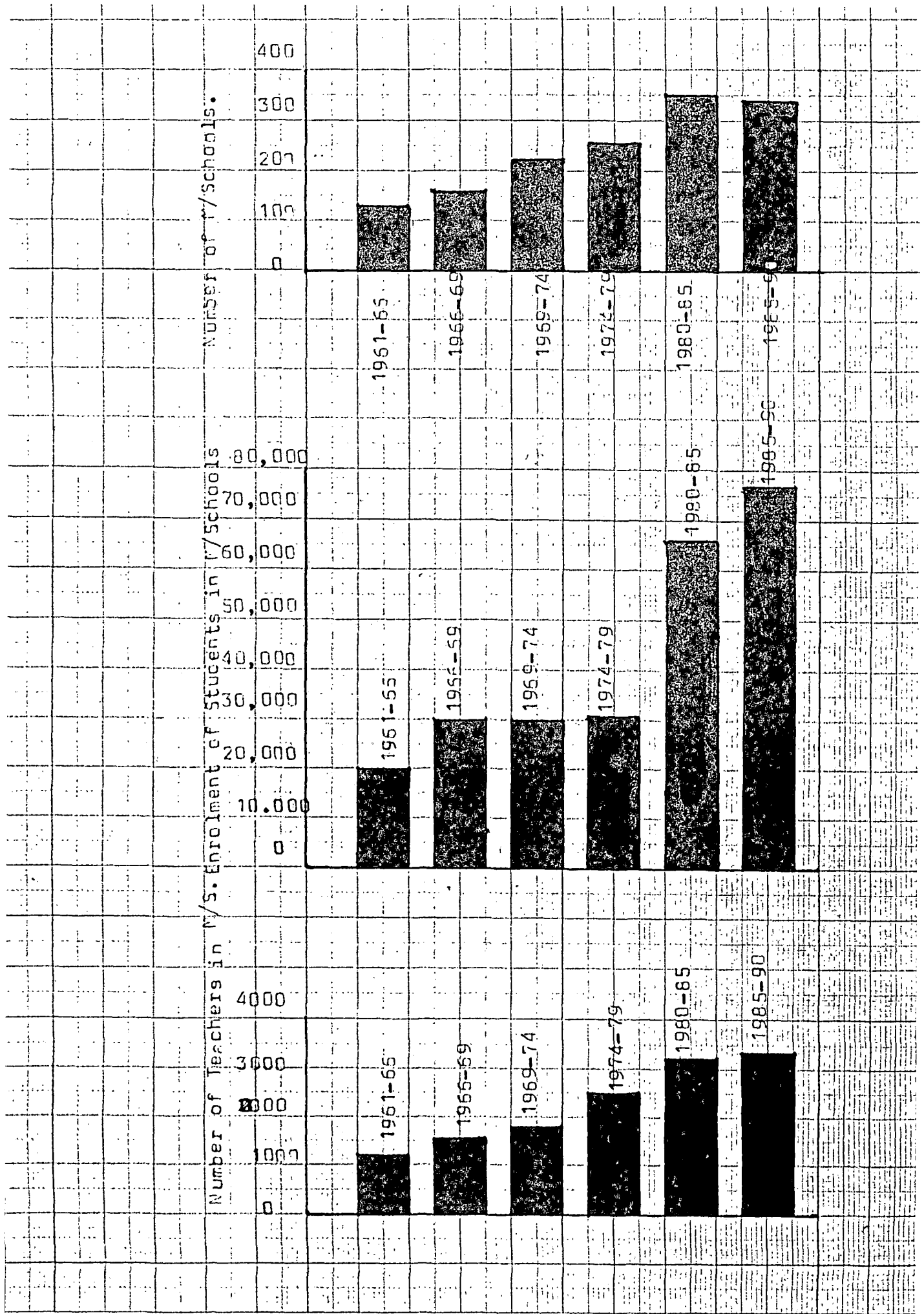
YEAR/PLAN PERIODS	PRIMARY SCHOOL NO. OF STUDENTS	MIDDLE SCHOOL NO. OF STUDENTS
3rd Five Year Plan		
1961-62	35,140	11,628
1962-63	34,821	16,517
1963-64	38,468	16,746
1964-65	41,941	18,173
1965-66	46,124	20,448
Adhoc Plan		
1966-67	49,947	23,608
1967-68	55,239	25,192
1968-69	63,280	29,776
4th Five Year plan		
1969-70	72,813	33,500
1970-71	79,815	34,400
1971-72	81,271	35,535
1972-73	82,754	36,236
1973-74	83,400	37,031
5th Five Year Plan		
1974-75	85,048	37,521

1975-76	90,221	35,283
1976-77	96,757	34,879
1977-78	101,189	38,176
1978-79	101,936	37,588
6th Five Year Plan		

1980-81	114,239	37,429
1981-82	117,468	41,139
1982-83	119,680	44,435
1983-84	139,713	54,302
1984-85	141,120	66,001
7th Five year Plan		

1985-86	147,393	68,944
1986-87	148,006	69,232
1987-88	154,340	72,194
1988-89	163,953	76,691
1989-90	115,747	76,270

The table 5.1:2 clearly indicates that there has been significant growth of enrolment in primary and middle schools. During the period from 1963-64 to 1973-74, the enrolment of pupils in primary and middle schools rose from 38,468 to 83,400 in primary and 16,746 to 37,031 in middle schools respectively. The average increase of pupils per year during



11 years was 1844,09 in case of middle school and 4084.72 in case of primary school. From 1974-75 to 1984-85, it was more than double than what it was in 1973-74. The average increase of pupils per year during this period was 2589.09 in case of middle school and 5097.45 in case of primary school.

Number of teachers

The quantitative expansion of primary and middle schools especially after the attainment of statehood of Nagaland led to the increase in number of teachers very fastly. The following table 5.1:3 shows the number of teachers in primary and middle schools by the end of each five year plan period.

Table 5.1:3, Number of Teachers In Primary And

Middle Schools During Different Five Year Plans.

FIVE/ADHOC PLAN PERIOD	NUMBER OF TEACHERS	
	PRIMARY SCHOOLS	MIDDLE SCHOOLS

2nd Five Year Plan		

(1956-57 to 1960-61)	1,100	413
3rd Five Year Plan		

(1961-62 to 1965-66)	1,766	1,204
Adhoc Plan		

(1966-67 to 1968-69)	2,293	1,504

4th Five Year Plan		

(1969-70 to 1973-74)	2,573	1,848
5th Five Year Plan		

1974-75 to 1978-79)	4,665	2,490
6th Five Year Plan		

(1980-81 to 1984-85)	6,351	3,202
7th Five Year Plan		

(185-86 to 1898-90)	6,572	3,248

Source- Plan document and statistical handbook of Nagaland.

By and large the teacher-pupil ratio in the primary and middle schools from the 3rd Five Year Plan has been consistently increasing. At the time of study in 1990, the investigator found that the teacher-pupil ratio at different levels were 1:16 in primary and 1:20 in middle schools. However with the increase in the need for secondary education, the ratio further increased in 1984-85. Basing upon the above facts and in view of the general backwardness of the tribal students, the state working group on plan formulation in the education sector recommended a ratio of 1:17 justifiable for Nagaland. The following table 5.1:4 shows the teacher-pupil ratio in Nagaland in the different Five Year Plan periods.

Table 5.1:4 The Teacher-Pupil Ratio In Primary And Middle Schools.

FIVE/ADHOC PLAN PERIOD	TEACHER-PUPIL RATIO	
	PRIMARY SCHOOLS	MIDDLE SCHOOLS

3rd Five Year Plan		

(1961-62 to 1965-66)	1:33	1:10
Adhoc Plan		

(1966-67 to 1968-69)	1:30	1:11
4th Five Year Plan		

(1969-70 to 1973-74)	1:28	1:11
5th Five Year Plan		

(1974-75 to 1978-79)	1:21	1:15
6th Five Year Plan		

(1980-81 to 1984-85)	1:20	1:15
7th Five Year Plan		

(1985-86 to 1989-90)	1:16	1:20

Financing of Elementary Education :

Detail outlay and expenditure for elementary education prior to the 4th Five Year Plan was not available except an

outlay of Rs. 17.77 lakhs for Mokokchung district and Rs. 12.01 lakhs for Tuensang district during the 3rd Five Year Plan.¹² From the 4th Five Year Plan onwards, a consolidated fund for elementary education was incorporated in the state plan. The following table 5.1:5 shows the outlay and expenditure for elementary education in different Five Year Plan Periods.

Table 5.1:5 The Total Outlay And Expenditure An Elementary Education In Different Plan Periods.

(Rs. in Crores)		
PLAN PERIODS	TOTAL OUTLAY	TOTAL EXPENDITURE

4th Five Year Plan		

(1969-70 to 1973-74)	287.27	193.32
5th Five Year Plan		

(1974-75 to 1978-79)	263.41	323.65
6th Five Year Plan		

(1980-81 to 1984-85)	487.81	500.75
7th Five Year Plan		

(1985-86 to 1989-90)	1,024.68	* N.A

* Not Available		

Source : Draft 4th,5th,6th and 7th Five Year plan documents

12. NHTA Third Five Year Plan

Some major schemes taken up by the Government of Nagaland for the development of elementary education :

(I) Text books for elementary schools :

Provisions of text books for elementary schools is one of the major schemes of the state education department. This scheme was started during the Adhoc Plan. The textbook production branch of the Directorate of Education prepares text books for primary schools in 13 major dialects out of 17, for use in primary schools upto class IV. Moreover, free text books are supplied to the students of socially and economically backward areas.

(II) Introduction of Agri-biased Education :

During the 4th Five Year Plan Period, a practical subject having Agriculture-biased education was introduced in Government middle schools. The Department drew up a scheme to this effect in collaboration with the State Agriculture Department. At the initial stage, it was introduced in 18 middle schools and the same scheme continued in the different plan periods in a phased manner for all the schools.

(III) Vocationalisation of elementary education :

In the 7th Five Year Plan period, a proposal was made to introduce a vocational-bias to elementary education in 10

selected middle schools on experimental basis. The scheme involved the development of curriculum, provision of teachers, teachers training, teaching learning materials and amenities for the implementation of the scheme.

(IV) Improvement of library :

One of the major concerns for the improvement of elementary education was the improvement of library. A scheme to this effect was started in the 4th Five Year Plan Period. A provision was also made to open Book Banks in Government middle schools.

(V) Establishment of Bal Bhavans (creative ability centres for education)

In the 7th Five Year Plan Period, a scheme was approved for providing facilities to school children to engage them in creative activities and to keep them away from undesirable influences. Creative activities included in the scheme were painting, drawing, making of building blocks, carpentry, music, dance etc. This proposal was made to establish Bal Bhavans in all the seven districts of Nagaland.

(VI) School Complex :

In order to make a qualitative improvement in the existing standard of education in rural areas with minimum

financial investment and maximum involvement of all the field officers and staff of the department through optimum utilisation of available resources and manpower within the complex as experimented on voluntary basis at Viswema from 1975, it was expanded to 11 school complex from the last part of the 5th Five Year Plan.

(VII) Formulation of the scheme of 'Operation Blackboard'

This scheme was initiated from the last part of the 7th Five Year Plan. It lays down the minimum basic facilities to be provided to all primary schools which have been established so far. It also prescribes the minimum level of funding for all new primary schools to be opened in future. The main thrust of this programme is for those primary schools which have remained deprived of the facilities and resources in the past.

(VIII) Improvement of science education :

With a view to improve science education in elementary schools, a scheme to this effect was initiated by the Government during the 7th Five Year Plan period.

(IX) School health programme :

In collaboration with the Department of Health Services, the scheme of school health programme was initiated during the 7th Five Year Plan period.

5.2 SECONDARY EDUCATION :

Secondary education in Nagaland consists of Class VII to X. It occupies a key position in the development of total education and thus of national reconstruction. It seeks to provide future leadership to the Naga society in the various walks of life. It enables the student to take up vocations for earning livelihood and prepares for higher education. It is a stage that "feeds the requirements of the university education from where the intellectuals, scholars and leaders in various fields come out and it also prepares good and mature citizens for the future."¹

During British rule in India, many suggestions were made by different commissions and committees for the expansion of secondary education. But its quality was far from satisfactory and neither the development was planned. As a result when India got Independence in 1947, there were only 12,693 secondary schools in India. After the Independence of India, attempts were made for a qualitative improvement and thus more attention was given to solve problems of secondary education¹.

With a view to bring qualitative changes in education, the planners of the First Five Year Plan, confined to a few of the major important and wider issues. In addition to

1. Devi, M.S : Education and Social Development in Manipur. p.67

achieve qualitative education in the first two plans; the number of secondary schools also increased from 7,288 in 1950-1951 to nearly 16,600 at the end of 1960-61.²

Though the country was struggling to achieve quality and quantity in education yet Nagaland could not start the process of development in education due to the climate of insurgency in the Naga Hills and Tuensang district of NEFA. The investigator found that by the end of the 2nd Five Year Plan, there were only 7 high schools with an enrolment of nearly 400 students in Nagaland.

In 1961-62, the upgradation of 3 middle schools into high schools and taking over of 3 high schools by the Government, as well as with the establishment of 11 private high schools during the year, the 3rd Five Year Plan started with total 23 high schools. By the end of the 7th Five year Plan, there were 72 Government and 61 private high schools in Nagaland. Thus we see that there has been a rapid expansion of secondary schools in Nagaland. The table 5.2:1 shows the type of management and the number of secondary schools from 1961-62 to 1989-90.

2. Idip Kaur : Education in India (1781-1985). p.175

Table 5.2:1 The Type Of Management And The Number Of Secondary Schools In Nagaland During 1961-90.

PLAN PERIODS	GOVT.	PRIVATE	TOTAL
3rd Five Year Plan			
1961-62	13	11	24
1962-63	18	14	32
1963-64	17	5	22
1964-65	20	10	30
1965-66	23	8	31
Adhoc Plan			
1966-67	32	8	40
1967-68	32	13	45
1968-69	33	13	46
4th Five Year Plan			
1969-70	33	13	46
1970-71	34	15	49
1971-72	37	24	61
1972-73	38	26	64
1973-74	43	25	68

5th Five Year Plan

1974-75	43	25	68
1975-76	44	34	78
1976-77	45	41	86
1977-78	47	51	98
1978-79	48	51	99

6th Five Year Plan

1980-81	48	40	88
1981-82	53	49	102
1982-83	58	49	107
1983-84	59	49	108
1984-85	60	49	109

7th Five Year Plan

1985-86	64	47	111
1986-87	64	47	111
1987-88	67	48	115
1988-89	70	50	120
1989-90	72	61	133

Source: Statistical handbook of Nagaland 1973, 1978, 1986, 1990.

The table 5.2:1 shows that there has been quantitative expansion of secondary education from the beginning of the 3rd Five Year Plan. In the 3rd Five Year Plan period, total expenditure for the establishment of secondary schools, construction of building, taking over of high schools and maintenance was Rs.19.59 lakhs. The total number of high schools taken over by the Government was 10 during 3rd Five Year Plan period.

In the 4th Five Year Plan period, 10 middle schools were upgraded to high schools and 13 more private high schools were opened by the private bodies. In the 5th Five Year Plan, 4 private high schools were taken over by the Government. Besides, 26 new private high schools were opened during the plan period. During the plan period, total amount allocated for secondary education was Rs.276.19 lakhs.³

In the 6th Five Year Plan, emphasis was changed and new objectives were set for the development and improvement of

Secondary Education :

1. Optimum utilisation of the existing physical facilities and expansion of additional physical facilities on restricted scale;
2. Removal of regional imbalances.
3. Provision of special assistance to girl students to enhance their enrolment;

4. Improvement of science education;
5. Switching over to the new national pattern of education;
6. Qualitative improvement of the secondary education; and
7. Provision for student amenities.³

Besides qualitative improvement of secondary education, a good number of middle schools were upgraded to secondary schools as well as some private high schools were taken over by the Government. During the plan period, 12 secondary schools became full fledged Government secondary schools and 5 proceeding high schools were approved to run upto Class IX. Besides this, 14 more private high schools were also opened during the plan period.

ENROLMENT OF STUDENTS IN SECONDARY SCHOOL :

Alongwith the increase of secondary schools in the state, there has been unprecedented growth of students from the first year of the 3rd Five Year Plan. The table 5.2:2 shows the number of students in secondary schools during 1961-62 to 1989-90

3. Draft 5th Five Year Plan Vol. II

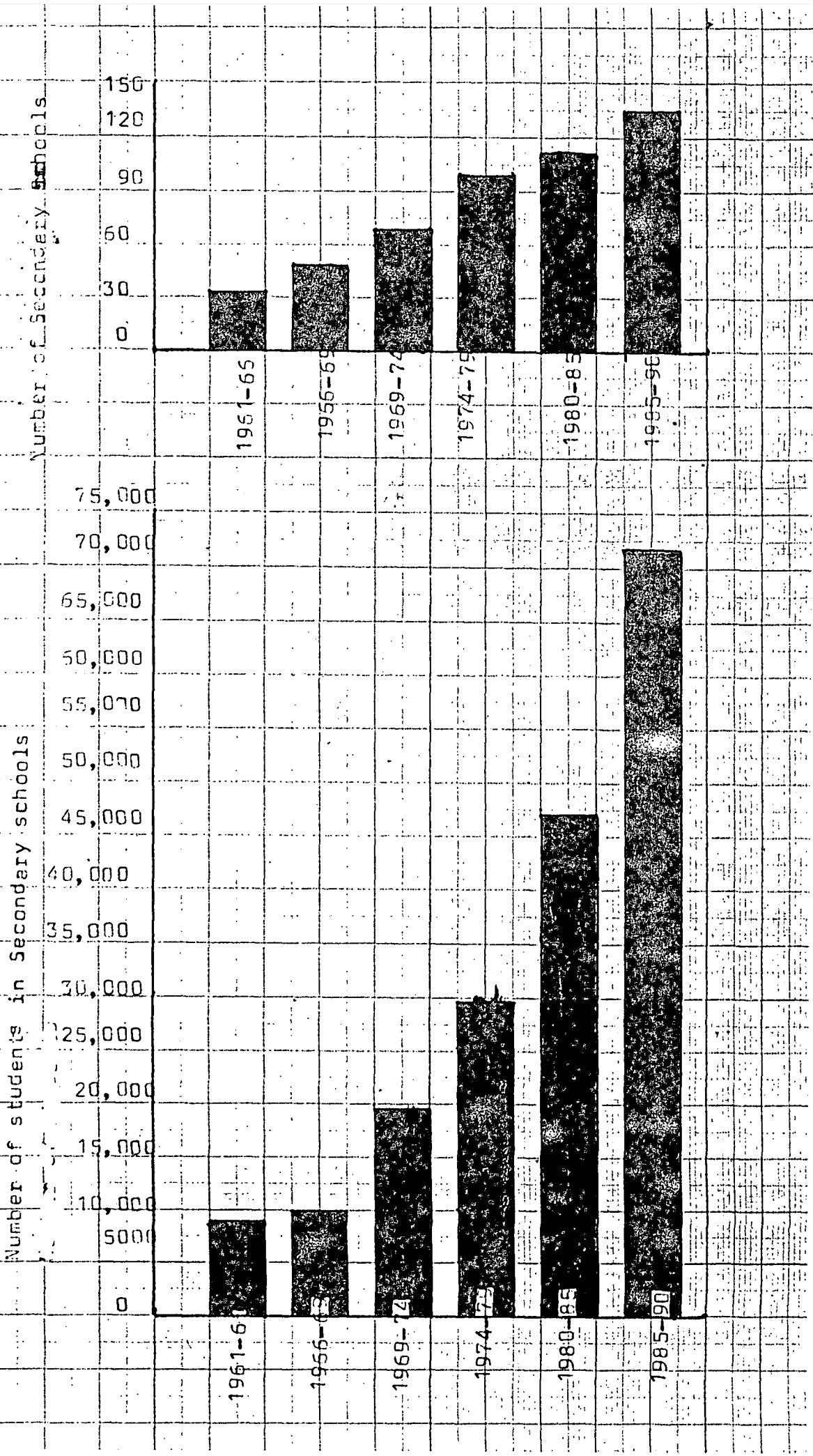


Table 5.2:2 The Enrolment Of Students In Secondary Schools During 1961-62 to 1989-90.

PLAN PERIOD	NO. OF STUDENTS
3rd Five Year Plan	
1961-62	5455
1962-63	5852
1963-64	7492
1964-65	7996
1965-66	8779
Adhoc Plan	
1966-67	9277
1967-68	9471
1968-69	9753
4th Five Year Plan	
1969-70	10,152
1970-71	10,602
1971-72	11,026
1972-73	11,692
1973-74	19,278
5th Five Year Plan	
1974-75	21,421

1975-76	23,084
1976-77	25,080
1977-78	26,942
1978-79	29,863

6th Five Year Plan

1980-81	39,312
1981-82	41,077
1982-83	45,213
1983-84	45,662
1984-85	47,047

7th Five Year Plan

1985-86	49,140
1986-87	49,344
1987-88	51,457
1988-89	54,662
1989-90	71,407

Source : Statistical Hand book of Nagaland 1973, 1978, 1976 & 1990

The table 5.2:2 indicates a marked increase in the enrolment of students in the different plan periods. The overall achievement in terms of percentage of boys was 26.09 and in respect of girls it was 12.00 in the 3rd Five Year Plan. In the

4th Five Year Plan, the percentage of enrolment in respect of boys was 32.39 and that of girls was 18.85. In the 5th Five Year Plan, the enrolment of boys was 14.96 thousand and 9.02 thousand in case of girls. The total population enrolled by the end of the 4th Five Year Plan was 23.98. The percentage of boys enrolled was 33% and that of girls was 25% and the percentage of total population enrolled by the end of the plan period was 29%. This indicates that the percentage of the girls enrolment was lower than that of boys.

In the 6th Five Year Plan, additional enrolment of 10.02 thousand was generated. The enrolment of boys was 22.00 thousand and 12.00 thousand in case of girls.

In the 7th Five Year Plan period, due to the implementation of objectives of secondary education in the state, the enrolment of students suddenly increased. Therefore, by the end of the plan period the total enrolment of students in secondary schools was 71,407.

Number of teachers :

Due to the growth of high schools and the enrolment of students, the number of teachers also increased. The table 5.2:3 shows the number of teachers in secondary schools during 1961-62 to 1989-90.

Table 5.2:3 The Number of Teachers in Secondary Schools
During 1961-62 to 1989-90.

PLAN PERIODS	NO. OF TEACHERS
3th Five Year Plan	
1961-62	218
1962-63	228
1963-64	229
1964-65	310
1965-66	337
Adhoc plan	
1966-67	418
1967-68	430
1968-69	452
4th Five Year Plan	
1969-70	480
1970-71	495
1971-72	520
1972-73	578
1973-74	600

5th Five Year Plan

1974-75	755
1975-76	984
1976-77	1319
1977-78	1432
1978-79	1490

6th Five Year Plan

1980-81	1696
1981-82	1734
1982-83	1833
1983-84	1873
1984-85	1887

7th Five Year Plan

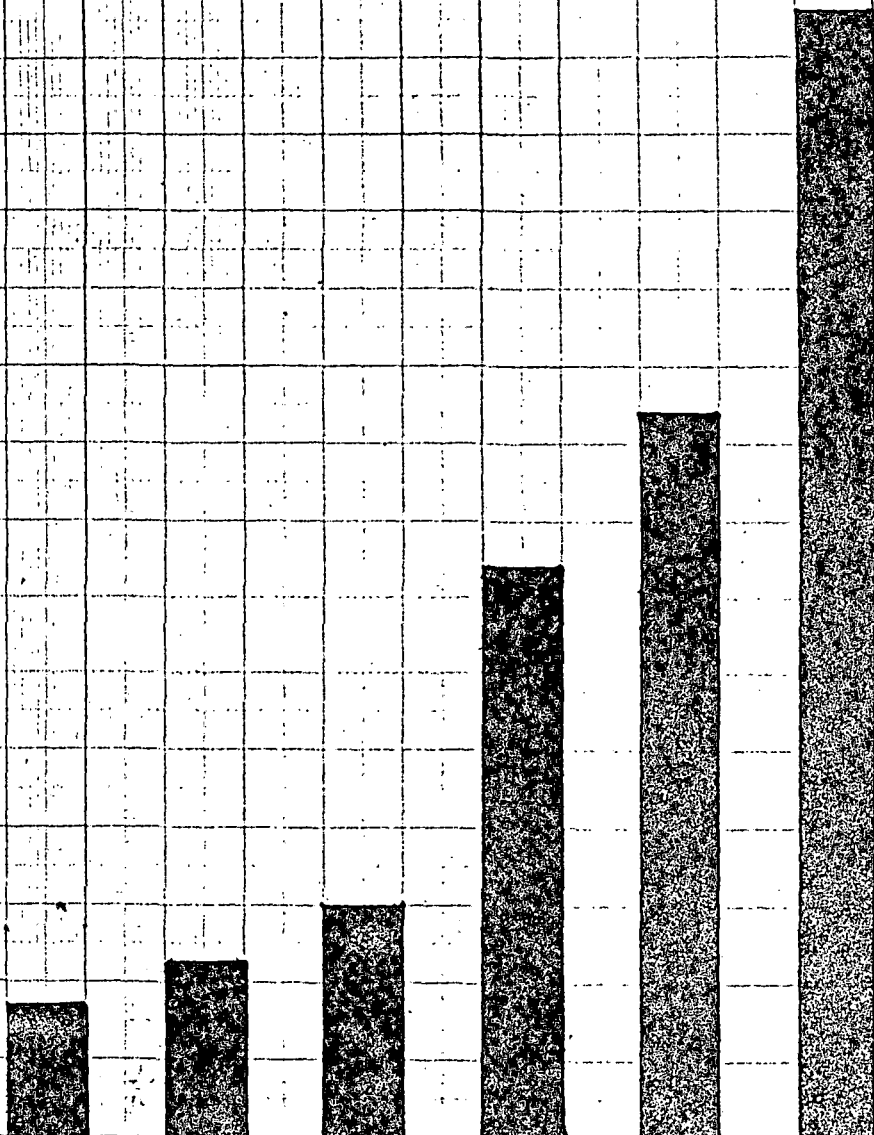
1985-86	2380
1986-87	2429
1987-88	2437
1988-89	2507
1989-90	2928

Source : Statistical Handbook of Nagaland 1973, 1978, 1984, 1990.

Number of tea chera in Secondary Schools.

3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
0

1961-65
1966-69
1969-74
1974-79
1980-85
1985-90



By and large the teacher-pupil ratio in the state from the 3th Five Year Plan had been consistently increasing. At the time of study, the teacher-pupil ratio in secondary school was 1:25. The table 5.2:4 shows the teacher-pupil ratio in secondary school by the end of each five year plan.

Table 5.2:4 The Teacher-Pupil Ratio In Secondary School By The End Of Each Five Year Plan.

FIVE YEAR/ADHOC PLAN PERIOD	TEACHER-PUPIL RATIO
3th Five Year Plan ----- (1961-62 to 1965-66)	1:26
Adhoc Plan ----- (1967-68 to 1968-69)	1:21
4th Five Year Plan ----- (1969-70 to 1973-74)	1:32
5th Five Year Plan ----- (1974-75 to 1978-79)	1:20
6th Five Year Plan ----- (1980-81 to 1984-85)	1:24
7th Five Year Plan ----- (1985-86 to 1989-90)	1:25

FINANCING OF EDUCATION:

No detailed records were found by the investigator in regard to the outlays and expenditure for secondary education in the First, Second and Third Five Year Plans except an outlay of Rs 16.07 lakhs for secondary education in Mokokchung district in the 3rd Five Year Plan. The table 5.2:5 shows the outlays and expenditures for secondary education from the 4th Five Year Plan onwards.

Table 5.2:5, The outlays And Expenditures For Secondary Education In Different Plan Period.

PLAN PERIODS	(Rs. in Lakhs)	
	OUTLAYS	EXPENDITURES
4th Five Year Plan		
(1969-70 to 1973-74)	106.26	116.62
5th Five Year Plan		
(1974-75 to 1978-79)	237.35	180.66
6th Five Year Plan		
(1980-81 to 1984-85)	250.00	208.34
7th Five Year Plan		
(1985-86 to 1989-90)	384.82	249.61

Source : Draft 3rd, 4th, 5th, 6th and 7th Five Year Plan documents.

OTHER PROGRAMMES TAKEN UP BY THE

GOVERNMENT OF NAGALAND FOR THE

IMPROVEMENT OF SECONDARY EDUCATION IN NAGALAND :

1. Educational Technology Programme :

Educational Technology cell in the Directorate of School Education was opened in 1979-80 under centrally sponsored scheme the ET Cell provides hardware instructional materials like Radio, record player, television and computer to secondary schools and radio to middle schools. The ET Cell supplied such materials to 713 schools by the end of 1989.⁵ Moreover, a proposal was submitted to the Government in 1987-88 for setting up an Audio Studio and the building for the purpose was completed in 1989-90. There is also a proposal for establishment of a State Institute of Educational Technology and it is under consideration at the central level.⁶

Under the ET programme, Nagaland joined the Computer literacy and studies in school project in 1984 by selecting Govt. High School Kohima as the first computer literacy centre under centrally sponsored scheme.

By the end of 1989-90, nine Government high schools were brought under this project and each high school was provided with two computers. The same programme is continuing in a phased manner in all the secondary schools.

2. Promotion of Science :

(a) Supply of science material and equipment :

One of the major concern in education sector is the promotion of science education. From the 3rd Five Year Plan period, the Government provided science apparatus and equipments in a phased manner. In the 3rd Five Year Plan period, 11 Government high schools availed this facility. In the 4th, 5th and 6th Five Year Plan periods, adequate provisions were made and supplied such facilities in a phased manner. In the 7th Five Year Plan period, under the centrally sponsored scheme of science education, 86 Government high schools were provided with science apparatus and equipment and 100 Government high schools were provided with library assistance as well.

(b) Science seminars :

In view of increasing emphasis on promotion of science education, science seminars are organized every year at school level, zonal and state level. The best participant from the state level is sent to participate at national level science seminar organised by the National Council of science museum.

(c) Science exhibition :

Another innovative activity was the starting of state level science exhibitions in the 6th Five Year Plan period. The science exhibition is organised every year to encourage students studying in secondary schools.

(d) Coaching classes for Class IX and X :

The introduction of national pattern of education in the state led to the up gradation of content in science and mathematics. It therefore required special treatment for improvement of academic standard in mathematics and science subjects. It has therefore made compulsory in all government high schools to run special coaching classes for class IX and X for science and mathematics.

(e) Science supervision :

With a view to provide supervisory facilities in schools, the Government of Nagaland posted three science supervisors at the three Inspector of Schools headquarter in the 6th Five Year Plan period. In the 7th Plan period, they were upgraded to the cadre of Deputy Inspector of Schools or Head master of high schools.

(f) Innovative technique in the teaching :

Learning process in Science and mathematics-
Emphasis has now been given to follow lesson notes
and scheme of work by all the science and
mathematics teachers. Moreover, science supervisors
had entrusted to adopt a high school, a middle
school and a primary school each in their
respective areas for trying innovative technique in
the teaching-learning process in respect of science
and mathematics. Under the NEC scheme for
improvement of science and mathematics, a good
number of teachers were trained in the 7th Five
Year Plan period.

3. Establishment of creative Ability centres :

Establishment of creative ability centre was a novel
experiment. It was started in the 5th Five Year Plan. In the 5th
Five Year Plan period, it was introduced in 25 high schools. 25
more Government high schools were also opened this centre in the
6th Plan period and this scheme continued in a phased manner in
the 7th Five Year Plan.

4. Incentives to students :

(a) Provision of stipends/scholarships:100 general
stipends for boys and 100 sopecial stipends for

girls are released annually on the basis of merit-cum-attendance-cum-poverty to the high school students. Besides the award of stipends and scholarships, National Scholarships are also awarded to talented students at Class VII level from rural areas under 100% central assistance. This scheme was started in 1973-74. Annual quota for each of the 21 blocks of Nagaland is fixed at seven. Rate of scholarships awarded for hostellers is Rs. 100 per month for period of 10 months and in respect of day scholars it is Rs. 30 per month for a period of 10 months.

- (b) Supply of free text books and other facilities to educationally and economically backward tribes : There is a provision of issuing free text books to Government high school students of educationally and economically backward tribes. Moreover, ration money and kerosine oil allowance were also given to hostellers of Tuensang and Mon districts in the 3rd and 4th Five Year Plan(1961-66).
- (c) Educational tour with a view to widen the mental horizon of the students studying in secondary schools, occasionally educational tour is arranged to the places of historical, educational and industrial importance outside the state.

5. Book-Bank facility :

There is a provision of book-bank facility for Government secondary schools in Nagaland. A good number of secondary schools availed this facility and also continued the same scheme in different Plan periods in a phased manner.

5.3. HIGHER EDUCATION :

The National Policy on Education 1986 observed: "Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to the national development through the dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the educational system.¹"

Jawaharlal Nehru who attached much importance to university education said :

"A university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duties adequately, it is well with the nation and the people²."

Higher education in Nagaland is only a recent development. It was in 1959, that the first college in Nagaland came into being . The present study in respect of higher education deals with the development of -

- (A) Collegiate education,
- (B) Post-graduate education at NEHU Nagaland Campus, Kohima and
- (C) Establishment of Nagaland Central University.

1. Collegiate education :

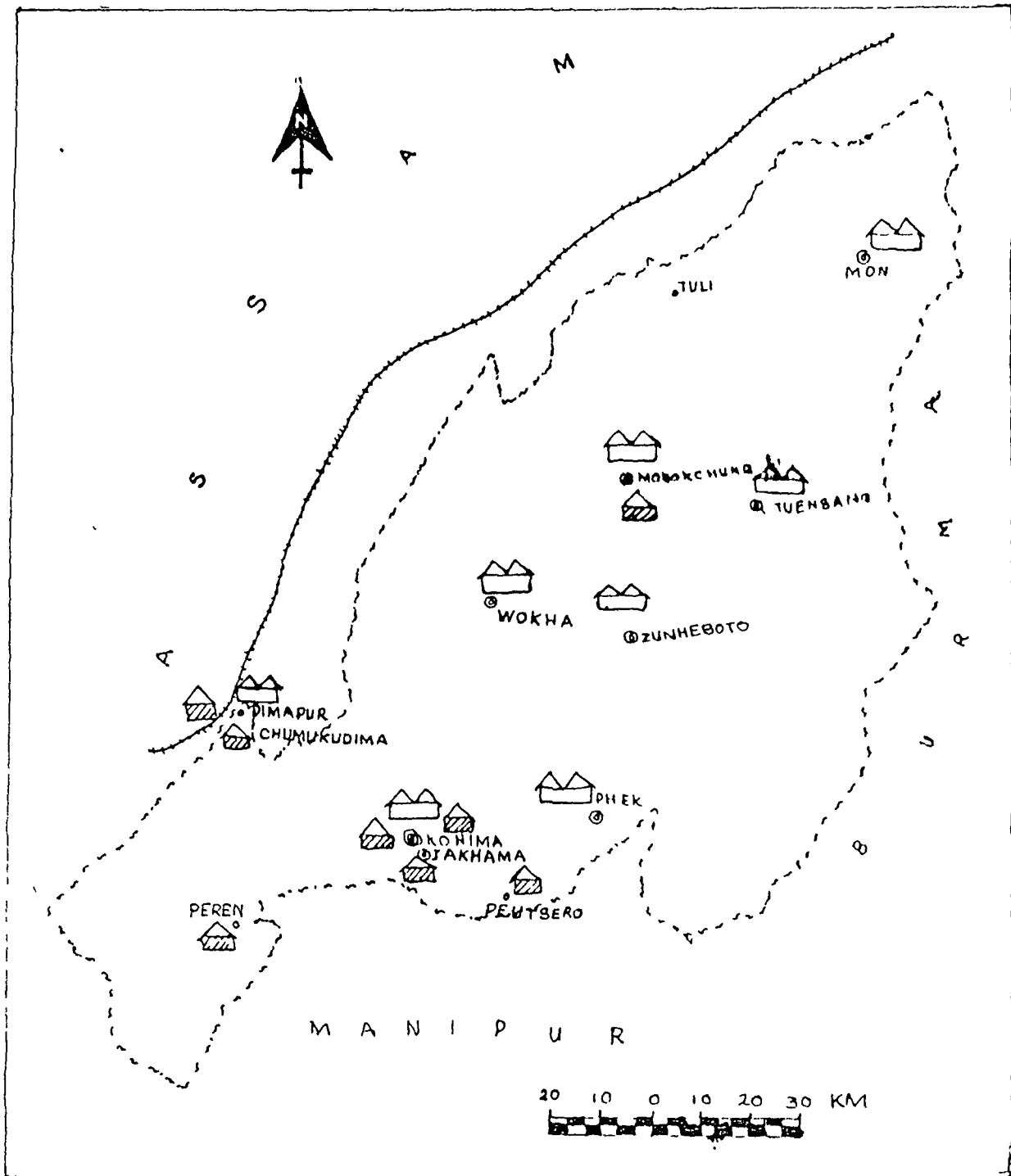
(Before 1959, there was no institution for higher learning. Interested Nagas who wanted to pursue higher education went to distant places like Shillong, Guwahati and Calcutta etc. Realising the need of a college, under the initiative of Ao Students' Conference, an Arts college was opened at Mokokchung in 1959 } The college was named after the then Governor of Assam, Fazl Ali. The college was started with professor P.M.Sarwan as the Principal , Mr.Temen Ao and one Mr. Paul as lecturers with an enrolment of 19 first year P.U. students.³ The college was taken over by the Government in 1962. In 1962-63, Science college was started at Kohima .When Nagaland became a full- fledged state in 1963, there were only two colleges in Nagaland. In 1966, another college was opened at Dimapur. By the end of the 3rd Five Year Plan, Nagaland had three colleges. "The Government of Nagaland spent a sum of Rs. 21.21 lakhs for collegiate education during the 3rd Five Year Plan."⁴

In the 4th Five Year Plan period, special emphasis was given for the development of collegiate education. The percapita expenditure on collegiate education was higher in comparison with elementary and secondary education. The colleges were also strengthened while adding more facilities and by providing books and other necessary equipments. However only one new college was opened in the plan period.

In the 5th Five Year Plan period, no new college was taken over by the Government. In the plan period Patkai christian college was started in 1974. With a view to encourage students for the study of Science, the Government introduced a new scheme of Science Merit Stipend with effect from 1974-75. Another spectacular achievement in the 5th Five Year Plan period was the introduction of UGC scale for teachers in Government colleges. .

In the 6th Five Year Plan period, 8 more private colleges were opened in different districts. Besides, Sao Chang College Tuensang, Zunheboto College, Zunheboto and Wangkhao College Mon were taken over by the Government. Another spectacular achievement in the plan period was the opening of Science Wing in Fazl Ali College and introduction of Honours courses in certain subjects in few colleges.

During the 7th Five Year Plan, Mount Teyi College, Wokha and Phok College, Phek were taken over by the Government. By the end of the 7th Five Year Plan, there were total 7 Government colleges and 9 private colleges in Nagaland. The table 5.3:1



I. GOVT. COLLEGE



- (a) Fazi Ali College, Mokokchung
- (b) Science College, Kohima
- (c) Sao Chang College, Tuensang
- (d) Zunheboto College, Zunheboto
- (e) Mount Tiyi College, Wokha
- (f) Dimapur College, Dimapur
- (g) Wangkhao College, Mon
- (h) Phek College, Phek

II. PRIVATE COLLEGE



- (a) Patkai Christian College, Chumukedima
- (b) People's College, Mokokchung
- (c) Kohima Arts College, Kohima
- (d) Baptist College, Kohima
- (e) Commerce College, Dimapur
- (f) Peren College, Peren
- (g) Pfutsero College, Pfutsero
- (h) St. Josephs College, Jakhama

shows the number of colleges, type of management and the year of establishment.

Table 5.3:1 The Number Of Colleges, Type Of Management
And The Year Of Establishment.

Name of the college	Year of estt.	Year of governmentalisation & type of management
1. Fazl Ali College, Mokokchung	1959	1961. Govt.
2. Science College, Kohima	1962	1964. Govt.
3. Sao Chang College, Tuensang	1973	1983. Govt.
4. Zunheboto College, Zunheboto	1980	1985. Govt.
5. Mount Teyi College, Wokha	1974	1986. Govt.
6. Dimapur College, Dimapur	1966	1988. Govt.
7. Phek College, Phek	1981	1990. Govt.
8. Wangkhao College, Mon	1983	1990. Govt.
9. Kohima Arts College, Kohima	<u>1967</u>	Private
10. Patkai Christian College, Chumukedima	1974	Private
11. Baptist College, Kohima	1982	Private
12. Pfutseru College, Pfutsero	1982	Private
13. Peoples' College, Mokokchung	1984	Private
14. Public College of Commerce, Dimapur	1985	Private
15. St. Joseph's College, Jakhama	1985	Private
16. Peren College, Peren	1987	Private

In addition to the 16 general colleges, there were two Law colleges, one Teachers' Training College, one Agriculture college, and one Polytechnic (Gheloshe Polytechnic) in Nagaland by the end of the 7th Five Year Plan. The table 5.3:2 shows the year of establishment and the type of management of the professional and technical colleges.

Table 5.3:2 The Year of Establishment And The Type Of Management Of The Professional And Technical Colleges Of Nagaland.

Name of the College	Year of establishment	Type of Management
1. Nagaland College of Education, Kohima	1977	Govt.
2. Law College, Kohima	1978	Private
3. Law College, Mokokchung	1981	Private
4. Agricultural College, Medzephema	1978	N.E.H.U

Besides the 16 general colleges and 5 professional and technical college, in Nagaland, there were 6 Theological colleges offering Diploma and Certificate courses. The college were -

- (1) Clerk Theological College, Aolijen,
- (2) Baptist Theological College, Kohima.
- (3) Kohima Bible College, Kohima.

- (4) Discipliship Bible College, Dimapur,
- (5) Servanthood Bible College, Dimapur and
- (6) Eastern Bible College Dimapur.

It was found that from Clerk Theological College Aolijen alone, more than 1356 students had graduated during the period from 1972-1990 and have been serving in different capacities as pastors, evangelists, missionaries, youth workers and teachers inside and outside the state.

Table 5.3:3 The Enrolment of Students And Number of Teachers in General College during 1961-62 to 1989-90.

Plan Periods	No.of Students	No.of teachers
3rd Five Year Plan		
1961-62	44	3
1962-63	146	17
1963-64	169	21
1964-65	147	22
1965-66	157	29
Adhoc Plan		
1966-67	205	38
1967-68	467	62
1968-69	646	64

No. of Sites

No. of Teachers

4th Five Year Plan

1969-70	917	70
1970-71	1025	76
1971-72	1302	82
1972-73	1318	82
1973-74	2094	88

5th Five Year Plan

1974-75	2204	95
1975-76	2325	105
1976-77	2596	116
1977-78	2683	131
1978-79	2795	135

6th Five Year Plan

1980-81	3521	161
1981-82	3826	175
1982-83	4455	198
1983-84	3951	190
1984-85	4711	235

7th Five Year Plan

1985-86	5538	255
1986-87	6275	281
1987-88	6234	295

1988-89	7473	272
1989-90	8439	297

Source : Statistical Handbook of Nagaland 1973, 1979, 1984 and 1990.

Table 5.3:3 indicates a growth trend in enrolment of students and teachers in the different plan periods except a sharp fall in enrolment of students in 1983-84.

Through the survey of official records and reports from the Education and secretariat, Directorate of Planning and Co-ordination, the investigator found that appropriate policies and programme were formulated for the development and improvement of collegiate education in the state. Some of the important activities of the government for the development and improvement of collegiate education in the different plan periods were -

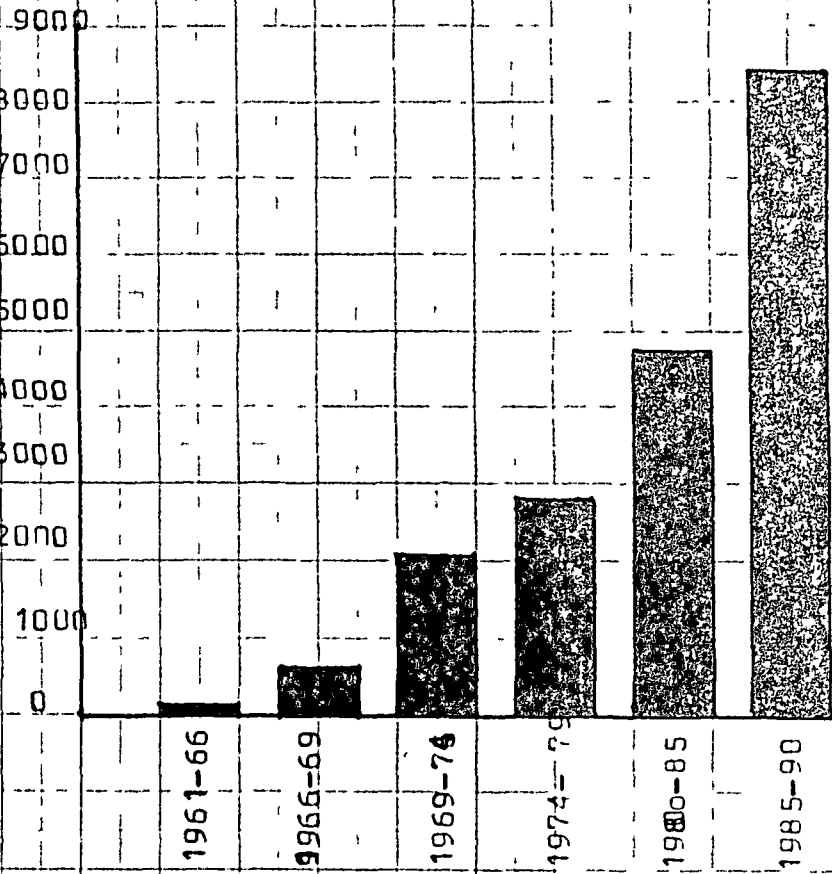
- (a) Provision of Book Bank facility to colleges,
- (b) Provision of Grant-in-aid to private colleges,
- (c) Provision of scholarships, stipends and special stipends to post-matric students.
- (d) Provision of fund for educational tour and
- (e) Provision of funds for purchase of library books in the government colleges.

The table 5.3:4 shows the teacher-pupil ratio in general colleges by the end of different plan periods.

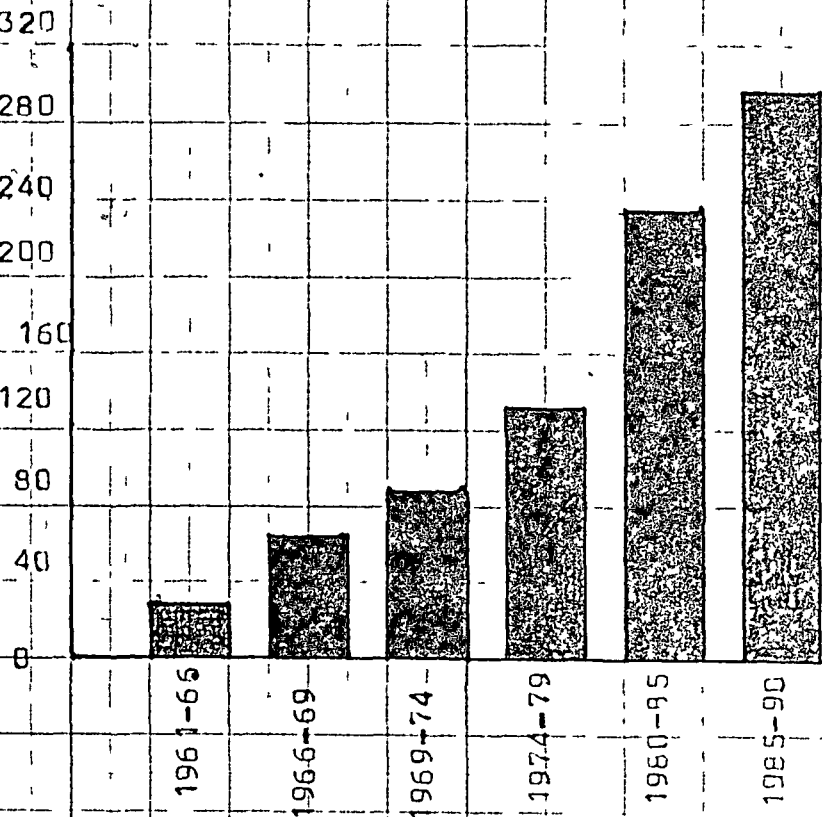
Table 5.3:4 Teacher -Pupil Ratio In General Colleges.

Plan periods	Teacher-pupil ratio
1. 3rd Five Year Plan 1961-62 to 1965-66	1:14
2. Adhoc plan 1966-67 to 1973-74	1:11
3. 4th Five Year Plan 1969-70 to 1973-74	1:24
4. 5th Five Year Plan 1974-75 to 1978-79	1:21
5. 6th Five Year Plan 1980-81 to 1984-85	1:20
6. 7th Five Year Plan 1985-86 to 1989-90	1:28

Enrolment of Student in General Colleges



Number of Teachers in General Colleges



The table 5.3:4 shows the teacher-pupil ratio in general colleges by the end of each Five Year Plan periods.

TABLE 5.3:4

Teacher-Pupil Ratio In General Colleges.

Plan Periods	Teacher -Pupil Ratio
1. 3rd Five Year Plan 1961-62 to 1965-66	1:14
2. Adhoc plan 1966-67 to 1968-69	1:11
3. 4th Five Year plan 1969-70 to 1973-74	1:24
4. 5th Five Year plan 1974-75 to 1978-79	1:21
5. 6th Five Year plan 1980-81 to 1984-85	1:20
6. 7th Five Year plan 1985-86 to 1989-90	1:28

(2) University Education

When there was a felt-need of setting up a University for the North-Eastern Region of India for the academic need of

several thousands of students Prof. Wadhia and his committee recommended that :

"For a variety of reasons there is strong case for the provision of special facilities of higher education in North-Eastern Region comprising Nagaland, NEFA, Manipur and the Hill Areas of Assam . A University of the unitary type conducting both undergraduate and post-graduate teaching in a single campus cannot satisfy the needs and aspirations, of vastly scattered areas and their people. On the other, an affiliating university will not be able to develop the feeling of oneness among the colleges to feel that they are part of an academic community. The situation can best be met by establishing a federal type of university with a constituent college in each important centres.⁴

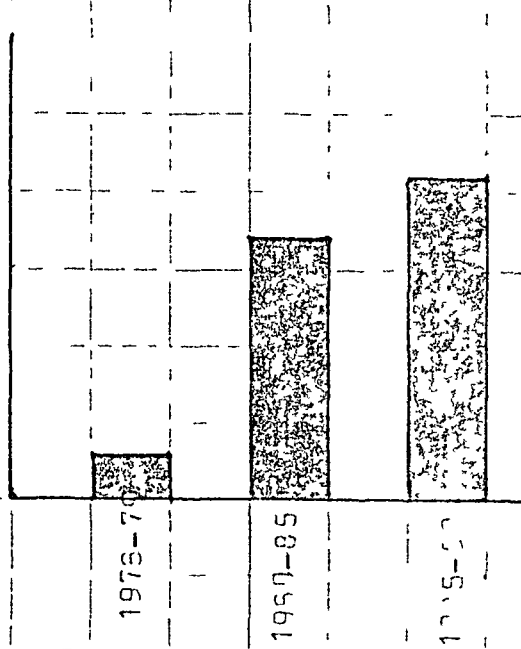
(The vision of setting up a University for the North-Eastern Region came into being in 1973 by establishing North-Eastern Hill University with the headquarter at Shillong. Since this single campus could not satisfy the needs and aspirations of vastly scattered areas and the people two more campuses were set up at Kohima in Nagaland and at Aizwal in Mizoram.

The Nagaland campus of NEHU came into existence on 1st January 1974. However, the academic activities of the campus started from 1978 in the post-graduate department of Education. Subsequently the post-graduate departments of Commerce, English and Geology were started in the campus. In the Seventh Five Year

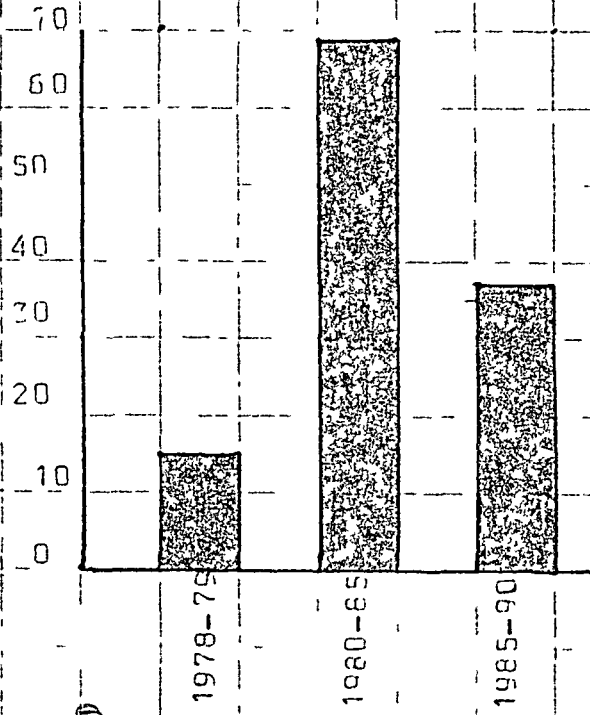
4. Virenda Kumar -committees and commissions in India 1947-1973. Vol. v. (1962-63) P. 281.

Number of Teachers in NEHU, Inland Campus, Kohima

Enrolment of students in NEHU, Inland Campus, Kohima.



Enrolment of students in NEHU, Inland Campus, Kohima.



plan, the departments of History and Archeology and Linguistic were started. By the end of the 7th Five Year plan period, the campus had 6 post-graduate teaching departments.

The Nagaland campus Kohima is headed by a Pro-Vice chancellor, who is the Academic and Administrative head of the campus. The Director of Higher and Technical Education Government of Nagaland, maintains liason and extend support to the campus for the development of University education. The table 5.3:5 shows the enrolment of students and the numbers of teachers in NEHU Nagaland campus, Kohima.

TABLE 5:3.5

The Enrolment Of Students And The Number Of Teacher In NEHU Nagaland Campus, Kohima 1978-90.

Plan periods	No. of students	No. of teachers
5th Five Year plan		
1978-79	15	3
6th Five Year plan		
1980-01	63	6
1981-82	79	8
1982-83	68	13
1983-84	71	17
1984-85	69	17

7th Five Year plan

1985-86	12	18
1986-87	12	18
1987-88	24	18
1988-89	47	18
1989-90	37	21

Source - Statistical Handbook of Nagaland 1980-84, 87, 90.

Table 5.34 indicates a very low enrolment of students in 1985-86 and 1986-87 academic session. During an interview with the University officials, it was revealed that introduction of 1 year Honours Course from 1985 by the University to be eligible for studying Master degree course in colleges brought a decline in enrolment of students in the two academic sessions.

The table 5.3:6 shows the teacher-student ratio in NEHU Nagaland Campus, Kohima from 1978-79 to 1989-90.

TABLE 5.3:6

The Teacher Student Ratio in NEHU Nagaland Campus Kohima From The Date Of Establishment (1978-1990).

Plan periods	Teacher - Students ratio
--------------	--------------------------

5th Five Year plan

1978-79	1:5
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i

6th Five Year plan

1980-81	1:10
1981-82	1:10
1982-83	1:5
1983-84	1:4
1984-85	1:4

7th Five Year plan

1985-86	---
1986-87	---
1987-88	1:1
1988-89	1:2
1989-90	1:2

(3) Establishment of a separate Nagaland Central University :

Nagaland had made a tremendous progress in the field of higher education during the last three decades and now a strong belief had grown up among the Nagas that Nagaland would not develop, until and unless when there is a separate University. The felt need of the Nagas was realised by the Government decided to establish one University in 1981. For this purpose, site selection committee was constituted and the site was selected at Lumami, in Zunheboto district. The Bill for Nagaland central University had already been passed by the parliament in October,

1989 and had received the assent of the President of India. The Government is taking up follow-up action for the establishment of the Nagaland University. The seventh plan approved outlay (1985--90) for the new University was Rs. 100.00 lakhs. *During 1985-86 Rs. 5.00 lakhs was provided and 15.00 lakhs for 1986-87*⁵ The table 5.3:7 shows the budget on higher Education in different plan periods.

TABLE 5.3:7

The Budget On Higher Education In Different Plan Periods.

Plan Periods	Colleges	University

3rd Five Year plan		

1961-62 to 1965-66	N.A.	
Adhoc plan		

1966-67 to 1968-69	N.A.	
4th Five Years plan		

1969-70 to 1973-74	47.05	
5th Five Year plan		

1974-75 to 1978-79	N.A.	

5. 7th Five Years plan document.

6th Five Years plan -----	353.78	47.07
7th Five Years plan -----		
1985-86 to 1989-90 -----	674.88	11.71

Source : Directorate of Planning and co-ordination, Nagaland.

5.4 PROFESSIONAL EDUCATION : -----

5.4:1 Teacher Education -----

The professional competence and character of teachers are the most important factors for the quality of education and its contribution to national development. In this regard the Education commission (1964-66) remarked:

"A sound system of professional education of teacher is essential for the qualitative improvement of education"¹

After the Independence of India, the problem of the training of teachers was considered by different commissions and committees and suggested measures for expansion and qualitative improvement of teacher education. The First Five Year Plan (1951-56) recommended creation of training facilities for primary

1. Prof Rai B.C : Kothari Commission Report p.380

school teachers in view of the comparatively low percentage of trained teachers in India. Accordingly, many state Governments included teachers training programmes in their educational plans.

Under this programme, for the training of primary school teachers in the Naga-Hills Tuensang Area, the Union Government and the State Government decided that basic education should be introduced in all the plain district and as such a Junior Teachers' Training Centre was opened at Chichama in Kohima division in the base year (1956-57) of 2nd Five Year Plan. Seeing the necessity of training primary school teachers in Mokokchung district, including Wokha and Zunheboto sub-divisions, another Junior Teachers' Training centre was opened at Yimyu in Mokokchung district in 1962 with an intake capacity of 100 seats in both the training institutes during 3rd Year Plan period. Another Junior Teachers' Training Institute was opened in Tuensang town on 24th October, 1964 with an intake capacity of 100 seats.

These three training centres were exclusively for the teachers who were under- matric. Since there were neither training centres nor orientation programmes for the matriculate and graduate teachers, the Government of Nagaland opened one college of education in Kohima in the 5th Five Years Plan for teachers teaching in elementary and secondary schools.

In 1975. The college is affiliated to NEHU and offer the degree of Bachelor of Education (B.ED) The yearly intake capacity of the

college is 75 seats The undergraduate course (UGTT) in the same college is conducted by Directorate of School Education, Nagaland Board of School Education(NBSE) wing. The 3 J.T.T.Is are also run under the control of the Director of School Education. N.B.S.E. wing.

Besides this, there is one State Council of Education Research and Training, a St. Paul Institute of Education at Phesama in Kohima district and a Hindi Training centre at Dimapur. The type of teacher training institutions and award of degree/diploma /certificate awarded are shown in table 5.4:1.

TABLE 5.4:1

The Teachers' Training College/Institutes In The State

Name	No.	Level of Training
1. Nagaland College of Education (NCE) Kohima	1	Teaching Programme for under-graduate, graduate and Post-graduate teachers teaching in elementary and secondary schools. Award B.Ed. degree to graduate and Post-graduate teachers. Diploma in teaching to under-graduate.

2. JTTI at Chechama,

Mokokchung and Tuensang

3

Undermatric teachers
teaching in Elementary
Schools. Award certificate
in teaching.

3. Hindi Training Centre,

Dimapur

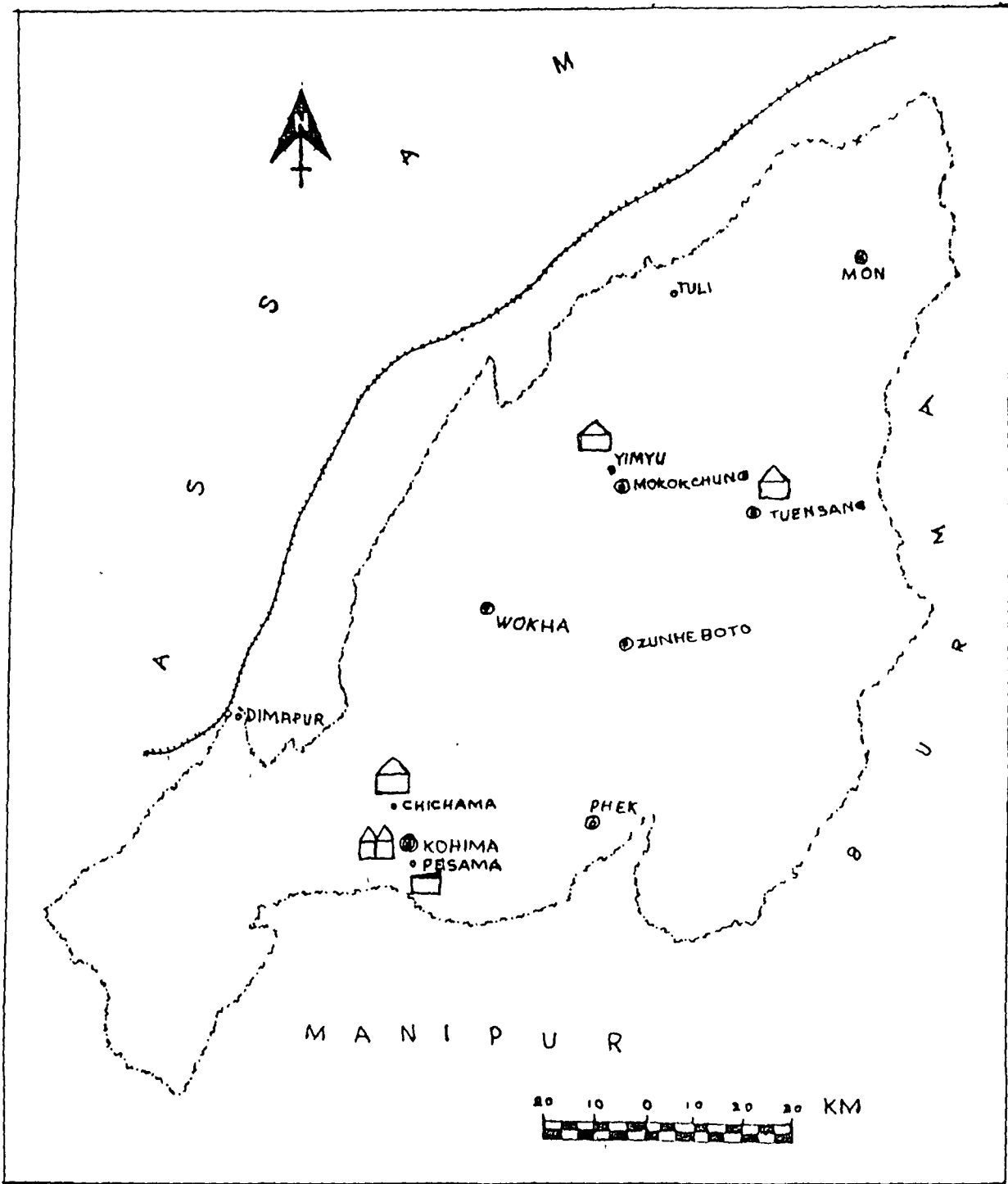
1

Teaching Hindi in middle
schools are trained.
Award Diploma certificate

It is noted that in the 1st Five Year Plan period, many teachers could not avail the chance for undergoing training outside the Naga Hills district due to political situation. The investigator found that in whole of Kohima district, there were only 3 B.T. trained teachers by the end of the 2nd Five Year Plan. From the 3rd Five Year Plan, provision was made by the Government to depute graduate teachers for training to Guwahati, D.M. college Imphal and P.G. training college, Jorhat.

"In the 4th Five Year Plan period, 156 graduate teachers were deputed for training outside the state. During 1969-70. Teachers deputed outside were as follows² :

2. NHTA Draft Third Year Plan and Draft Annual Plan for 1973-74
Vol. II



1. J.T.T.I

- (a) Chichama
- (b) Yimyu
- (c) Tuensang



2. St. Paul Training Institute. at Pesona



3. N.C.E (Degree) at Kohima



For teaching English	3
For M. Ed.	1
For B.T.	21

The table 5.4:2 shows the numbers of teacher trainees College/Institute from 1956-57 to 1989-90.

The Number of Teacher Trainees in Training College/Institute from 1956-57 to 1989-90.

Plan period	NCE B.Ed.	NCE UGTT(Diploma)	JTTIs (Certificate Course)
2nd Five Years plan			
1956-57			15
1957-58			30
1958-59			33
1959-60			40
1960-61			42
3rd Five Year plan			
1961-62			34
1962-63			45
1963-64			56
1964-65			56
1965-66			102

Adhoc plan

1966-67			114
1967-68			218
1968-69			300

4th Five Years plan

1969-70	25		300
1970-71	N.A.		285
1971-72	27	Deputed outside the state	306

5th Five Year plan

1974-75			285
1975-76			300
1976-77	57	46	311
1977-78	60	54	277
1978-79	60	46	183

6th Five Year plan

1980-81	70	42	178
1981-82	76	46	166
1982-83	70	45	173
1983-84	50	44	134
1984-85	51	35	97

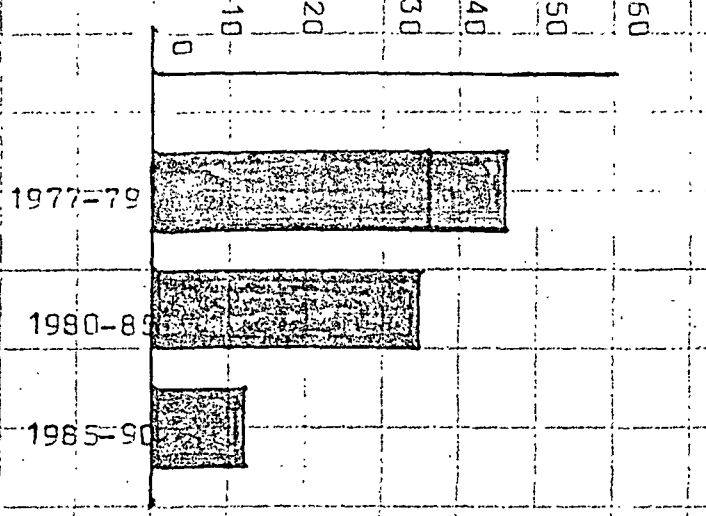
7th Five Year plan

1985-86	54	53	180
1986-87	68	24	86
1987-88	67	26	87
1988-89	69	34	254
1989-90	74	12	69

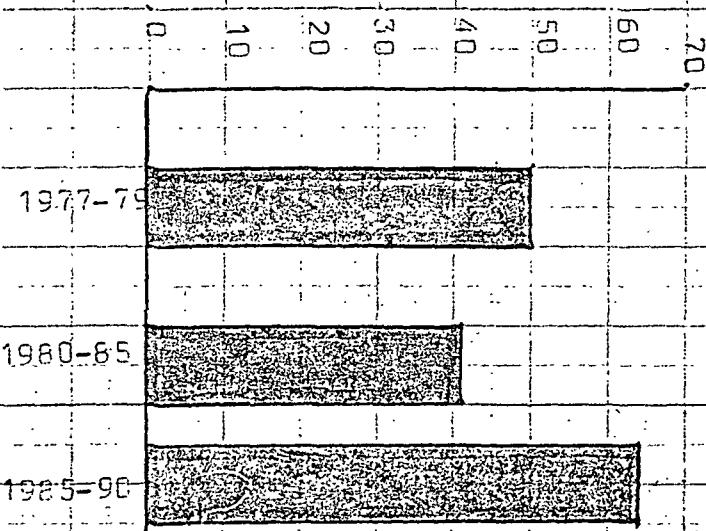
Source - JTTIs Office and NCE office Kohima.

Besides the training imparted in the teachers' training institutions, summer and winter institutes were conducted in the plan periods to enable teachers to reorient in teaching. In 1969, three such camps were conducted for secondary school teachers in Kohima, Mokokchung and Tuensang. A number of programmes were taken up by the Government for the education and training of primary and middle school teachers. Till the 3rd Five Year Plan, the percentage of trained teachers at primary and middle school stage was only 27%. To emphasize the necessity of creating proper interest and attitude, 18 training camps were conducted by the department in 1969-70 and 85 primary school teachers were imparted training. During the entire 4th Five Year Plan period, the Education Department conducted 80 inservice training camps for the primary and middle school teachers. To encourage the undermatic teachers to take up the examination, a programme was started in 1970-71 by the Government while extending financial help at the rate of Rs. 100/- per head. In 1970-71, under this

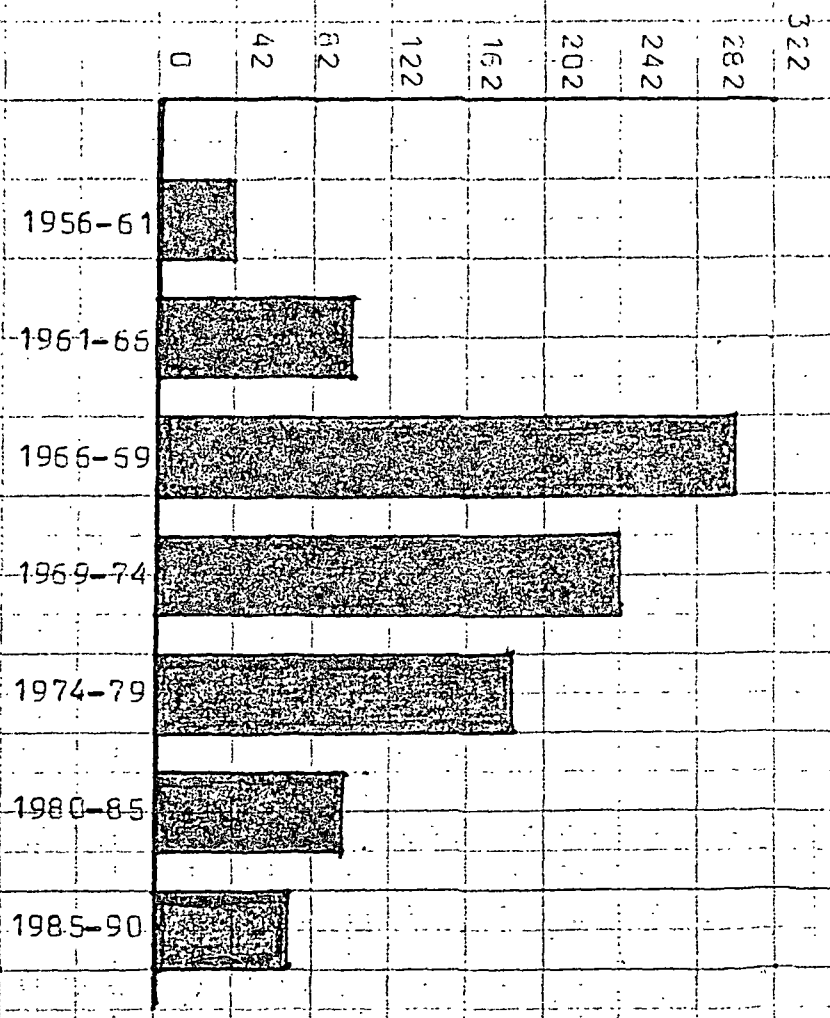
UGT Trainees NCE, Kohima



Teacher Trainees (NCE)



JITI Trainees



programme, 68 undermatic teachers had appeared in the HSLC examination and 15 teachers could come out successful. The same programme was continued during the Fourth five year plan period.

By the end of 6th Five Year plan (1980-85), the percentage of trained teachers in primary, middle and high School was 79% , 48.4% and 47% respectively.

The SCERT conducted a number of orientation programmes for school teachers. Another pioneering work undertaken by the SCERT was the comprehensive orientation of mathematics and science teachers. This programme was taken up in 1983 and in the Sixth Five Year Plan period, 894 primary teachers were trained. The following table 5.4;3 shows the percentage of trained teachers at the end of each five year plan.

TABLE 5.4:3

The Overall Growth Trend Of Trained In Percentage By The End of Each Five Year Plan Period.

End of plan periods	Primary schools	Middle schools	High schools	Overall
Adhoc plan (1968-69)	N. A.	N. A.	N. A.	N. A.
4th Five Year plan (1974-74)	N. A.	N. A.	N. A.	N. A.

5th Five Year plan

(1978-79)	36.87	23.90	28.19	31.87
-----------	-------	-------	-------	-------

6th Five Year plan

(1984-85)	41.40	25.23	30.68	35.10
-----------	-------	-------	-------	-------

7th Five Year plan

(1989-1990)	48.25	30.94	35.72	40.96
-------------	-------	-------	-------	-------

Source : Directorate of School Education and Directorate of Planning and Co-ordination Nagaland, Kohima.

The above table indicates the growth trend of trained teachers in primary school is comparatively much better than middle schools and high school or secondary school which was due to the early start of JTTI in Nagaland in the 1950s and 1960s. On the other hand, there was no training institution for the matriculate teachers except the UGTT course offered by the Nagaland College of Education which is a training college for the graduate teachers teaching in Schools. Moreover, the seats available in the UGTT were also limited that it could not provide training to all the matriculate teachers teaching in middle schools. So far as the graduate teachers and post-graduate teachers teaching in primary, middle and high schools are concerned, the slow growth trend of trained teachers was due to the late start of training college in Nagaland.

While trying to improve the education system both

qualitatively and quantitatively, a number of programmes were taken up by the Government in the 7th Five Year plan (1985-90).

Some of the programmes implemented during the Plan period were :

- (a) Provision of additional teachers every years in a phased manner,
- (b) Provision of training facilities for primary to high school teachers at the initiative of SCERT.
- (c) Training and retraining of Science, English and Mathematics teachers at school level.

During the Seventh Five Year Plan period, 9,520 teachers were trained in the subjects like english, mathematics, science, social science, vocational guidance and evaluation.

Similarly, teachers serving in Government colleges were encouraged while giving grants to undertake research in various fields of study. In the Seventh Five Year Plan, the approved outlay for research grant was Rs. 8.00 lakhs. The total approved outlay for the training of teachers from primary to high school and the research grant for college teachers in the Seventh Five Year plan is given in table 5.4.4.

TABLE : 5.4:4

Items	Approved Outlays (Rs. in lakhs)
1. Research grants for collage teacher	8.00 lakhs
2. Training of secondary teachers	4.00 lakhs

3. Training for primary and middle

school teachers 18.00 lakhs

Source : Directorate of Planning & co-ordination, Kohima.

The table 5.4:5 also shows the budget provisions for the 3 JTTIs and the Nagaland College of Education in different plan periods.

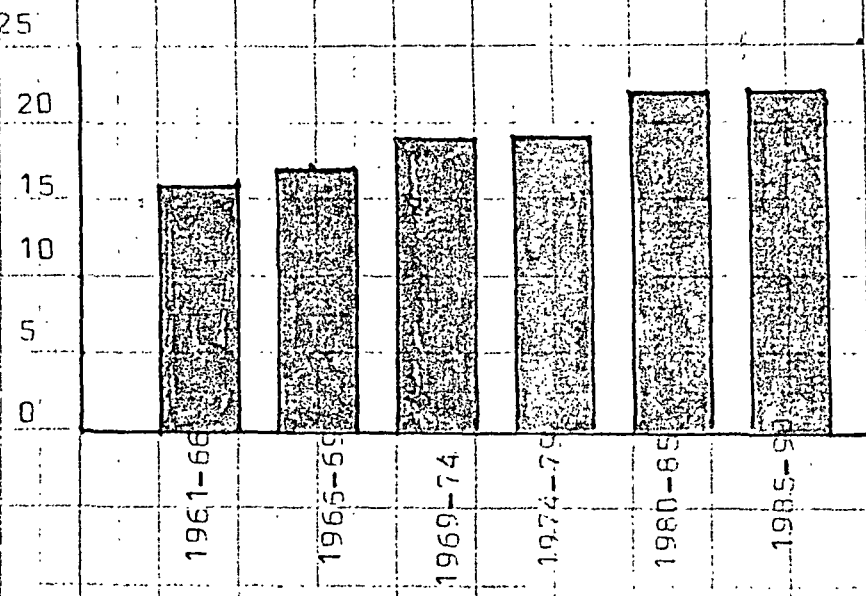
TABLE : 5.4:5

The Budget Provisions For The Three JTTIs And The Nagaland College of Education In Different Plan Periods.

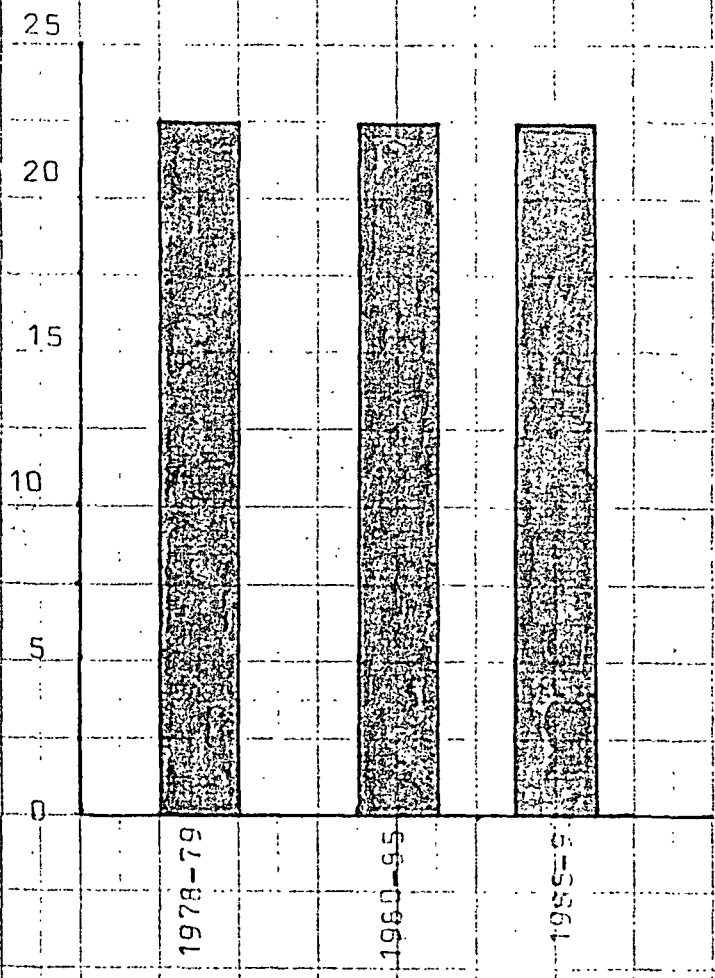
Plan periods	Rs. in lakhs JTTI s	N C E
3RD Five Year plan 1961-62 to 1965-66	N. A.	
Adhoc plan period 1966-67 to 1968-69	118.94	
4th Five Year plan 1969-70 to 1973-74	49.33	
5th Five Year plan 1974-75 to 1978-79	N. A.	N. A.
6th Five Years plan 1980-81 to 1984-85	113.30	68.45
7th Five Year plan 1985-86 to 1989-90	89.08	83.55

Source :- Directorate of Education, Nagaland. NA = Not Available.

Number of Teachers in CITI



Number of Teachers in NCE



The table 5.4:6 shows the numbers of teachers in training college/Institutions during 1963-64 & 1989-90.

TABLE : 5.4:6

The Number of Teachers In The Training College/Institutes During 1963-64 to 1989-90

Plan periods	JTTI	N C E
3rd Five Years plan		
1961-62	6	
1962-63	11	
1963-64	10	
1964-65	16	
1965-66	16	
Adhoc plan		
1966-67	15	
1967-68	17	
1968-69	17	
4th Five Year plan		
1969-70	17	
1970-71	18	
1971-72	18	
1972-73	18	
1973-74	19	

5th Five Year plan

1974-75	19	
1975-76	20	
1976-77	20	
1977-78	18	9
1978-79	19	10

6th Five Year plan

1980-81	22	10
1981-82	22	11
1982-83	22	9
1983-84	22	9
1984-85	22	10

7th Five Year plan

1985-86	22	10
1986-87	22	11
1987-88	22	13
1988-89	22	13
1989-90	22	10

Source - NCE, JTTIs Office.

Teachers' qualifications : general and professional :

The minimum qualification for a teacher in elementary

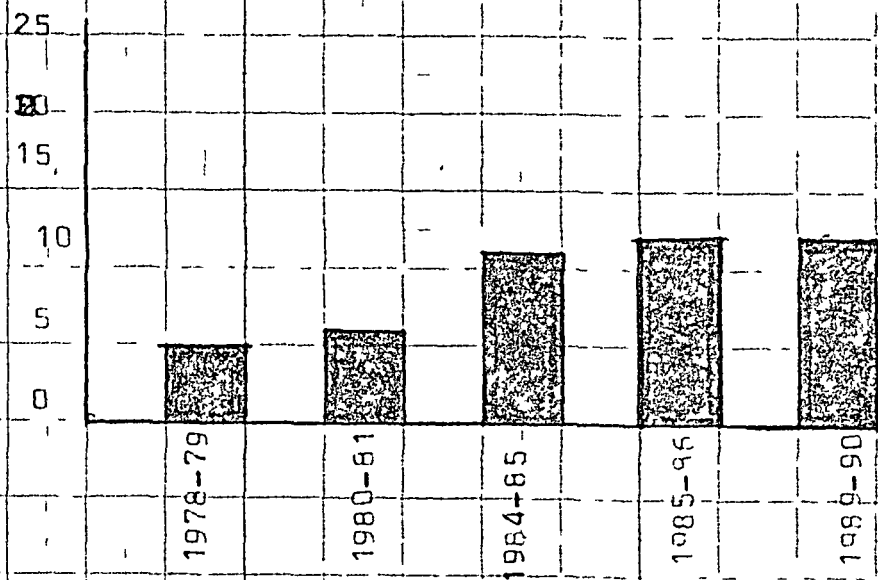
school is class X passed. However candidates from backward tribes of Nagaland were given appointment even if the candidates were class VI pass. The norm has now been changed so far the general qualification is concerned. The requisite educational qualification for a candidate is pre-university pass or its equivalent examination. But the candidates from backward tribes with matriculate qualification are given appointment as a special consideration.

In secondary schools, the requisite educational qualification is graduation. It has been observed that around 12 Master degree holders are teaching in elementary and secondary schools in the state state of Nagaland.

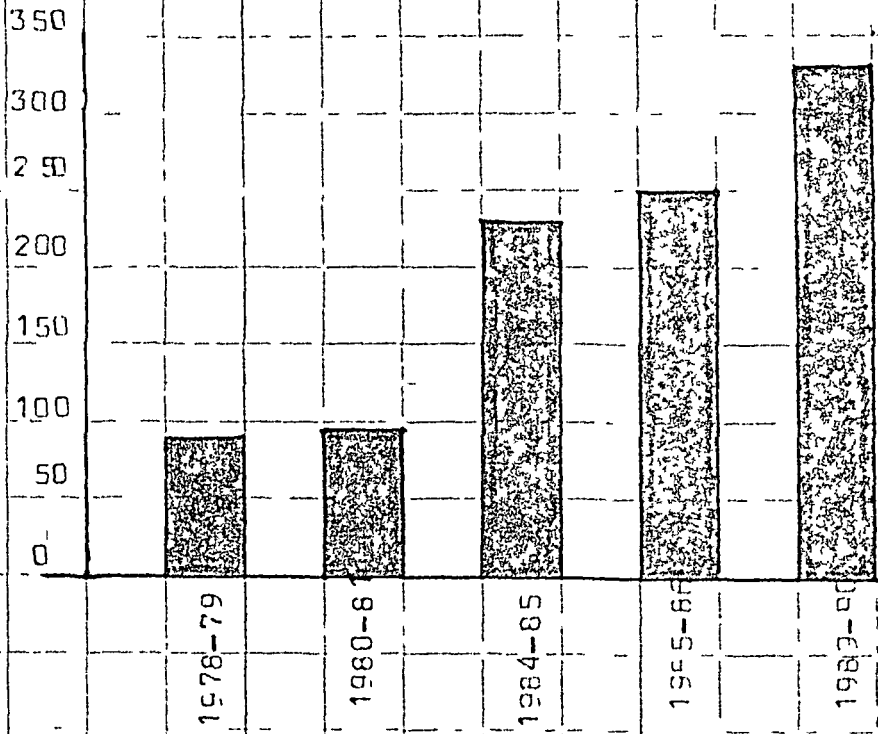
The same norm is applied for the appointment of teachers in private schools of the elementary and secondary stage. The investigator found that out of 10 secondary schools, 60% of the teachers were master degree holders.

With the establishment of Teacher Education Institutions in the state especially, after the attainment of statehood in 1963, around 82% in primary, 49.5% in middle and 49% in secondary school teachers were found trained by the end of the 7th Five Year plan period. But equal opportunity of training facilities are not available like that of their counterpart working in private schools at the Teacher Training Institutions run by the Government of Nagaland. Therefore, as far as

Number of Teachers in Law College



Number of Students in Law College



professional qualification is concerned, teachers serving in Government schools was much better than that of teachers serving in private schools.

5.4.2 Legal Education :

Establishment of Law College in Nagaland is a recent development. In 1978, the first law college was opened in Kohima. The college was started with 127 preliminary students with four teachers. The college is affiliated with NEHU.

In 1981, another Law College was opened at Mokokchung town under the initiative of Ao students' conference. The college was started with 71 preliminary students with four teachers including principal. The table 5.4:7 shows the number of students and teachers in the two law colleges from 1978-1990.

TABLE : 5.4:7

The Enrolment Of Students And Number Of Teachers During 1978-79 to 1989-90.

Plan periods	No. of students	No. of teachers
5th Five Year plan		
1978-79	127	4
1979-80	80	5

6th Five Year plan

1980-81	97	6
1981-82	129	10
1982-83	144	10
1983-84	136	10
1984-85	242	11

7th Five Year plan

1985-86	253	12
1986-87	229	12
1987-88	251	11
1988-89	308	11
1989-90	329	12

Source - Law College Office Kohima and Mokokchung.

Table 5.4:7 indicates gradual increase in the number of students except sharp decrease in 1979-80 and 1986-87. The table 5.4:8 shows the expenditure incurred by Government for the development of legal education in Nagaland from 1978-79 to 1989-90.

TABLE 5.4:8 The Budget Provision For Legal Education.

Plan periods	Expenditures (Rs. in lakhs)
--------------	-----------------------------

5th Five Year plan

1978-79 to 1979-80

0.59

6th Five Year plan

1980-81 to 1984-85

5.63

7th Five Year plan

1985-86 to 1989-90

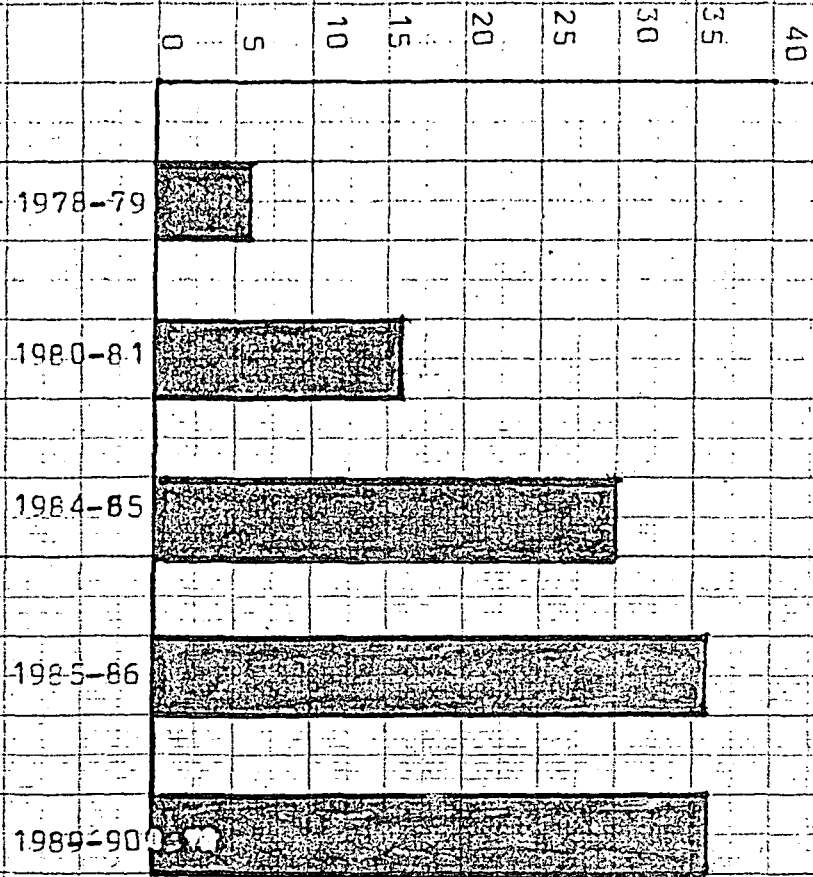
10.54

Source - Directorate of planning and co-ordination Nagaland,
Kohima

5.4:3 Agriculture Education :

There is a School of Agricultural Science and Rural Development (SASRD) opened by the North Eastern Hill University. This institution was opened in 1978 at Medzephema in Kohima district. The college had now been upgraded to the level of a school, and offers post-graduate courses in M. Sc. Agriculture, Horticulture, Rural Development and planning and soil conservation. Besides this, the school offers non-trade B.A. course. The school had so far produced 313 P.U.(Agri), 49 M.Sc. (Agri) and 1 B. A.(Non-Trade) from 1979 to 1990. The table 5.4:9 shows the number of students provisionally trained persons in different courses of NEHU SASRD, from 1990.

Number of Teachers in NEHU, SASRD.



Enrolment of Students in NEHU, SASRD.

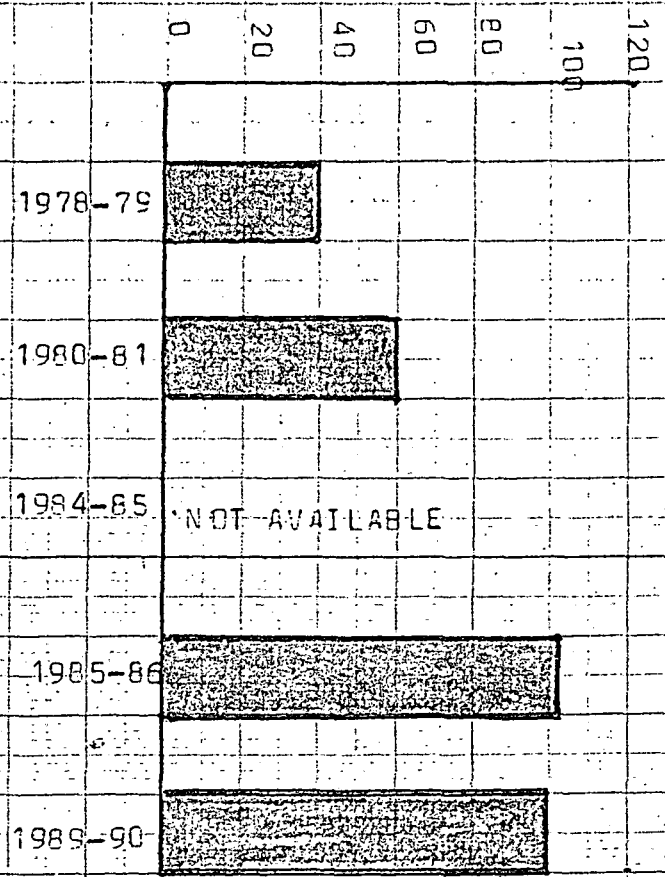


TABLE : 5.4.9. The Number Of Students In Various Courses From 1978-1990.

Plan period	P. U. (Agri)	B. Sc. (Agri)	M. Sc. (Agri)	B. A. (nontrade)
5th plan period				
1978-79	--	40		
1979-90	--	40		
6th five year plan				
1980-81	--	60		
1981-82	--	60		
1982-83	62	--		
1983-84	62	--		
1984-85	NA	--		
7th Five Year plan				
1985-86	42	57	--	3
1986-87	38	14	5	--
1987-88	34	46	4	--
1988-89	39	58	5	--
1989-90	36	49	15	--

Source : NEHU SASRD Office, Medzephema -

Table 5.4:4 indicates a higher trend of enrolment in M. Sc courses and fluctuation in P.U and Undergraduate courses. For the development of this school, the Government of Nagaland

allocated a sum of Rs. 14.32 lakhs during 1988-90. Alongwith the increase in number of students, the number of teachers also increased. The table 5.4:10 shows the number of teachers in NEHU SASRD, Medzephema from 1978-1990.

TABLE 5.4:10

Showing The Number of Teacher In NEHU, SASRD, Medzephema from 1978-79 to 1989-90.

Plan Periods	Number of teachers.		
	Male	Famele	Total
5th Five Year Plan			
1978-79	6	-	6
6th Five Year Plan			
1980-81	16	-	16
1981-82	24	-	24
1982-83	28	-	28
1983-84	31	-	31
1984-85	30	-	30
7th Five Year Plan			
1985-86	35	1	36
1986-87	36	2	38
1987-88	32	2	34
1988-89	32	2	34
1989-90	33	3	36

Source - NEHU, SASRD office, Medziphema.

In addition to the NEHU SASRD, there is one Krishi Vigyan Kendras (K.V.K) established in 1979 at Medziphema imparting training in agriculture. This training centre is sponsored by the ICAR and provides skill- oriented vocational training to the practising farmers, in-service field extension workers or to the persons seeking self employment.

There is one Trainers Training centre (TTC) at Jharnapani in Nagaland started in 1980 with the objective to equip the trainers of KVK or other extension training centres in their respective fields of specialisation.

Medical Education :

Nagaland does not have any medical college of its own. Students are selected and sponsored by the state Government. The Directorate of Higher and Technical Education sponsor the courses for MBBS; BDS; B. Pharm; B. V. Sc Nursing, etc. G. N. M. Nursing School - There is a school of general nursing attached with Naga Hospital Kohima, established in 1975. The requisite qualification for admission was matriculate at the initial stage but now has been fixed Pre-University pass or its equivalent. The duration of this course is 3 years and offer Diploma. The yearly intake capacity is 35.

Para-Medical Institute :

There is one Para-Medical Institute in Kohima. It is a 2 year course and offer certificate in medical education. Besides

this, there are 2 training centres for the Female Health Workers, one in Mokokchung and the other in Tuensang established in 1965 and 1983. The minimum qualification for admission is class VII pass. Selected candidates are given a stipend of Rs. 250/- p.m. by the Government.

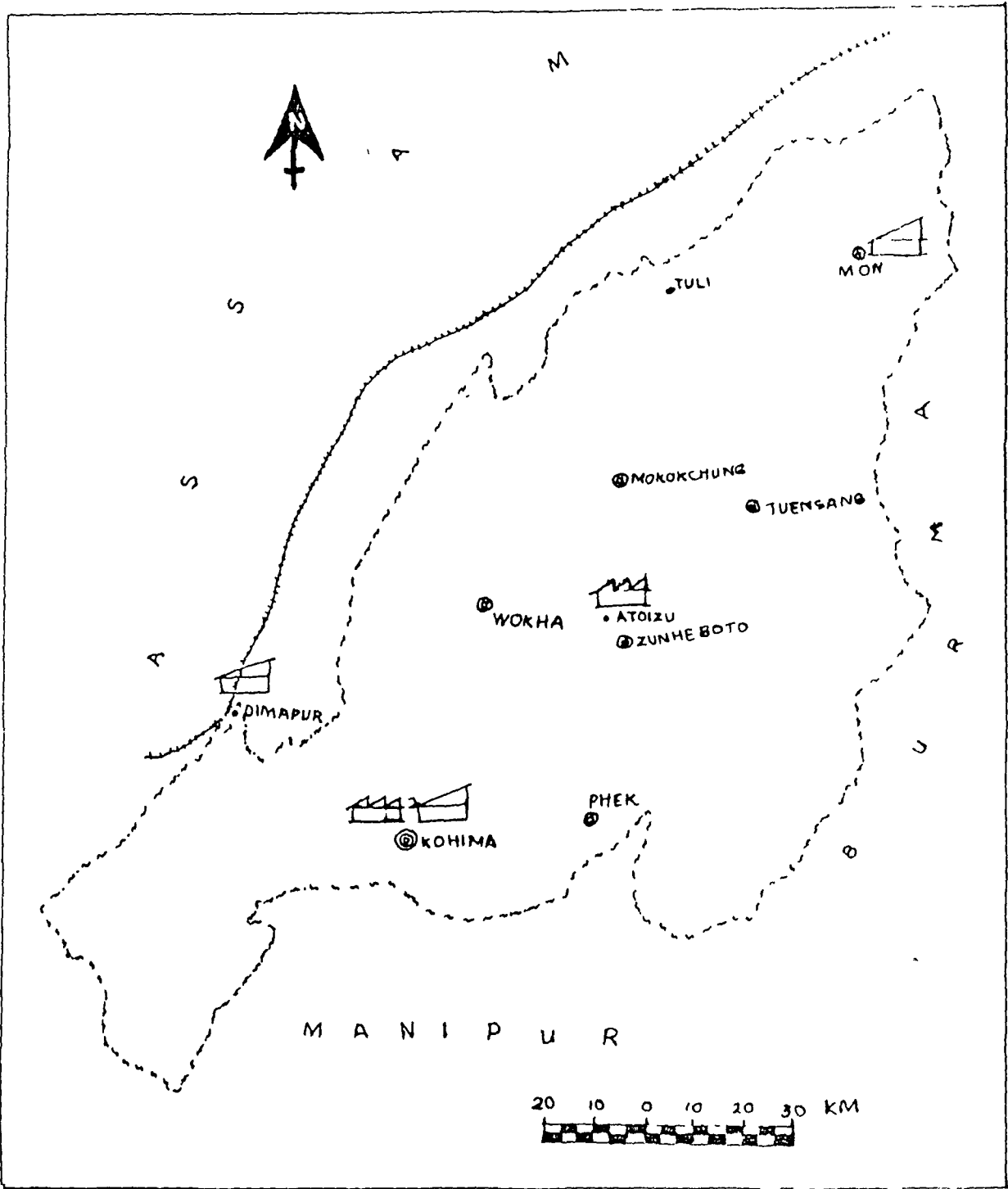
There is also a V.F.A. training at Ghaspani. This institute was established in 1977 and controlled by Veterinary Department Government of Nagaland. After the completion of the course, they are appointed as Veterinary Field Assistant (VFA). The yearly intake capacity of this institute is 30 and so far it has trained 230 students. The institute offer courses in (a) Animal management and surgery and (b) Animal nutrition and psychology.


TECHNICAL EDUCATION

5.5.1 Gheloshe Polytechnic Atoizu

The Government of Nagaland proposed a plan to open a polytechnic in the state. The detail scheme was approved by the Ministry of Education and the first polytechnic was established in 1972 at Atoizu in Zunheboto district with the following three trades.

- (I) Civil Engineering
- (II) Mechanical Engineering, and
- (III) Electrical Engineering with yearly intake capacity of 30, 15 and 15 respectively. Prior to the establishment of State Council of Technical



1. I.T.I

 (a) Kohima (b) Dimapur (c) Mon

2. POLYTECHNIC

 (a) Atoizu
 (b) Women Polytechnic at Kohima

Education in 1986-87, it was affiliated with the Board of Technical Education Assam. The polytechnic is now under the control of the State Government. The admission of students is made on the basis of merit.

Through the polytechnic started in 1972, the development of the institute was not very much satisfactory. Therefore, in the Seventh Five Year Plan period, emphasis was given on infra-structural facilities including purchase of equipments and construction of buildings for hostel and staff quarters. The students who study in the polytechnic, the Government provides stipends and scholarships at the rate of Rs.250/- p.m.

Another spectacular achievement in technical education is the establishment of State Council of Technical Education in the state. Post like controller and some ministerial staff were created in 1985-86 and started functioning with effect from 1986.

5.5:2 Establishment of Women Polytechnic :

To encourage girls for technical education, the Government of Nagaland initiated to establish a polytechnic in 1984 and the Government of India accorded its approval for the establishment of the women polytechnic. An area of 16 acres of land had been acquired at Kohima. The Seventh Plan approved outlay for this was Rs. 92.75 lakhs.

5.5:3 Regional Mining School :

The establishment of a Regional Mining school was approved by the Deptt. of Education Ministry of Human Resource Development under the sponsorship of North Eastern Council. An area of 30 acres of land had already been acquired and certain infrastructural facilities had been provided for the establishment of the Regional Mining School. It would gather to the need of North-Eastern states of India.

5.5.4 Industrial Training Institute Kohima :

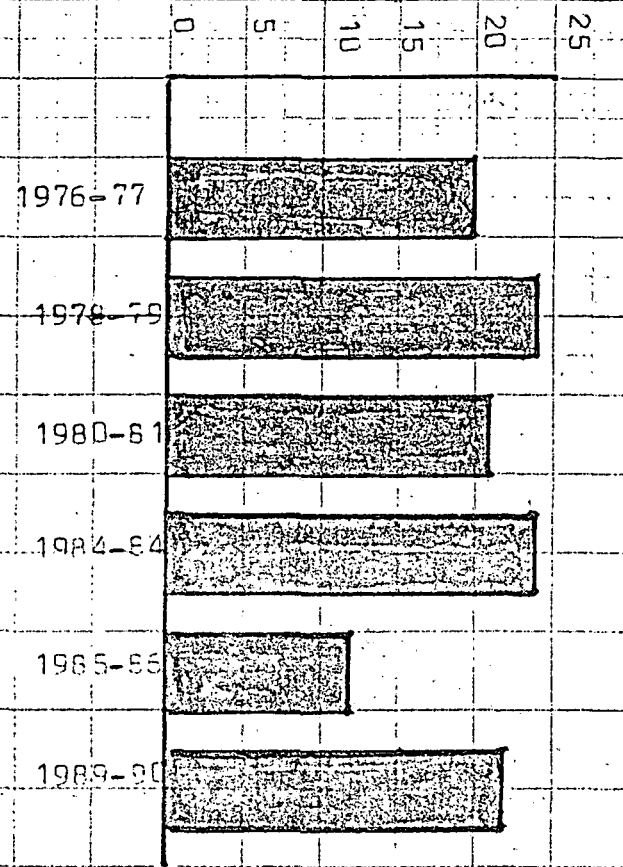
The ITI Kohima has been providing training in blacksmithy, paper making carpentry and other courses since 1963. In August 1969, a new scheme was implemented for the expansion of the institute and syllabi were revised and many new trades were added.

Till the end of the Fifth Five Year Plan, the ITI Kohima was under the Education Department but in the Sixth Five Year Plan period, it was transferred to the Department of Labour. The ITI Kohima has the hostel facility for 60 trainees. The trainees are given a sum of Rs. 150/- p.m. by the Government. The table 5.5:1 shows the trades, duration of course intake capacity and educational qualifications required for admission in the ITI, Kohima.

Table 5.5:1 The Type Of Courses Duration And Intake Capacity.

Course	Duration	Intake capacity
		For Matriculates
1. Radio Mechanics and Televisions	2 years	12
2. Electrical 2 Unit	2 Years	16 + 16 = 32
3. Draughtsman Civil	2 years	16
4. Surveyor	2 years	16
5. Printing	1 year	16
		For Undermatric
1. Fitter	2 years	16
2. Mechincs	2 years	16
3. Turner	2 years	16
4. Motor Mechanics 2 unit	2 years	16 + 16 = 32
5. Carpentry	1 year	16
6. Welder	1 year	16
7. Diesel Mechanics	1 year	16
8. Cutting & Tailoring 2 Unit	1 year	16
9. Knitting	1 year	16
10. Plumber	1 year	16
11. Sheet metalling	2 years	16

Number of Teachers in Polytechnic



Number of Teachers in ITIs

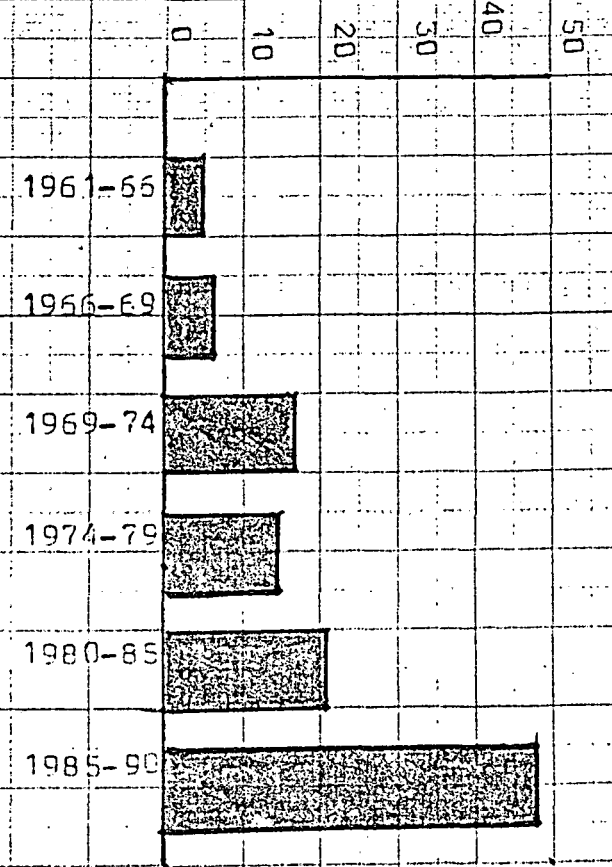


TABLE 5.5:2 The Type Of Courses, Duration And Intake Capacity In ITI Dimapur.

Course	Duration	Intake capacity
1. Stenography	1 year	12
2. Knitting	1 year	12
3. Cutting	1 year	12
4. Draughtsman	1 year	12

Source - ITI, Office, Dimapur

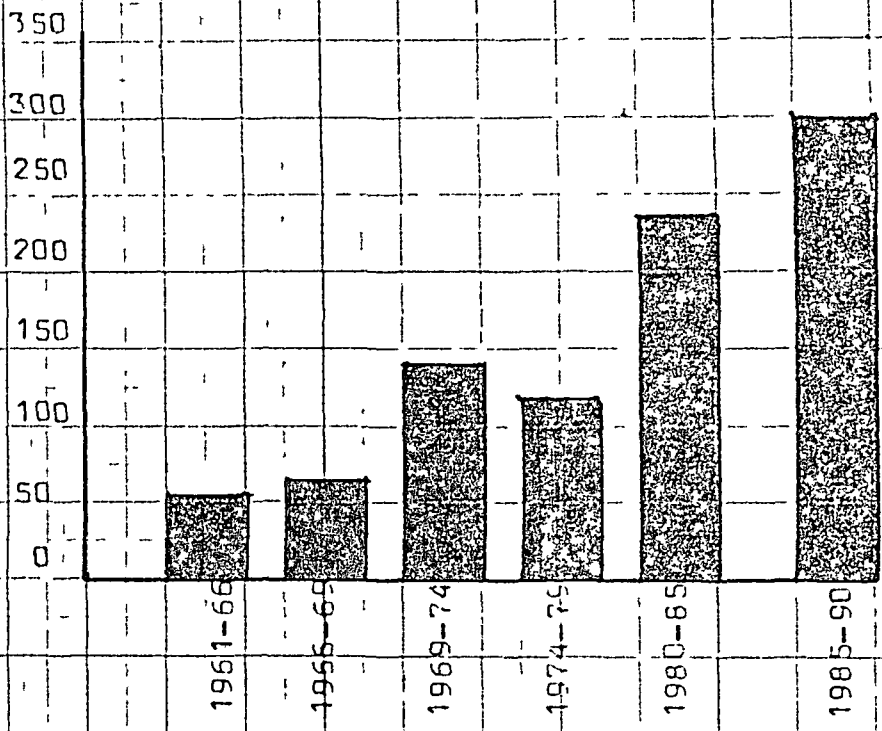
The table 5.5:3 shows the name of technical institutions and the year of establishment.

Table 5.5:3 The Technical Institution / Year Of Establishment

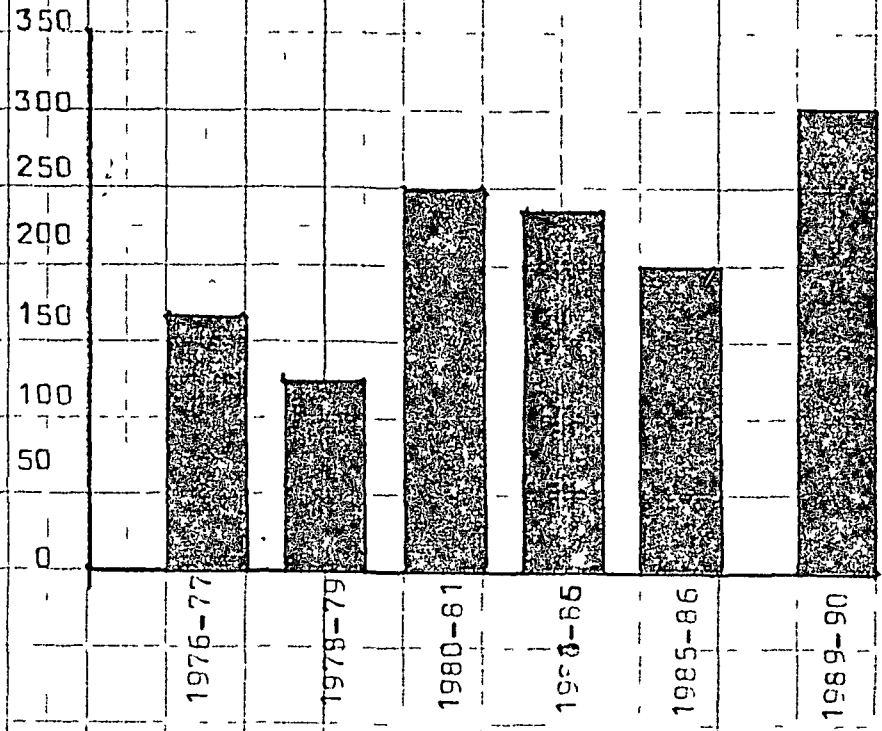
Institution	Year of establishment
1. Gheloshe polytechnic, Atoizu	1972
2. Industrial Training Institute, Kohima	1908
3. Women Industrial Training Institute, Dimapur	1984
4. Women Polytechnic, Kohima	in progress
5. Regional Mining School	in progress
6. Industrial Training Institute, Mon	1945

This investigator could not find any provision of fund for technical education in the first, second and third five year plan periods. Infact planning in Nagaland in the real sense started from the 4th Five Year Plan onwards. The table 5.5.4 shows the budget provision for the technical education in Nagaland during different plan periods.

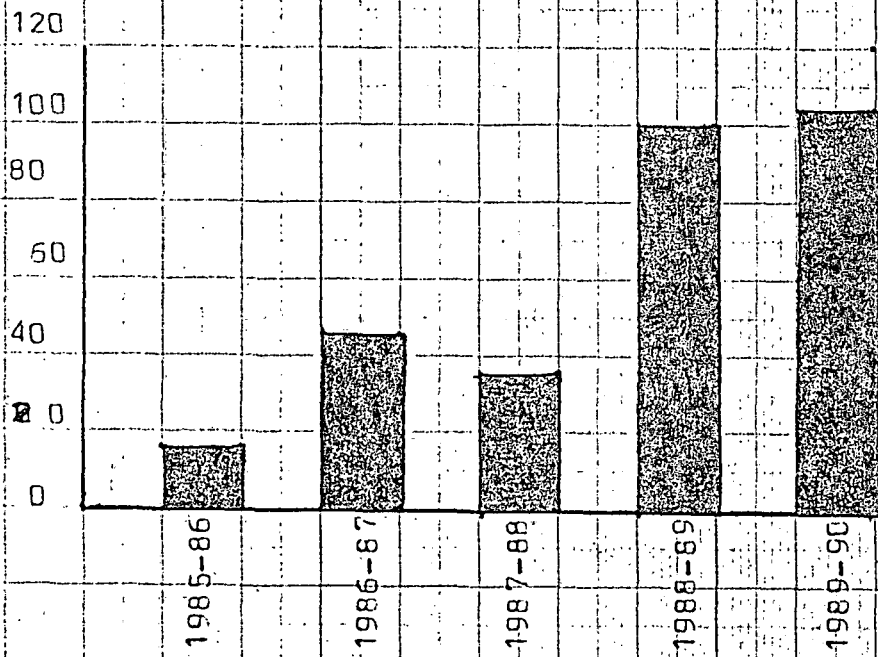
Enrolment of students in ITI, Kohima.



Enrolment of Students in Polytechnic



Enrolment of Students in ITI, Dimapur.



Enrolment of Students in ITI, Non.

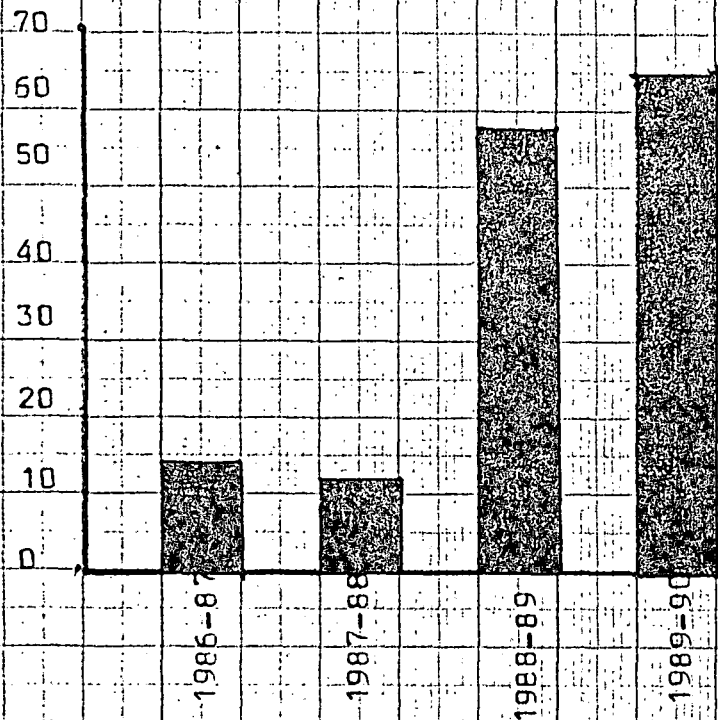


Table 5.5;4 Budget Provision During Different Plan Periods.

Plan periods	Approved outlay (Rs.in lakhs)
1. 4th Five Year plan	
1969-70 to 1973-74	45.00
2. 5th Five Year plan	
1974-75 to 1978-79	41.520
3. 6th Five Year plan	
1985-86 to 1989-90	35.00
4. 7th Five Year plan	
1985-86 to 1989-90	240.00

The table 5.5;6 shows the enrolment of students in technical institution in different plan persons.

TABLE 5.5:5

The Enrolment Of Students In Technical Instutions In Different Plan Periods.

Plan periods	ITI Kohima	Polytechnic	ITI Dimapur	ITI Mon
3rd Five Year Plan				
1961-62	25			
1962-63	45			

1963-64 56

1964-65 56

1965-66 56

Adoc Plan

1967-67 57

1967-68 66

1968-69 66

4th Five Year Plan

1969-70 66

1970-71 70

1971-72 64

1972-73 136

1973-74 140

5th Five Year Plan

1974-75 149

1975-76 154

1976-77 166 112

1977-78 129 117

1978-79 125 129

6th Five Year Plan

1980-81 252 157

1981-82 273 179

1982-83 263 192

1983-84	294	192		
1984-85	238	220		
7th Five Year Plan				

1985-86	204	220	16	
1986-87	238	222	47	14
1987-88	169	240	36	12
1988-89	200	278	100	58
1989-90	301	253	105	65

Source : Directorate of Higher and Technical Education, Nagaland

The table 5.5:5 indicates that from 1961 -1990, the ITI Kohima had produced 4251 trained personnel, the Atoizu polytechnic Polytechnic 2716 overseers, ITI Dimapur 304 ITI, Mon 149. The table 5.5:6 shows the numbers of teachers in technical institutions during 1961-1990

Table 5.5:6 Teachers In Technical Institutions During 1961-90.

Plan Periods	ITIs	Gheloshe polytechnic

Polytechnic		
3rd Five Year Plan		

1961-62	5	
1962-63	5	

1963-64	5	
1964-65	5	
1965-66	5	
Adoc Plan		

1966-67	5	
1967-68	6	
1968-69	6	
4th Five Year plan		

1969-70	6	
1970-71	8	
1971-72	11	
1972-73	17	
1973-74	17	
5th Five Year plan		

1974-75	N. A.	
1975-76	N. A.	
1976-77	15	20
1977-78	12	22
1978-79	14	24
6th Five Year plan		

1980-81	27	12
1981-82	20	20

1982-83	21	24
1983-84	22	24
1984-85	21	24

7th Five Years plan

1985-86	27	12
1986-87	30	14
1987-88	49	13
1988-89	47	17
1989-90	48	17

Source - Statistical Handbook of Nagaland 1973, 84, 87, 90.

5.6 Non - Formal Education

5.6.1 Adult Education :

One of the major concerns of the Government of India after Independence of the country was removal of mass illiteracy from the country. At the time when the 1st Five Year plan was started in 1951, there were 2.98 million illiterates in India whereas in the whole of Naga hills out of 2,05,950 population, the literacy percentage of male was 15.00 and 5.74 in case of female 10.39 in 1951.

During survey of the official records and reports, the investigator found that inspite of many problems, adult education programme started functioning since the second five year plan

period. With a view to make the Nagas literate, expenditure for Rengma-Pugoboto block was Rs. 1200/- which was utilised for the opening of 10 night schools in 10 villages. In Chakhesang Block, some night schools were opened which amounted to Rs. 1,000/-

In Longkhim Block 1 adult education centre was opened in 1958. By the end of 1960, 4 more centres were opened in the Block. There were 120 adult learners in 1958, 120 in 1959 and 160 in 1962.

From 1960, the Government spent Rs. 70,929/- for social education in Zunheboto block. During the 4 years 600 people were made literate in Zunheboto block. From the 3rd Five Year Plan onwards, more emphasis were given for social education in Nagaland. The table 5.6:1 shows the budget provisions for social education in the 3rd Five Year Plan.

TABLE 5.6:1 Budget Provisions For Social Education.

1. Wakching block	Rs. 45,500.00
2. Longleng block	Rs. 95,500.00
3. Tuensang block	Rs. 35,500.00
4. Shamator block	Rs. 25,000.00
5. Tamlu block	Rs. 55,000.00
6. Noklak block	Rs. 15,000.00
7. Wokha block	Rs. 3,88,369.00
8. Zeliang-Kuki block	Rs. 93,000.00
9. Rengma-Pugoboto block	Rs. 78,000.00
10. Chakhesang block	Rs. 74,000.00

Source - Plan document.

In the Adhoc Plan period, 121 adult education centres were opened in three districts. This programme mostly covered the

rural areas. In each adult education centre, one part-time instructor was appointed with an enrolment of 30 adult learners for 10 months duration. The learners were taken at the age group of 14-45 years.

By the end of the 4th Five Year Plan, there were 171 literacy centres through which it would be possible to educate about 8000 adult illiterates.

In the 5th Five Year Plan period, non-formal education programme for the drop-outs in the age group of 9-14 was started in 21 centres-one in each block. For the age-group of 15-35 years, 3 projects of rural literacy programme in the central sector and 2 projects in the state sector were also started. Similarly, 2 more such projects were taken up by the end of the period under 100% central assistance.

In the 6th Five Year plan period, new objective was fixed "Adult literacy and adult education programme will be expanded to cover all the villages in a phased manner so as to cover 2 lakhs population in the age group of 15-35 years through a non-formal rural education programme within the 6th Five Year plan period administrative and supervisory machinery will be strengthened from state to block level for the successful implementation of the adult Education programme".

In order to achieve aforesaid objective, 7 projects were taken up to spread education for the age-group of 15-35 years. Out of the 7 projects, 3 projects were located in Kohima whereas Mokokchung and Phek districts were under centrally sponsored

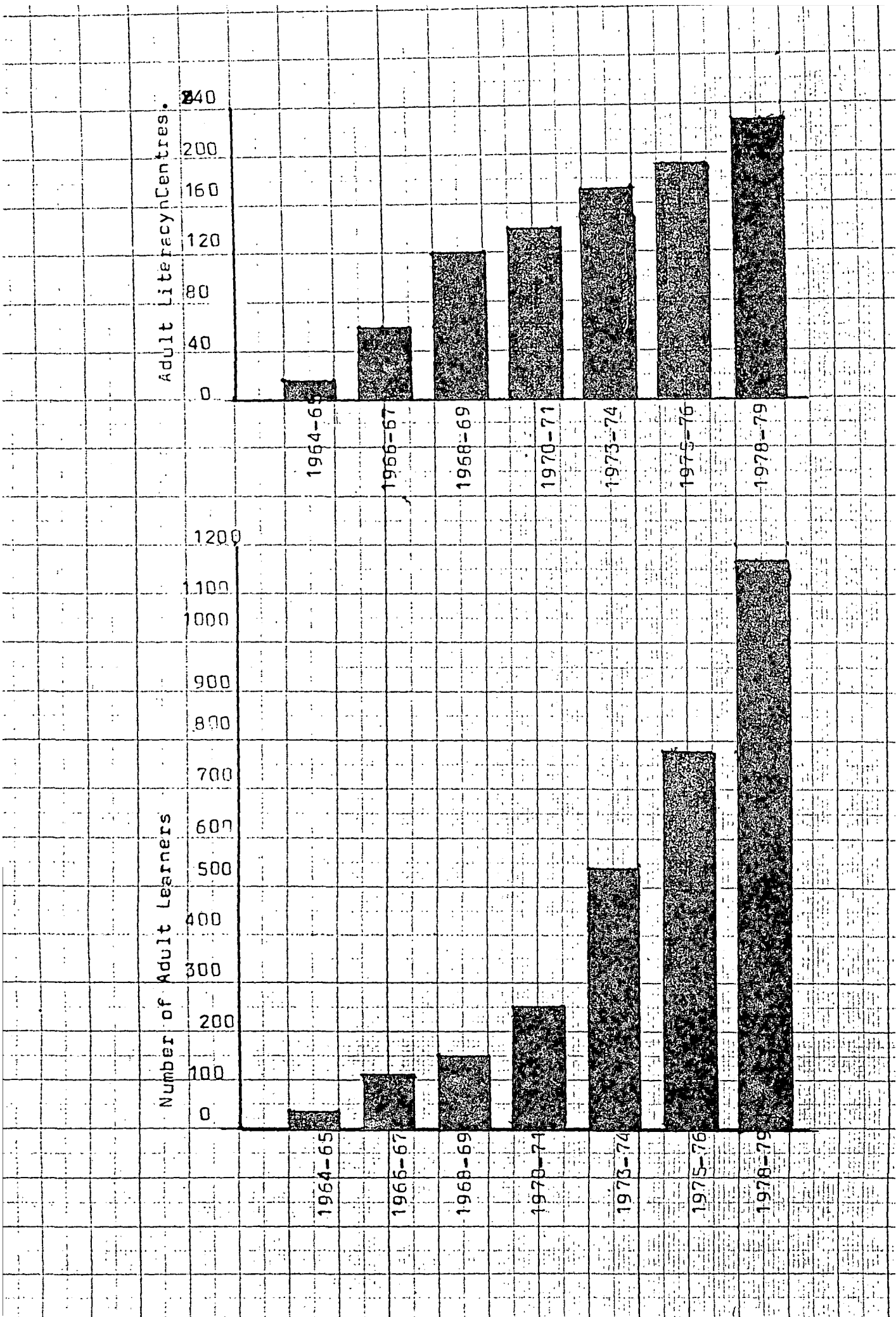
scheme and 4 in the remaining 4 districts, were under state sponsored scheme with 1000 centres with 3000 in the 4 state plan projects. A special officer was appointed in 1984 to monitor the programme of adult education in the state. It was found that on 1980, 15,726 adult learned in the age group of 15-35 were enrolled under 540 centres of 2 state projects and 3 centrally sponsored adult education projects in 5 district of the state. Besides running the normal programme, follow up programme for those who completed literacy programmes were also taken up. By the end of the 6th Five Year [plan period, 18,456 adult learners were enrolled under 650 centres of 1 state project and 6 Rural Functional Literacy project (c.s.s.) in the seven districts from 1981 onwards but only 13,-63 adult learners could complete the course.

In the 7th Five Year plan, 2 more RFLP were opened in the state of which 6 projects were maintained under the centrally sponsored scheme (css)and 2 were under state project. By the end of the 7th Five Year Plan period, there were 750 adult literacy centres with 22,500 learners. The table 5.6:2 shows the number of adult literacy centres and adult learners in Nagaland during 1964-1990.

Table 5.6:2 Number of Adult Literacy Centres And Adult Learners in Nagaland During 1964-65 to 1978-79.

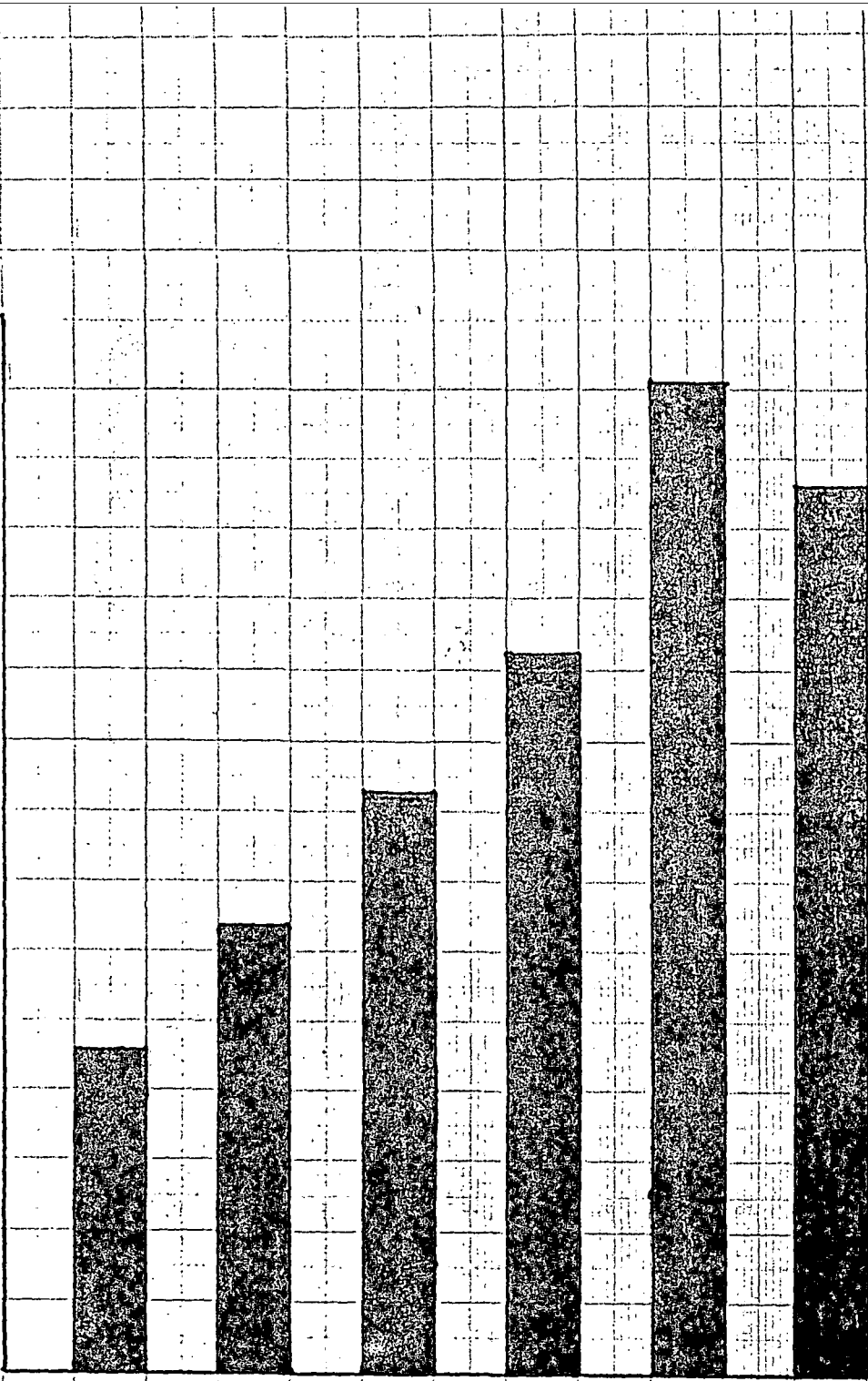
Plan Periods	No. of Adult Literacy Centres	No. of Adult Learners	No. of Instructors
3rd Five Year Plan			
1964-65	15	389	15
1965-66	16	455	16
Adhoc Plan			
1966-67	61	1095	61
1967-68	91	1152	91
1968-69	121	1500	121
4th Five Year Plan			
1969-70	131	1800	131
1970-71	141	2540	141
1971-72	171	3171	151
1972-73	161	4351	172
1973-74	171	5424	172
5th Five Year Plan			
1974-75	181	6024	179
1975-76	191	7189	184
1976-77	200	8909	193
1977-78	210	6622	207
1978-79	228	11662	228

Source - Directorate of School Education, Nagaland Kohima.



Enrolment of Students in Primary Schools.

0
10,000
20,000
30,000
40,000
50,000
60,000
70,000
80,000
90,000
1,00,000
1,10,000
1,20,000
1,30,000
1,40,000
1,50,000



1961-66

1966-69

1969-74

1974-79

1980-85

1985-90

The table 5.6:3 shows the number of villages covered, adult learners, adult centres and number of instructors under the NAEP programme.

The Number of Village Covered, Number of Adult Centres And Learners Since 1979-80 Under The NAEP In Nagaland.

Plan periods	No. of village covered	No. of centres	No. of learners	No. of learners completed course.	No. of Instructor
1979-80	190	540	15,726	14,726	540
6th Five Year plan					
1980-81	153	560	16,945	11,471	560
1981-82	221	760	21,788	13,636	760
1982-83	193	600	17,134	8,810	600
1983-84	201	600	17,881	10,743	600
1984-85	263	650	18,456	13,063	650
7th Five Year plan					
1985-86	357	700	19,394	12,635	700
1986-86	700	700	19,734	13,340	700
1987-88	700	700	20,000	N. A.	700
1988-89	750	750	21,250	N. A.	750
1989-90	750	750	22,500	N. A.	750

Source : Directorate of School Education Nagaland, Kohima.

5.6:2. Training Institutions for School Drop-outs

The Directorate of Social Security and Welfare, Government of Nagaland opened training institutions for the school drop-outs. They are listed below :

- (a) 13 women welfare training centres for imparting training in knitting, sewing and embroidery .
- (b) 1 training -cum-production centre for imparting training in vocational trades at Dimapur.
- (c) 1 blind school for imparting training in vocational trades at Pherima.

5.6:3 IGNOU study centre in Kohima :

With a view to give second chance for the interested people of Nagaland for the furtherance of education, a study centre of IGNOU was opened in Kohima in 1987 by the Indira Gandhi National Open University, New Delhi. The study centre offers certificate course, diploma course and some other post-graduate degree courses in different disciplines. The study centre is activated for the following courses.

Certificate courses in

- (a) food and nutrition. Diploma and Degree in
- (b) management
- (c) post-graduate Diploma in Higher Education
- (d) diploma in Rural Development
- (d) BA/B.Com/B.Sc for non 10+2 and 10+2.

5.7. EDUCATIONAL ADMINISTRATION :

Before 1947, education was supervised by the Inspector of Schools, in the then Naga Hills under upper Assam circle, with

headquarter at Jorhat. The Inspector of Schools was assisted by one Assistant Inspector of Schools posted at Shillong and two inspecting pandits.

In 1952, the structure of educational administration was further expanded with one Deputy Inspector of Schools with three Sub-Inspectors and three Assistant Sub-Inspectors of Schools. During this period the state education department was under the administrative control of Commissioner of Nagaland. After the attainment of statehood of Nagaland and with the creation of the Nagaland Secretariat in December 1963, the education department was placed under the charge of a Joint Secretary to the state Government.

One more post of an Inspector of Schools in the state was created in December 1967. In April 1970, the office of the Inspector of Schools was merged with the newly created Directorate of Education. Later on, the state education department was entrusted to the Secretary of Education under the Minister of Education of the state.

In 1975, the Government of Nagaland constituted the Nagaland Board of School Education. In 1979, the Government of Nagaland vide Government Notification No. EDS(SCERT)/2/78 dated the 15th December '79 established the State Council of Educational Research and Training (SCERT). With the bifurcation of the Directorate of Education into the Directorate of Higher and Technical Education and the Directorate of School and

}

Physical Education in 1983, the SCERT was put under the Directorate of School and Physical Education before it became an autonomous organisation. In 1986, the SCERT was made an autonomous organisation vide Government Notification NO. EDS(HTE)/17-32 dated the 18th December '86. At the initial stage, principal Nagaland College of Education, Kohima was nominated as the Ex-officio Director of the SCERT. For administrative convenience, all administrative and financial matters were kept with the Director of Education.

To promote physical education in the state, a branch related to physical education was established in the Directorate of Education with a physical education officer as its head. In the 7th Five Year Plan period, a separate Directorate for physical education was created. By the end of the 7th Five Year Plan, there were one Secretariat for education, three Directorates, one SCERT and one Board of School Education in the state.

Educational Administration at the Secretariat level :

The state education department at the Secretariat level is headed by the Secretary of education. He is assisted by a Joint Secretary and a certain number of Deputy and Under Secretaries and a team of other staff within the office complex. The Secretary of education is responsible to prepare and execute plans and policies of the state education department under the direction of the Minister of Education.

Educational Administration at the Directorate level :

The Director of Education in Nagaland is the chief executive of education, the Directorate of Higher and Technical Education, the Director, is assisted by one Deputy Director, one Officer on Special Duty (OSD) and a team of other staff within the complex. In the Directorate of School Education, the Director is assisted by one Additional Director, two Deputy Directors, seven Assistant Directors and a team of other staff within the office complex. In the Directorate of Physical Education, the Director is assisted by one Deputy Director and a team of other staff within the complex. The main function of the Directorates are concerned with the formulation of educational plans and their execution. The Council of Educational Research and Training is headed by one Director. He is assisted by a number of certain officials and a team of other staff within the office complex. The Nagaland Board of School Education is headed by the Director of School Education who is assisted by the Secretary of the Board, a Controller of Examinations, an Accounts Officer and a team of other staff within the office complex.

Educational Administration at the Field level :

In the field, at school level there were seven Inspectors and thirteen Deputy Inspectors of Schools and seven District Adult Education Officers at the time of survey in 1990. The Deputy

Inspector of Schools is assisted by a certain number of Sub-Inspector of Schools representing from each sub-division. They are responsible for the supervision of primary schools in their jurisdiction. The Inspector of Schools looks after the high schools located in their jurisdiction. The figure 33 shows the educational administrative set up in the state of Nagaland.

Educational Administrative Set Up In Nagaland :

In the field, at school level there were seven Inspectors and 13 Deputy Inspectors of schools and 7 District Adult Education Officers at the time of survey in 1990. The Deputy Inspector of School is assisted by a certain number of Sub-Inspector of schools representing one from each sub-division. They are responsible for the supervision of primary schools in their jurisdiction. The Inspector of Schools looks after the high schools located in their jurisdiction.

The figure shows the educational administrative set up in the state of Nagaland.

Educational Administrative Set Up. (1990)

EDUCATIONAL ADMINISTRATIVE SET UP.

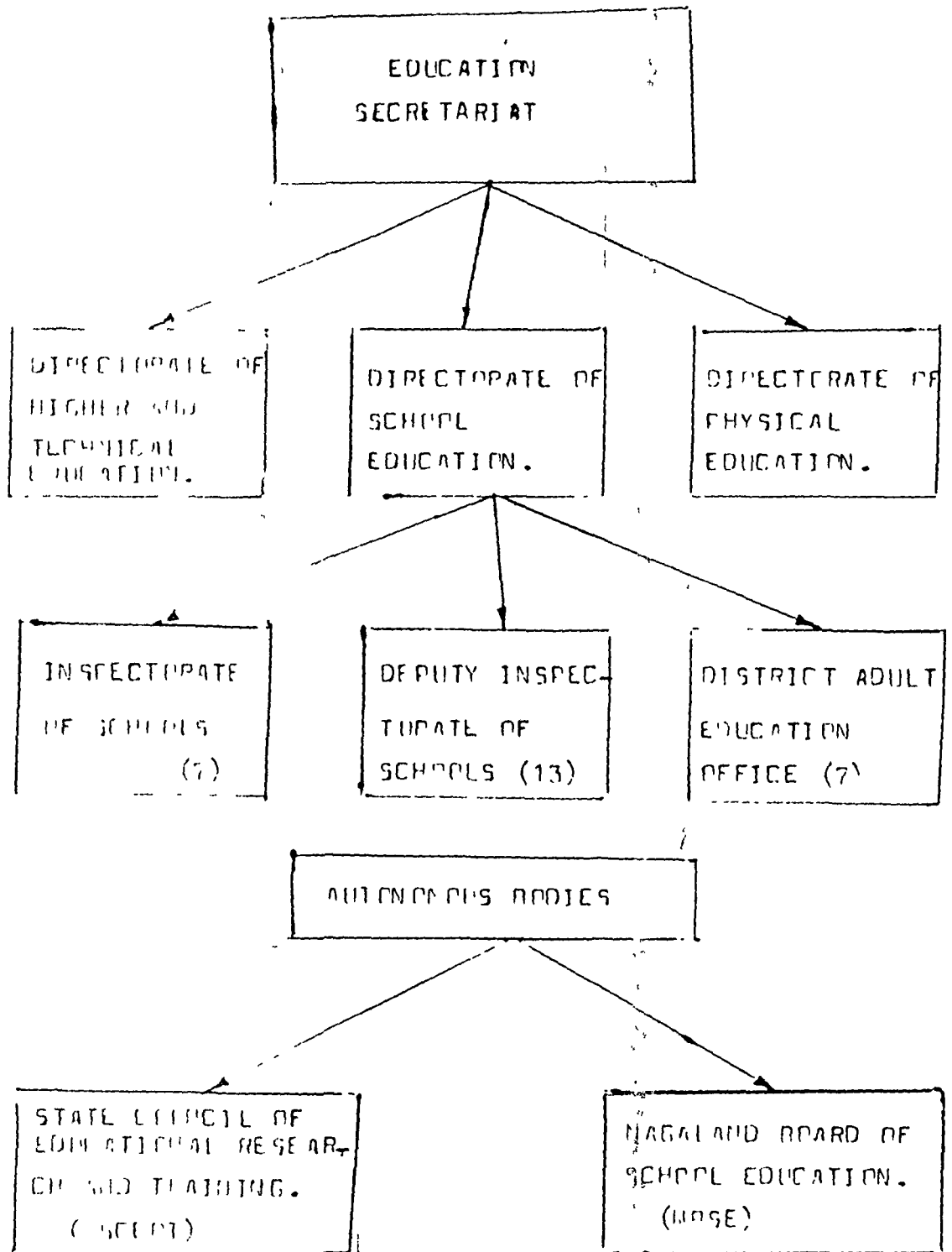


Figure 35.

C H A P T E R V I

ANALYSIS AND INTERPRETATION OF DATA

ANALYSIS AND INTERPRETATION

Once the data are collected, the next step in a research process is the analysis and interpretation of data in order to get a meaningful picture out of the raw data collected from research tool.

For the present study, the investigator collected the data, processed, analysed and interpreted. The data have been analysed under three categories. (a) Innovative activities undertaken under different plan periods, (b) Developmental problems of education, and (c) Suggestions for solving the problems in the context of development of education. Further, the data were analysed under two categories-Government and Private institution.

ELEMENTARY EDUCATION

PRIMARY EDUCATION :

INNOVATIVE ACTIVITIES :

(1) Infrastructural facilities :

Under primary education, the sub-category related to the infrastructural facilities contains ten items. Against each item of infrastructural facilities under different Five Year Plan periods,

the data have been analysed in terms of percentages. Table 6.1:1 indicates the results of data analysed.

Table 6.1:1 Infrastructural Facilities :

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. School compound /campus	20 6.7%	20 6.7%	12 4%	100 33.3%	30 10%	30 10%	40 16.6%
2. Own play ground	3 1%	4 1.3%	1 .3%	10 3.3%	5 1.7%	10 3.3%	10 3.3%
3. Building	15 5%	20 6.7%	10 3.3%	20 6.7%	50 16.6%	25 8.3%	50 16.6%
4. Boys' hostel	*	*	*	*	*	3 1%	5 1.7%
5. Girls' hostel	*	*	*	*	*	2 .7%	5 1.7%
6. Staff quarter	*	*	*	*	*	*	*
7. Library	*	*	*	*	*	*	*
8. School Bus	*	*	*	*	*	*	*
9. Co-operative store	*	*	*	*	*	*	*
10. Any other	*	*	*	*	*	*	*

1. Compound/Campus

Table 6.1:1 shows that 20(6.7%) schools acquired separate compound/campus by the end of 2nd Plan period. By the end of 7th Plan period, 212(70.7%) acquired separate school compound/campus.

2. Playground

Table 6.1:1 shows that the number of primary schools having playground were 3(1%) by the end of 2nd Five Year Plan. By the end of 7th Plan, primary schools having playground were 43(14.3%).

3. Building

Table 6.1:1 shows that the number of primary schools having pucca building were 15(5%) by the end of 2nd Five Year Plan. It rose to 190 (63.3%) by the end of 7th Five Year Plan.

4. Boys' hostel

Table 6.1:1 shows that number of primary schools having boys' hostel were 3(1%) in the 6th Five Year Plan. 5(1.7%) boys' hostels were constructed in the 7th Five Year Plan period.

5. Girls' hostel

Table 6.1:1 shows that number of primary school having girls' hostel were 2(.7%) in the 6th Five Year Plan

period.5(1.7%) girls hostels were constructed in the 7th Five Year Plan period. Table 6.1:1 shows that no innovative activities were started in respect of items 6, 7, 8, 9 and 10.

II. Academic activities:

The sub-category related to academic activities has seven items. Against each item under different Five Year Plan periods, the data have been analysed and shown in terms of percentages.

Table 6.1:2 Academic Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. New subject	*	*	*	*	*	*	*
2. Special class	*	*	*	*	*	15 5%	20 6.7
3. Science exhibition/fair	*	*	*	*	*	*	*
4. Bal Bhavans	*	*	*	*	*	10 3.3%	15 5%
5. School complex	*	*	*	*	*	10 3.3%	10 3.3
6. School health programme	*	*	*	*	*	*	*
7. Any other	*	*	*	*	*	*	*

2. Special classes

Table 6.1:2 shows that only 15(5%) primary schools could arrange special classes in the 6th Five Year Plan period whereas 20 (6.7%) primary schools arranged special classes in the 7th Plan period.

4. Bal Bhavan

Table 6.1:2 shows that 10(3.3%) primary school became a member of Bal Bhavan in the 6th plan period whereas 15(5%) primary schools became member of Bal Bhavan in the 7th plan period.

Table 6.1:2 shows that no innovative activities were started in respect of items 1, 3, 6 and 7.

III. Adjustment of hardware instructional materials :

The sub-category related to adjustment of hardware instructional materials in the daily school/college routine has six items. Against each item under different Five Year Plan periods, the data have been analysed and shown in terms of percentages.

Table 6.1:3 Adjustment of Hardware Instructional Materials in Daily School/College Routine.

Table 6.1:3

3. Adjustment Of Hardware Instructional Materials.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Telecast programme	*	*	*	*	*	*	*
2. School broadcast	*	*	*	*	*	*	1 .3%
3. Computer class	*	*	*	*	*	*	*
4. Projector	*	*	*	*	*	*	*
5. Tape recorder	*	*	*	*	*	3 1%	5 1.7%
6. Any other	*	*	*	*	*	*	*

2. School Broadcast

Table 6.1:3 shows that only (.3%) primary schools could adjust school broadcast in their daily school routine starting during the 7th Five Year Plan Period.

3. Taperecorder

Table 6.1:3 shows that the number of primary schools using tape recorder during teaching were 3(1%) in the 6th Five Year Plan period whereas 5(1.7%) primary schools use tape recorder during teaching in the 7th Five Year Plan period.

Table 6.1:3 shows that no innovative activities were started in respect of items 1, 3, 4 and 6.

IV. Organisation of co-curricular activities :

The sub-category related to organisation of co-curricular activities has nine items. Against each item under different Five Year Plan periods, the data have been analysed and shown in terms of percentages.

Table 6.1:4. Organisation Of Co-curricular Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Scouts & Guides	*	*	*	*	*	*	*
2. NCC	*	*	*	*	*	*	*
3. NSS	*	*	*	*	*	*	*
4. Sports week	*	*	*	50 16.6%	85 28.3%	100 33.3%	125 41.7%
5. Cultural programme	*	*	*	*	*	25 8.3%	50 16.6%
		6 . Literery		*		*	*
6. Literary programme	*	*	*	*	*	5 1.7%	10 3.3%
7. Educational tour	*	*	*	*	*	*	1 .3%
8. Youth parliament/ Quiz	*	*	*	*	*	*	*
9. Any other	*	*	*	*	*	*	*

4. Sports week

Table 6.1:4 shows that 50(16.6%) primary schools started conducting sports week in the 4th Five Year Plan period. In the 7th Five Year Plan period, 125(41.7%) primary schools could able to conduct sports week.

5. Cultural programme

Table 6.1:4 shows that 25(8.3%) primary school started organising cultural programme in the 6th Five Year Plan period. 10(16.6%) primary schools could conduct organise cultural programme in the 7th Five Year Plan period.

7. Educational tour

Table 6.1:4 shows that only 1(.3%) primary school went on educational tour in the 7th Five Year Plan period.

Table 6.1:4 shows that no innovative activities were started in respect of items 1, 2, 3, 8 and 9.

V. Institutional planning and administration :

The sub-category related to institutional planning and administration has five items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

1. Managing/Advisory Committee

Table 6.1:5 shows that 20(6.7%) primary schools started constituting managing/advisory Committees from 1947 to the end of 2nd Five Year Plan. 65(21.7%) started constituting managing/advisory committee in the 5th Five Year Plan period followed by 60(20.7%) in the 7th Five Year Plan period.

2. Institution- community organisation

Table 6.1:5 shows that 1(.3%) primary schools started constituting- institution community organisation in the 7th Five Year Plan period.

3. Parent- Teacher association

Table 6.1:5 shows that 1(.3%) primary school constituted parent- teacher association in the 6th Five Year Plan period. 1(.3%) primary schools constituted parent- teacher association in 7th Five Year Plan period.

Table 6.1:5 shows that no innovative activities were started in respect of items 4 and 5.

B. DEVELOPMENTAL PROBLEMS :

1. Problems of infrastructural facilities :

The sub-category related to the problems of infrastructural facilities has nine items. Against each item, the data have been analysed in terms of percentages.

Table 6.1:6 Infrastructural Facilities.

Items	No Compd	No bldg. school	No Boy's hostel	No Girls Hostel	No Play ground	No staff Quarter	No suffic- ient furniture	School Bus	Other
	1	2	3	4	5	6	7	8	9
No of respn & %	38 12.7%	110 36.7%	* *	* *	257 85.7%	285 95%	125 41.7%		

1. No Separate compound

Table 6.1:6 shows that 38(12.7%) primary schools do not have seperate school compound.

2. No own school building

It shows that 110(36.7%) primary schools do not have their school building.

5. No Playground

Table 6.1:6 shows that 257(85.7%) primary schools have no playground.

6. No Staff quarter

It shows that almost all the primary schools 285(95%) have no staff quarrter.

7. No sufficient furniture

It shows that 125(41.7%) primary schools have no sufficient furniture.

Table 6.1:6 shows that no responses were given in respect of items 3, 4, 8 and 9.

11. Academic problem:

The sub-catagory related to academic problems has three items. Against each item, the data have been analysed in terms of percentages.

Table 6.1:7 Academic problems.

Items	No introduction of new subject	less number of subject	not possible for special classes
No. of items & percentage	*	*	*

Table 6.1:7 shows that no responses were given by the respondents in respect of items 1, 2 and 3.

III Problem of-co-curricular activities :

The sub-category related to problems of co-curricular activities has eight items. Against each item, the data have been analysed in terms of percentages.

Table. 6.1.8. Problems Relating to Co-curricular

Activities.

	Sports week	Literary programme	cultural programme	NCC	Scouts & guides	NSS	Magazine	Any other
No. of response & %	150 50%	200 66.7%	250 83.7%	*	*	*	*	*

1. Sports Week

Table 6.1:8 shows that no sports week was organised in 150(50%) primary schools.

2. Literary programme

It shows that no literary programme was organised in 250(66.7%) primary schools.

3. Cultural programme

It shows that no cultural programme was organised in 250(83.7%) primary schools.

Table 6.1:8 shows that no responses were given by the respondents in respect of item 4, 5, 6, 7 and 8.

IV. Problems of Instructional materials :

The sub-category related to problems of instructional materials has four items. Against each item, the data have been analysed in terms of percentages.

Table 6.1:9 Problem Relating To Instructional Materials.

Items	Blackboard	chalks	charts& map	Text books and reference books
No. of response & %	25 8.3%	10 3.3%	150 50%	175 58.3%

1. Blackboard

Table 6.1:9 shows that there was no sufficient blackboard in 25(8.3%) primary schools.

2. Chalks

It clearly shows that there was no supply of chalks to 10(3.3%) primary schools.

3. Charts, maps

It shows that 150(50%) primary schools have no sufficient and relevant charts and maps.

4. Text books and reference books

It shows that 175 (58.3%) primary schools have no sufficient text books and reference books for teachers.

V. Problems of apparatus, equipment and other hardware materials :

The sub-category related to problems of apparatus, equipment and other hardware instructional materials has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.1:9 Problems Relating To Apparatus Equipment And Other Hardware Materials.

Items	Science laboratory	apparatus, equipments	games & sports goods	type writer duplicating machine	TV, Computer Radio, Tape, projector
No. of response	*	*	200 66.7%	220 73.3%	290 96.7%

Table 6.1:10 shows that no responses were given by the respondents in respect of item 1, 2 and 6.

3. Games & sports goods

Table 6.1:10 shows that there was no supply of games and sports goods in 200(66.7%) primary schools.

4. Type writer/duplicating machine

It shows that 220(73.3%) primary schools have not received supply of type writer/duplicating machine.

5. TV, Computer, Radio, Taperecorder, Projecter

Table 6.1:10 shows that 290(96.7%) primary schools have not received any supply of TV, computer, radio, taperecorder.

VI. Problems of library :

The sub-catagory related to problems of library has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.1:10 Problems Relating to Library.

Items	Text books	Reference books	Reading room	Trained librarian	News paper	Magazine Journals
No. of res	250	290	295	*	*	*
ponse & %	83.7%	96.7%	98.3%			

1. Text books

Table 6.1:11 shows that there were no text books for students in 250(83.7%) primary schools.

2. Reference Books

It shows that there were no reference books in 290(96.7%) primary schools.

3. Reading room

It shows that 295(98.3%) primary schools have no reading room facility in library.

Table 6.1:11 shows that no responses were given by the respondents in respect of items 4, 5 and 6.

VII. Problem relating to teachers :

The sub-catagory related to problems of teachers has eight items. Against each item, the data have been analysed in terms of percentages.

Table 6.1:11 Problems Relating To Teachers.

Irrespon Items	Inservice Teachers	Any Unqualified teachers	trained teacher	transfer of teacher	Ratio	sibility Irrespon sibility	training Inservice training	other Any other
No. of res ponse & %	10 3.3%	55 18.3%	95 31.7%	185 61.7%	210 70%	85 28.3%	55 18.3%	*

1. Teachers

Table 6.1:12 shows that 10(3.3%) primary schools have shortage of teachers.

2. Unqualified teachers

It shows that 55(18.3%) primary schools have the problem of appointment of unqualified teachers.

3. Trained teacher

It shows that 95(31.7%) primary schools have the shortage of trained teachers.

4. Transfer of teacher

It shows that 185(61.7%) primary schools faced frequent transfer of teacher.

5. Teacher-pupil ratio

It shows that 210(70%) primary schools have high teacher pupil ratio.

7. Inservice training

It shows that 55(18.3%) primary school teachers did not avail chance of inservice training.

Table 6.1:12 shows that no responses were given by the respondents in respect of item 8.

VIII. Problems relating to institutional planning and administration:

The sub-category related to problems of institutional planning and administration has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.1:12 Problems Of Institutional Planning And Administration.

Items	Politi- cal int- erference	Attitude of public	Complain critici- son	Negative attitude of teachers	Students indisci- pline	Inspection & supervision
No. of responses and %	135 45%	30 10%	20 6.7%	15 5%	245 81.7%	50 16.6%

1. Political interference

Table 6.1:3 shows that 135(45%) primary schools faced the problem of political interference in institutional administration.

2. Negative attitude

It shows that 30(10%) primary schools faced the problem of negative attitude of public towards institutional administration.

3. Complain and criticism

Table 6.1:13 shows that 20(6.7%) primary schools have signs of complain and criticism by ministirial staff.

4. Negative attitude of teachers

It shows that 15(5%) primary schools have negative attitude of teachers towards the head of the institution.

5. Students indiscipline

It shows that 245(5%) primary schools have the problem of students indiscipline.

6. Supervision and inspection

Table 6.1.:13 shows that in 50(16.6%) primary schools, there was inability to supervise and inspect the teacher and students by the head of the institution.

C. SUGGESTIONS FOR IMPROVEMENT

1. Suggestions for improvement of infrastructural facilities:

Repairing of school buildings :

36.7%(110) respondents suggested repairing of school buildings which were built before 1970 as most of the school buildings have now glassless window, naked walls and ceilings.

II. Suggestions for improvement of academic programmes:

Uniform textbooks

75%(225) respondents suggested use of same text books in all subjects both in Government and private primary schools.

III. Suggestions for improvement of school library:

Establishment of library

64%(192) respondents suggested that every primary school should have a library with required text books, reference books,

IV. Utilisation of hardware and software instructional materials.

Soft ware instructional materials

58.3%(175) respondents suggested that authority should sufficiently supply relevant charts, maps, models, globes to all schools.

V. Suggestions for improvement of cocurricular programme:

Saturday as working day

33.3%(100) respondent suggested that saturday will be a working day to conduct co-curricular programmes - cultural and literary programmes, games and sports , etc.

VI Teacher and their professional growth.

(a) Refresher courses

66.7%(200) respondents suggested that every DIS in his jurisdiction should organise refresher courses, seminars and symposium for primary school teachers to reorient teachers in their profession.

(b) Inservice training

6.7%(20) respondents suggested that provision should be given by the Government to the teachers teaching in private schools to undergo UGTT and B. Ed. training.

VII. To control students' indiscipline :

(a) Guidance and counselling committee

66.7%(200) respondents suggested to constitute guidance and counselling committee by a team of experienced and qualified teachers to control and

guide misbehaviour of students.

(b) Parent-teacher association

6.7%(20) respondents suggested to constitute parent-teacher association in every school to check and see for the welfare of their children.

M I D D L E S C H O O L E D U C A T I O N

A. I N N O V A T I V E A C T I V I T I E S

(1) Infrastructural facilities :

Under middle education, the sub-category related to the infrastructural facilities contains ten items. Against each item of infrastructural facilities under different Five Year Plan periods, the data have been analysed in terms of percentages. Table 6.2:1 indicates the results of data analysed.

Table 6.2:1 Infrastructural Facilities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Compound /campus	5 5%	5 5%	5 5%	20 20%	10 10%	20 20%	20 20%
2. Play ground	*	*	2 2%	10 10%	7 7%	5 5%	10 10%
3. Building	5	5	2 2%	10 10%	10 10%	10 10%	20 20%
4. Boys' hostel	2 2%	1 1%	1 1%	8 8%	5 5%	8 8%	10 10%
5. Girls' hostel	2 2%	1 1%	1 1%	7 7%	4 4%	8 8%	10 10%
6. Staff quarter	*	*	*	*	*	*	*
7. Library	*	*	*	*	*	*	*
8. School Bus	*	*	*	*	*	*	*
9. Co-operative store	*	*	*	*	*	*	*
10. Any other	*	*	*	*	*	*	*

1. Compound/Campus

Table 6.2:1 shows that the number of middle schools having separate compound/campus were 5% by the end of 2nd Plan period. By the end of 7th Plan period, the number of middle schools having separate compound/campus were 85(85)%.

2. Playground

Table 6.2:1 shows that middle schools having own playground were 2(2%) in the Adhoc Plan period. The number of middle schools having playground were 35(35%) by the end of 7th Five Years Plan period.

3. Building

Table 6.2:1 shows that number of middle schools having pucca building were 5(5%) by the end of 2nd Five Year Plan period. 20(20%) middle school acquired pucca school building in the 7th Five Year Plan. By the end of the 7th Five Year Plan period, the number of middle schools having pucca school building were 62(62%). were 62(62%).

4. Boys' hostel

Table 6.2:1 shows that number of middle schools having boys' hostel facility were 2(2%) by the end of 2nd Five Year Plan. By the end of 7th Five Year Plan period, the

number of middle schools having hostel facility for boys were 35(35%).

5. Girls' hostel

Table 6.2:1 shows that number of middle school having hostel facility for girls' were 2(2%) by the end of 2nd Five Year Plan period. By the end of 7th Five Year Plan period, the number of middle schools having hostel facility for girls were 33(33%).

6. Staff quarter

Table 6.2:1 shows that middle schools having staff quarter were 4(4%) by the end of 2nd Five Years Plan period . By the end of 7th Five Year Plan period, middle schools having staff quarter were 22(22%).

7. Library

Table 6.2:1 shows that middle schools having library were 10(10%) in the 4th Five Year Plan. By the end of 7th Five Year Plan, middle schools having library were 65(65%).

Table 6.2:1 shows that no innovative activities were started in respect of items 8, 9 and 10.

II. Academic activities:

The sub-category related to academic activities has

seven items. Against each item under different Five Year Plan periods, the data have been analysed and shown in terms of percentages.

Table G.2:2. Academic Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan,	4th plan	5th plan	6th plan	7th plan
1. New subject	*	*	*	*	*	*	*
2. Special class	*	*	*	*	*	15 5%	20 6.7%
3. Science exhibition/fair	*	*	*	*	*	*	*
4. Bal Bhavans	*	*	*	*	*	10 3.3%	15 5%
5. School complex	*	*	*	*	*	10 3.3%	10 3.3%
6. School health programme	*	*	*	*	*	*	*
7. Any other	*	*	*	*	*	*	*

2. Special classes

Table 6.2:2 shows that only 5(5%) middle schools could arrange special classes in the 4th Five Year Plan period. By the end of 7th Five Year Plan period, the number of middle schools arranging special classes were 40(40%).

3. Science exhibition/fair

Table 6.2:2 shows that 10(10%) middle schools conducted science exhibition/fair in the 4th Five Year Plan period. Middle schools conducting science/fair in the 6th and 7th Five Year Plan period were 25(25%) respectively.

4. Bal Bhavan

Table 6.2:2 shows that middle schools became a member of Bal Bhavan in the 7th Five Year Plan period were 20(20%).

5. School complex

Table 6.2:2 shows that middle schools becoming member school in the school complex were 20(20%) in the 7th Five Year Plan period.

7. Health Programme

Table 6.2.2 shows that 10(10%) middle schools introduced school health programme in the 7th plan period.

Table 6.2.2. shows that no innovative activities were started in respect of items 1 and 7.

IV. Adjustment of hardware instructional materials :

The sub-category related to adjustment of hardware

instructional materials in the daily school/college routine has six items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.2:3 Adjustment of Hardware Instructional Materials In Daily School/College Routine.

Adjustment of hardware instructional materials.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Telecast programme	*	*	*	*	*	*	1 1%
2. School broadcast	*	*	*	*	*	1 1%	*
3. Computer class	*	*	*	*	*	*	*
4. Projector	*	*	*	*	*	*	*
5. Tape recorder	*	*	*	*	*	*	*
6. Any other	*	*	*	*	*	*	*

1. Telecast programme

Table 6.2:3 shows that only 1(1%) middle school adjusted telecast programme in their daily school routine in the 7th Five Year Plan period.

2. School Broadcast

Table 6.2:3 shows that only 1(1%) middle school adjusted

school broadcast programme in their daily school routine in the 6th Five Year Plan Period. Table 6.2:3 shows that no innovative activities were started in respect of items 3, 4, 5 and 6.

IV. Organisation of co-curricular activities :

The sub-category related to organisation of co-curricular activities has nine items. Against each item under different Five Year Plan periods, the data have been analysed and shown in terms of percentages.

Table 6.2:4. Organisation Of Co-curricular Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Scouts & Guides	*	2 2%	2 2%	10 10%	10 10%	14 14%	18 18%
2. NCC	*	*	*	*	*	*	*
3. NSS	*	*	*	*	*	*	*
4. Sports week	*	*	*	20	20	25	40
5. Cultural programme	*	*	*	5 5%	6 6%	8 8%	9 9%
6. Literary programme	*	*	*	*	15 15%	23 23%	30 30%
7. Educational tour	*	*	*	*	*	*	*
8. Youth parliament/ Quiz	*	*	*	*	*	*	*
9. Any other	*	*	*	*	*	*	*

1. Scouts & Guides

Table 6.2:4 shows that scouts and guides was introduced in 2(2%) middle schools in the 3rd Five Year Plan. In the 7th Five Year Plan period, 18(18%) middle schools introduced scouts and guides.

4. Sports week

Table 6.2:4 shows that sports week was introduced in 20(20%) middle schools in the 4th Five Year Plan period. Another 40(40%) middle schools introduced sports week in their school programme.

5. Cultural programme

Table 6.2:4 shows that cultural programme was organised in 5(5%) middle schools in the 4th Five Year Plan period. By the end of 7th Five Year Plan period, the number of middle schools organising cultural programme were 28(28%).

6. Literary programme

Table 6.2:4 shows that literary programme was organised in 15(15%) middle schools in the 5th Five Year Plan period. In the 7th Five Year Plan period, another 30(30%) middle schools organised literary programme.

Table 6.2:4 shows that no innovative activities were started in respect of items 2, 3, 7, 8 and 9.

V. Institutional planning and administration

The sub-category related to institutional planning and administration has five items. Against each item under different five year plan periods, the data have been analysed and shows in terms of percentages.

Table 6.2:5. Institutional Planning And Administration.

Items	1947' to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Managing/Advisory Committee	5 5%	5 5%	10 10%	15 15%	20 20%	20 20%	15 15%
2. Institution -Com. Committee	*	*	*	*	*	*	1 1%
3. Parent-teacher Association	*	*	*	*	*	*	2 2%
4. Education Committ.	*	*	*	*	*	*	*
5. Inspection & Supervision	*	*	*	*	*	*	5 5%

1. Managing/Advisory committee

Table 6.2:5 shows that managing/advisory committee were constituted in 5(5%) middle schools by the end of 2nd Five Year Plan period. By the end of 7th Five Year Plan period, the number of middle schools having constituted managing/advisory committee were 90(90%).

3. Parent- teacher association

Table 6.2:5 shows that 2 (2%) middle schools constituted parent-teacher association in the 7th Five Year Plan period.

5. Inspection and supervision

Table 6.2:5 shows that there were constant inspection and supervision and scheme of work of teachers in 5(5%) middle schools starting from the 7th Five Year Plan period.

Table 6.2:5 shows that no innovative activities were started in respect of items 2 and 4.

B. DEVELOPMENTAL PROBLEMS

1. Problems relating to infrastructure :

The sub-category related to the problems of infrastructural facilities has nine items. Against each item, the data have been analysed in terms of percentages.

Table 6.2:6 Infrastructural Facilities.

Items	Compd/ Campus	Build	Boys' Host.	Girls Host.	Play Ground	Staff Qua.	Furn.	Bus	Other
	1	2	3	4	5	6	7	8	9

No of	15	18	66	64	66	50	*	98	*
respn	15%	18%	66%	64%	66%	50%	*	98%	
& %									

1. Separate compound/campus

Table 6.2:6 shows that 15(15%) schools have no separate school compound.

2. Own school building

Table 6.2:6 reveals that 18(18%) schools have no own school building.

3. Boys' hostel

Table 6.2:6 reveals that 66(66%) middle schools have no boys' hostel.

4. Girls' hostel

Table 6.2 :6 reveals that 64 (64%) middle schools have no hostel facility for girls'.

5. Playground

Table 6.2:6 shows that 66 (66%) middle schools have no hostel facility for girls.

6. Staff quarter

Table 6.2:6 reveals that 50 (50%) middle schools have no staff quarter.

8. Bus

Table 6.2:6 reveals that 98(98%) middle schools in Nagaland have no school bus.

Table 6.2:6 reveals that no responses were given by the respondents in respect of items 7 and 9.

II. Academic problem:

The sub-category related to academic problems has three items. Against each item, the data have been analysed in terms of percentages.

Table 6.2:7 Academic Problems.

Items	New subject	less subject	special class
No. of items & percentage	*	*	*

Table 6.2:7 shows that no responses were given by the respondents in respect of items 1, 2 and 3.

III. Problems Relating To Co-curricular Activities :

The sub-category related to problems of co-curricular activities has eight items. Against each item, the data have been analysed in terms of percentages.

Table. 6.2.8. Problems Relating To Co-curricular Activities.

	Sports week	Literary prg	cultural prg	NCC & guides	Scouts	NSS	Magz	Any other
NO. of res	*	22	72	*	*	*	*	*
ponse & %		22%	72%					

2. Literary programme

Table 6.2:8 reveals that in 22(22%) middle schools, there was inability to organise literary programmes.

3. Cultural programme

Table 6.2:8 reveals that in 72(72%) middle schools there was inability to organise cultural programmes.

Table 6.2: reveals that no responses were given in respect of items 1, 4, 5, 6, 7 and 8.

IV. Problems of Instructional materials :

The sub-catagory related to problems of instructional materials has four items. Against each item, the data have been analysed in terms of percentages.

Table 6.2:9 Problem Relating To Instructional Materials.

Items	Blackboard	chalks	charts & maps	Text & ref. books
No. of res	10	*	*	55
ponse & %	10%	*	*	55%

1. Blackboard

Table 6.2:9 reveals that 10(10%) middle schools have no sufficient blackboard.

2. Text books and reference books

Table 6.2:9 reveals that 55(55%) middle schools have no sufficient text books and reference books for teachers.

Table 6.2:9 reveals that no responses were given in respect of items 2 and 3.

V. Problems relating to apparatus, equipment and other hardware materials :

The sub-catagory related to problems of apparatus, equipment and other hardware instructional materials has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.2:10 Problems Relating To Apparatus Equipment And Other Hardware Materials.

Items	Science laboratory	apparatus, equipments	games & sports goods	type writer duplicating machine	TV, Computer Radio, Tape, projector
No. of res	75	70	20	35	80
ponse	75%	70%	20 %	35%	80%

1. No Science laboratory

Table 6.2:10 reveals that 75(75%) middle schools have no science laboratory.

2. Apparatus, equipment

Table 6.2:10 reveals that 70(70%) middle schools have no supply of apparatus and equipment.

3. Games & sports goods

Table 6.2:10 reveals that 20 (20%) middle schools have not received supply of games and sports goods.

4. Type writer/Duplicating machine

Table 6.2:10 reveals that 35(35%) middle schools have no type writer/duplicating machine.

5. TV, Computer, Radio, Taperecorder, Projector

Table 6.2:10 shows that 80 (80%) middle schools have no TV/computer tape recorder/projector.

VI. Problems relating to library :

The sub-catagory related to problems of library has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.2:11 Problems Relating To Library.

Items	Text books	Reference books	Reading room	Trained librarian	News paper	Magazine Journals
-------	------------	-----------------	--------------	-------------------	------------	-------------------

No. of res	30	50	80	*	*	*
ponse & %	30%	50%	80%			

1. Text books

Table 6.2:11 reveals that 30(30%) middle schools have no text books for students.

2. Reference Books

Table 6.2:11 reveals that 50(50%) middle schools have no reference books in the library.

3. Reading room

Table 6.2.:11 reveals that 80 (80%) middle schools have no reading room facility in the school library.

Table 6.2:11 reveals that no responses were given in respect of items 4, 5 and 6.

VII. Problem relating to teachers :

The sub-catagory related to problems of teachers has eight items. Against each item, the data have been analysed in terms of percentages.

Table 6.2:12 Problems Relating To Teachers.

Items	Tchrs	Unquali	trained	transfer	Ratio	Irrespon	Inservice	Any
	teachers	teachers	teacher	teacher		sibility	training	other
No. of response	*	*	15	13	77	*	*	*
			15%	13%	77%			

3. Trained teacher

Table 6.2:12 reveals that 15(15%) middle schools have shortage of trained teachers.

4. Transfer of teacher

Table 6.2:12 reveals that 13(13%) middle schools faced problems due to frequent transfer of teachers.

5. Teacher-pupil ratio

Table 6.2:12 reveals that 77 (77%) middle schools have high teacher-pupil ratio.

Table 6.2:12 reveals that no responses were given in respect of items 1, 2, 6, 7 and 8.

VIII. Problems relating to institutional planning and administration :

The sub-category related to problems of institutional planning and administration has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.2:13 Problems Of Institutional Planning And Administration.

Items	Politi- cal int- erference	Attitude of public	Complain critici- son	Negative attitude of tchrs	Students indisci- pline	Inspection & verification
No. of responses and %	*	5 5%	2 2%	*	70 70%	*

2. Negative attitude

Table 6.2:13 reveals that 5(5%) middle schools found negative attitude of public towards institutional administration.

3. Complain and criticism

Table 6.2:13 reveals that 2(2%) middle schools found signs of criticism and complain by ministerial staff.

5. Students indiscipline

Table 6.2:13 reveals that 70 (70%) middle schools faced signs of criticism and complain by ministerial staff.

Table 6.2:13 reveals that no responses were given in respect of items 1, 4 and 6.

C. SUGGESTIONS FOR IMPROVEMENT

1. Suggestions for improvement of infrastructural facilities :

I. Repairing of school buildings

27%(27) respondents suggested immediate repairing of school building to avoid further damage.

II. Construction of hostels and staff quarter

60%(60) respondents suggested construction of hostels for students coming from distant places and quarters for school staff.

III. Suggestions for improvement of library :

62%(62) respondents suggested reading room facility in the library and supply of sufficient and relevant books.

VII. Suggestions to control students indiscipline
Formation of Discipline Committee 75%(225)
respondents suggested to constitute Discipline
Committee in all middle schools.

INNOVATIVE ACTIVITIES

1. Infrastructural facilities :

Under secondary education, the sub-category related to the infrastructural facilities contains ten items. Against each item of infrastructural facilities under different Five Year plan periods, the data have been analysed in terms of percentages. Table 6.3:1 indicates the results of data analysed.

Table 6.3:1 Infrastructural Facilities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. School Compound/campus	4 5.5%	1 1.40%	*	15 20.8%	10 13.9%	15 20.8%	40 13.9%
2. Own play ground	2 2.7%	1 1.4%	*	4 5.5%	2 2.7%	2 2.7%	3 4.2%
3. Building	2 2.7%	2 2.7%	2 2.7%	12 16.6%	6 8.3%	15 20.8%	12 16.6%
4. Boys' hostel	1 1.0%	2 2.7%	1 1.40%	6 8.3%	10 13.9%	9 12.5%	9 12.5%
5. Girls' hostel	1 1.40%	1 1.4%	*	4 5.5%	6 8.3%	14 19.4%	6 8.3%
6. Staff quarter	2 2.7%	4 5.5%	5 6.9%	7 9.7%	4 5.5%	6 8.3%	8 11.1%
7. School library	*	*	*	8 11.1%	10 13.9%	15 20.8%	19 16.4%
8. School Bus	*	*	*	*	1 1.4%	2 2.7%	4 5.5%
9. Co-operative store	*	*	*	1 1.4%	2 2.7%	1 1.4%	1 1.4%
10. Any other	*	*	*	*	*	*	*

1. School Compound/Campus

Table 6.3:11 shows that 4(5.5%) high schools acquired separate school compound/campus by the end of 2nd plan period.. Highest number of schools acquiring separate compound was in the 4th and 6th plan periods. By the end of 7th Five Year plan, the number of high schools acquiring separate compound/campus were 55(76.4%).

2 Own playground

Table 6.3:1 shows that the number of high schools having their own playground were 2(2.7%) by the end of 2nd Five Year plan. By the end of 7th plan period, the number of schools having their own playground were 14(19.4%).

3. Building

Table 6.3:1 shows that, the number of schools having pucca building were 2(2.7%) by the end of 2nd Five Year plan. By the end of 7th Five Year plan, high schools having pucca building were 51(70.8%).

4. Boys' hostel

Table 6.3:1 shows that high schools having boys' hostel was 1(1.4%) upto 1961 . High schools having boys' hostel by the end of 7th plan were 38(52.7%)

5. Girls' hostel

Table 6.3:1 shows that only 1(1.4%) high school was having girls' hostel by the end of 2nd plan period. It was increased to 32(44.4%) by the end of the 7th plan period. It also shows that 19.4% girls hostel were constructed in the 6th plan period.

6. Staff quarter

Table 6.3:1 shows that only 1(1.4%) high school was having staff quarter by the end of 2nd plan. It was increased to 36(50%) by the end of 7th Five Year plan.

7 School library

Table 6.3:1 shows that 8(11.1%) high schools opened library in the 4th plan. By the end of 7th plan period, high schools having library were 52(72.2%).

8. School Bus

Table 6.3:1 shows that high school having school bus was 1(1.4%) in the 5th Five Year plan. By the end of 7th plan period, high school having bus were 7(9.7%).

9. Co-operative store

Table 6.3:1 shows that co-operative store in high school

opened in the 4th plan period. The number of school opening co-operative store was 1(1.4%) in the 4th plan period. It rose to 5(6.9%) by the end of 7th plan period.

Table 6.3:1 shows that no innovative activity was started in respect of item 10.

II. Academic activities

The sub-category related to academic activities has seven items. Against each item under different Five Year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.3:2. Academic activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan,	4th plan	5th plan	6th plan	7th plan
1. New subject	*	*	*	*	*	*	*
2. Special class	*	*	*	1	2	2	5
3. Science exhibition/fair	*	*	*	1.4%	1.4%	2.7%	6.9%
4. Bal Bhavans	*	*	*	*	*	1	2
5. School complex	*	*	*	*	*	4	3
6. School health programme	*	*	*	*	*	5.5%	4.2%
7. Any other	*	*	*	*	*	*	*

2. Special classes

Table 6.3:2 shows that arrangement of special classes was started in 1(1.4%) high school in the 5th plan period. By the end of the 7th Five Year Plan period the number of high schools arranging special classes were 9(12.5%).

3. Science exhibition /fair

Table 6.3:2 shows that science exhibition/fair was started in 3(4.2%) high schools in the 6th plan period. Another 4(5.5%) high schools started this programme in the 7th plan period. It shows that the number of high schools conducting science exhibition/fair were 7(9.7%) by the end of 7th Five Year plan.

4. Bal Bhavan

Table 6.3:2 shows that only 1(1.40%) high school became a feeder school of Bal Bhavan in the 6th plan period. In the 7th plan period another 2(2.7%) high school became feeder schools.

5. School complex

Table 6.3:2 shows that 4(5.5%) high schools became feeder school in the 6th plan period. In the 7th plan period another 3(4.2%) high schools became feeder school of the school complex.

Table 6.3:2 shows that no innovative activities were started in respect of items 6 and 7.

III. Adjustment of hardware instructional materials in the school daily routine.

The sub-category related to adjustment of hardware instructional materials in the daily school/college routine has six items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.3:3. Adjustment of Hardware Instructional Materials in Daily School/College Routine.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. TV Telecast programme	*	*	*	*	*	*	*
2. School broadcast	*	*	*	*	2	*	*
3. Computer	*	*	*	*	*	2 2.77%	3 4.2%
4. Projector	*	*	*	*	*	*	*
5. Tape recorder	*	*	*	*	*	*	*
6. Any other	*	*	*	*	*	*	*

2. School Broadcast .

Table 6.3:3 reveals that only 2(2.7%) high schools could adjust school broadcast programme in their daily school routine in the 5th plan period.

3. Computer classes

Table 6.3:3 reveals that 2(2.7%) high schools arranged computer classes in their daily routine from the 6th Five Year plan onward. In the 7th plan period, there were 3(4.2%) high schools arranging computer classes.

Table 6.3:3 reveals that no innovative activities were started in respect of items 1, 4, 5 and 6.

IV. Organisation of co-curricular activities

The sub-category related to organisation of co-curricular activities has nine items. Against each item under different Five Year Plan periods, the data have been analysed and shown in terms of percentages.

Table 6.3.4. Organisation Of Co-curricular Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Scouts and Guides	*	*	1 1.4%	1 1.4%	2 2.7%	5 6.9%	6 8.3%
2. NCC	*	*	1 1.4%	1 1.4%	3 4.2%	4 5.5%	5 6.9%
3. NSS	*	*	*	*	*	*	*
4. Sports week	*	*	*	5 6.9%	10 13.9%	15 20.8%	40 55.6%
5. Cultural programme	*	*	2 2.7%	7 9.7%	10 13.9%	10 13.9%	10 13.9%
6. Literacy programme	*	*	*	*	4 5.5%	20 27.8%	20 27.8%
7. Educational tour	*	*	*	*	*	*	*

8. Youth parliament/ Quiz	*	*	*	*	*	5 6.9%	10 13.9%
9. Any other	*	*	*	*	*	*	*

1. Scouts and guides

Table 6.3:4 shows that scouts and guides was started in the Adhoc plan period in 1(1.4%) high schools. By the end of 7th plan period, scouts and guides were operating in 15(20.8%) high schools.

2. NCC

Table 6.3:4 shows that NCC in high schools started in the Adhoc Plan in 1 (1.4%) school. The highest number of starting NCC in high schools was in the 4th plan period which was 5(6.9%).

3. Sports week

Table 6.3:4 shows that sports week in high schools started in 5(6.9%) high schools in the 4th plan period. In the 7th plan period, 40 (55.6%) high schools could able to organise sports week.

5. Cultural programme

Table 6.3:4 shows that cultural programme was organised in the Adhoc plan period in 2(2.7%) high schools. By the end of the plan period, cultural programme was organising in 39(54.2%) high schools.

6. Literary programme

Table 6.3:4 shows that literary programme was started in the 5th plan period in 4(5.5%) high schools. In the 6th and 7th plan period, 20 (27.8%) high schools each organised literary programme.

8. Youth parliament/Quiz

Table 6.3:4 shows that youth parliament/Quiz was organised in 5(6.9%) high schools in the 6th plan period. whereas 10 (13.9%) high schools organised youth parliament/Quiz in the 7th plan period.

Table 6.3:4 shows that no innovative activities were undertaken in respect of items 3, 7 and 9.

V. Institutional planning and administration :

The sub-category related to institutional planning and administration has five items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.3:5. Institutional Planning And Administration.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Managingaging/ Advisory Comtt.	5 6.9%	2 2.7%	10 13.9%	15 6.9%	15 20.8%	15 20.8%	20 27.8%

2. Institution Committee	*	*	*	*	*	*	*
3. Parent teacher	*	*	*	*	*	*	*
4. Education Committee	*	*	*	*	*	*	*
5. Inspection & Supervision	*	*	*	4	6	10	15
				5.5%	8.3%	13.9%	20.8%

1. Managing/Advisory Committee

Table 6.3:5 shows that Managing/Advisory Committee was constituted in 5(6.9%) high schools by the end of 2nd five year plan . Significantly 20 (27.8%) high schools constituted managing/advisory committee in the 7th Five Year Plan period.

5. Inspection & supervision

Table 6.3:5 shows that constant inspection and supervision of teachers and scheme of works started in 4(5.5%) high schools in the 4th plan period. In 7th plan period another, 15(20.8%) high schools started the scheme.

Table 6.3:5 shows that no innovative activities were undertaken in respect of items 2, 3 and 4.

DEVELOPMENTAL PROBLEMS

1. Problems relating to infrastructure :

The sub-category related to the problems of infrastructural facilities has nine items. Against each item, the data have been analysed in terms of percentages.

Table 6.3:6 Infrastructural Facilities.

Items	Seperate compound	Build	Boys' hostel	Girls' hostel	Play Ground	Staff qua	Furni ture	Bus	Any other
No. of response	20	12	24	30	*	34	*	*	*
& %	27.8%	16.6%	33.3%	41.6%					

1. Separate compound/campus

Table 6.3:6 reveals that 20(27.8%) high schools have no seperate campus/compound.

2. Own school building

Table 6.3:6 reveals that 12(16.6%) high schools do not have their school building.

3. Boys' hostel

Table 6.3:6 reveals that 24(33.3%) high schools have no hostel facility for boys.

4. Girls' hostel

Table 6.3:6 reveals that 30(41.6%) high schools have no hostel facility for girls.

6. Staff quarter

Table 6.3:6 reveals that 34(47.2%) high schools have no staff quarter. Table 6.3:6 reveals that no response were given in respect of items 5, 7, 8 and 9.

11. Academic problem:

The sub-catagory related to academic problems has three items. Against each item, the data have been analysed in terms of percentages.

Table 6.3:7 Academic problems.

Items	New subject	less subject	special classes
No. of items & percentage	*	*	41 57.6%
%			

3. Special classes

Table 6.3:7 reveals that 41(57.6%) high schools faced problem to start special classes in Mathematics and Science subjects.

Table 6.3:7 reveals that no responses were given in respect of items 1 and 2.

III. Problem relating to co-curricular activities :

The sub-category related to problems of co-curricular activities has eight items. Against each item, the data have been analysed in terms of percentages.

Table. 6.3.8. Problems Relating To Co-curricular Activities.

Items	Sports week	Literary programme	cultural programme	NCC	Scouts & guides	NSS	Magazine	Any other
NO. of res ponse & %	* 2%	3 2%	5 6.9%	36 50%	*	*	*	*

2. Literary programme

Table 6.3:8 reveals inability to organise literary programme in 3(4.2%) high schools.

3. Cultural programme

Table 6.3:8 reveals inability to organise cultural programme in 5(6.9%) high schools.

4. NCC

Table 6.3:8 reveals inability to start NCC in 36(50%) high schools.

Table 6.3:8 reveals that no responses were given in respect of items 1, 5, 6, 7 and 8.

IV. Problem relating to Instructional materials :

The sub-catagory related to problems of instructional materials has four items. Against each item, the data have been analysed in terms of percentages.

Table 6.3:9 Problem Relating To Instructional Materials.

Items	Blackboard	chalks	charts, map	Text books and reference books
No. of response & %	*	*	20 27.8%	30 41.6%

3. Charts, maps

Table 6.3:9 reveals that 20(27.8%) high schools have no sufficient and relevant charts and maps.

4. Text books and reference books

Table 6.3:9 reveals that 30(41.6%) high schools have no sufficient text books and reference books for teachers. Table 6.3:9 reveals that no responses were given from the respondents in respect of items 1 and 2.

V. Problem relating to apparatus, equipment and other hardware materials :

The sub-catagory related to problems of apparatus, equipment and other hardware instructional materials has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.3:10 Problems Relating To Apparatus Equipment And Other Hardware Materials.

Items	Laboratory	apparatus equipments	'games & sports goods	type writer duplicating machine	TV, Computer Radios etc
No. of res ponse	44 61.1%	40 55.6%	*	*	36 50%

1. Science laboratory

Table 6.3:10 reveals that 44(61.1%) high school have no science laboratory.

2. Apparatus/ equipment

Table 6.3:10 reveals that 40(61.1%) high schools have no supply of apparatus and equipment.

TV, Computer, Radio, Project and Taperecorder

Table 6.3:10 reveals that 36(50%) high schools have no supply of TV, computer, radio, projector and tape recorder.

Table 6.3:10 reveals that no responses were given by the respondents in respect of items 3 and 4.

VI. Problems relating to school library :

The sub-catagory related to problems of library has six items. Against each item, the data have been analysed in terms of percentages.

Items	Text books	Reference books	Reading room	Trained librarian	News paper	Magazine Journals
No. of response & %	*	*	50 69.4%	*	*	*

3. Reading room

Table 6.3:11 reveals that 50(69.4%) high schools have no reading room facility in the school library.

Table 6.3:11 reveals that no responses were given by the respondents in respect of items 1, 2, 4, 5 and 6.

VII. Problem relating to teachers :

The sub-catagory related to problems of teachers has eight items. Against each item, the data have been analysed in terms of percentages.

Table 6.3:12 Problems Relating To Teachers.

Items	Teachers : Unqua lified	training	transfer	Ratio	irrespon sibility	inservice training	An othe
No.of res ponse & %	* *	20 27.8%	40 55.6%	*	20 27.8%	*	*

3. Trained teacher

Table 6.3:2 reveals that 20(27.8%) high schools have shortage of trained teachers.

5. Teacher-pupil ratio

Table 6.3:12 reveals that 40(55.6%) high schools have high teacher-pupil ratio.

7. Chance of in- service training

Table 6.3:12 reveals that 20(27.8%) high schools do not avail chance of in- service training.

Table 6.2:12 reveals that no responses were given by the respondents in respect of items 1, 2, 4 and 8.

VIII. Problems relating to institutional planning and administration :

The sub-category related to problems of institutional planning and administration has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.3:13 Problems Of Institutional Planning And Administration.

Items	Political interfere	Attitude of public	Complain and crit	attitude of teaches	Students indisci-	Inspect supervi
	1	2	3	4	5	6
No. of responses and %	*	*	*	*	36 50%	*

5. Students indiscipline

Table 6.3:13 reveals that 36(50%) high schools faced the problem of students indiscipline.

Table 6.3:13 reveals that no responses were given in respect of items 1, 2, 3, 4 and 6.

C. SUGGESTIONS FOR IMPROVEMENT

I. Suggestions for improvement of infrastructural facilities.

(1) Extension of school building.

44.5%(22) respondents suggested extension of school building to facilitate rooms for library and reading room, science laboratory and computer class.

(2) Repairing

19.4%(14) respondents suggested for repairing of main school building, hostels and staff quarters which were built before 1970.

II. Suggestions for improvement of academic programmes.

(1) Review of present syllabus

55.65940) respondents suggested computer programming as an optional subject from class IX.

III. Suggestions for improvement of school library.

(1) Appointment of trained librarian

27.8%(20) respondents suggested appointment of trained librarian.

(2) Seperate library with reading room

50%(36) respondents suggested construction of seperate library building to facilitate students with reading room facility.

IV. Suggestion for utilisatiuon of hardware and software instructional materials.

(1) Educational telecast by Kohima Doordarshan.

70.8%(51) respondents suggested that the Kohima Doordarshan should prepare telecast lessons in all subjects and should telecast daily to fix the programme in their daily routine.

V. Suggestions for improvement of co- curricular activities.

Competitions

63.9%(46) respondents suggested that schoolwise, districtwise competitions in games and sports, literary and cultural activities should be organised at least once in every year.

VI. Suggestions for improvement of teachers and their professional growth.

Study leave.

33.3%(24) respondents suggested to make provision by the Government to grant study leave to the desiring teachers for higher studies.

VII. Suggestions to control students indiscipline.

Parent-teacher association

66.7%(48) respondents suggested to constitute formation of parent-teacher association to check and see the behaviour and activities of the students

Short-term training for Principals/Headmasters.

70.8%(51) respondents suggested to conduct short-term training for all principals and headmasters working in secondary schools.

INNOVATIVE ACTIVITIES

(I) Infrastructural facilities

Under collegiate education, the sub-category related to the infrastructural facilities contains ten items. Against each item infrastructural facilities under different Five Year plan periods, the data have been analysed in terms of percentages. Table 6.4:1 Infrastructural facilities.

1. Separate Compound/Campus

Table 6.4.1 shows that 1(12.5%) college acquired separate compound/campus in the Adhoc plan. By the end of the 7th plan period colleges having separate compound/campus were 6(75%).

2. Own playground

Table 6.4.1 shows that 1(12.5%) acquired playground in the 4th Five Year plan. By the end of 7th Five Year plan, the number of colleges having own playground were 5(62.5%).

3. Pucca building

Table 6.4.1 shows that construction of pucca building started only from the 4th Five Year plan. 1(12.5%) college constructed pucca college building during the plan period. By the end of the 7th Five Year plan period, the number of college having pucca college building were 5(62.5%).

4. Construction of Boys' hostel

Table 6.4.1 shows that construction of boys' hostel in the 4th plan was 1(12.5%) and 2(25%) in the 5th plan period.

5. Construction of Girls' hostel

Table 6.4.1 shows that construction of girls' hostel in the 4th plan was 1(12.5%) and 2(25%) in the 5th plan period.

6. Construction of staff quarter

Table 6.4.1 shows that construction of staff quarter started in the 4th plan period. The number of colleges having staff quarter were 6(75%) by the end of 7th plan period.

7. Opening of college library

Table 6.4.1 shows that colleges started opening library from the 3rd Five Year plan period. 1(12.5%) college opened library during the plan period. By the end of the 7th plan period, the number of college having library were 8(10%).

9. Co-operative store

Table 6.4.1 shows that only 2(25%) colleges have co-operative store opened in the 5th Five Year plan period.

Table 6.4.1 shows that no innovative activity was started in respect of item 10.

11. Academic Activities

The sub-category related to academic activities has seven items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.4:2 Academic Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Teaching departments	X	X	X	1 12.5%	2 25%	3 25%	4 37.5%
2. Special classes	X	X	X	X	X	X	X
3. Science exhibition	X	X	X	X	X	X	X
4. Bal Bhavan	X	X	X	X	X	X	X
5. School complex	X	X	X	X	X	X	X
6. School health programme	X	X	X	X	X	X	X
7. Any other	X	X	X	X	X	X	X

1. New teaching departments

Table 6.4.2 shows that introduction of new teaching departments in the colleges started in the 4th plan period. 1(12.5%) college introduced more teaching departments during the plan period. By the end of 7th

Five Year plan period, the number of colleges having more new teaching departments were 8(100%). Table 6.4.2 shows that no innovative activities were started in respect of items 2, 3, 4, 5, 6 and 7.

III. Adjustment of hardware instructional materials in daily routine :

The sub-category related to adjustment of hardware instructional materials in the daily school/college routine has six items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.4:3 Adjustment of Hardware Instructional Materials in Daily School/college Routine.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	7th plan
1. UGC Telecast programme	X	X	X	X	1 12.5%	1 12.5%
2. School Broadcast	X	X	X	X	X	X
3. Computer	X	X	X	X	X	X
4. Projector	X	X	X	X	X	X
5. Tape recorder	X	X	X	X	X	X
6. Other	X	X	X	X	X	X

1. UGC Telecast programme

6.4.3 shows that adjustment of UGC telecast programme in the daily routine started in 1(12.5%) college in the 6th Five Year plan and 1(12.5%) in the 7th Five Year plan period.

Table 6.4.3 shows that no innovative activities were undertaken in respect of items 2, 3, 4, 5 and 6.

IV. Organisation of Co-curricular activities :

The sub-category related to organisation of co-curricular activities has nine items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.4:4 Organisation Of Co-curricular Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Scouts & Guides	X	X	X	X	X	X	X
2. NCC	X	1 12.5%	X	2 25%	1 12.5%	1 12.5%	1 12.5%
3. Sports week	X	1 12.5%	1 12.5%	1 12.5%	1 12.5%	2 25%	2 25%
4. NSS	X	X	X	1 12.5%	2 25%	2 25%	3 37.5%
5. Cultural	X	X	X	X	1 12.5%	2 25%	3 37.5%
6. Literary programme	X	1 12.5%	1 12.5%	X	1 12.5%	2 25%	3 37.5%

7. Educational tour	X	X	2 25%	1 12.5%	1 12.5%	2 25%	2 25%
8. youth parliament/ Quiz	X	X	X	X	1 12.5%	2 25%	3 37.5%
9. Other	X	X	X	X	X	X	X

2. NCC

Table 6.4.4 shows that NCC in colleges started in the 3rd Five Year plan period. By the end of 7th Five Year plan, the number of colleges having NCC were 6(75%).

3. NSS

Table 6.4.4 shows that National Service Scheme(NSS) in colleges started in the 4th plan period. It was started in 1(12.5%) college in the 4th plan. By the end of 7th plan period, the number of colleges having NSS were 8(100%).

4. Sports week

Table 6.4.4 shows that sports week in colleges started in the 3rd plan period. By the end of 7th plan period, the number of colleges organising sports week were 8(100%).

5. Cultural programme

Table 6.4.4 shows that the number of colleges organising cultural programme was 1(12.5%) in the 5th plan period. In the 7th plan period, the number of colleges organising cultural programme were 3(37.5%).

6. Literary Programme

Table 6.4.4 shows that the number of college organising literary programme was 1(12.5%) in the 3rd plan period. In the 7th plan period, the number of colleges organising literary programme were 3(37.5%).

7. Educational tour

Table 6.4.4 shows that provision for educational tour availed from the Adhoc plan period. By the end of 7th plan period all the colleges (100%) availed chance of educational tour.

8. Youth parliament/Quiz

Table 6.4.4 shows that the number of colleges organising youth parliament/Quiz 1(12.5%) in the 5th plan period. The number of colleges organising youth parliament/Quiz in the 7th period were 3(37.5%).

Table 6.4.4 shows that no innovative activity was undertaken in respect of items 9.

V. Institutional planning and Administration :

The sub-category related to institutional planning and administration has five items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.4:5. Institutional planning and Administration

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Managing/Advisory committee	1 12.5%	X	1 12.5%	1 12.5%	2 25%	X	3 37.5%
2. Institution committee	X	X	X	X	X	X	X
3. Parent-teacher Association	X	X	X	X	X	X	X
4. Education committee	X	X	X	X	X	X	X
5. Inspector & supervision	X	1 12.5%	1 25%	2 25%	1 12.5%	1 12.5%	2 25%

1. Managing/Advisory Committee.

Table 6.4.5 shows that colleges constituting Managing/Advisory Committee upto the end of 2nd plan period was 1(12.5%). By the end of 7th plan period, the number of colleges constituting Managing/Advisory Committees were 8(100%).

5. Inspection and Supervision

Table 6.4.5 shows that constant inspection and supervision of teachers and their scheme of works started in the 3rd plan period in 1(12.5%) college. By the end of 7th plan all the colleges (100%) started inspecting and supervising teachers and their scheme of works. Table 6.4.5 shows that no innovatative activities were undertaken in respect of items 2,3 and 4.

VI. Other innovative activities :

The sub-category related to other innovative activities has three items. Against each item under different plan periods, the data have been analysed in terms of percentages.

Table 6.4:6 Other Innovative Activities.

Item	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Science wing	X	X	X	X	X	1 12.5%	X
2. Honourse course	X	X	X	X	X	X	2 25%
3. Planning forum	X	X	X	X	1 12.5%	X	X

1. Science wing

Table 6.4.6 shows that in 1(12.5%)college science wing was opened in the 6th Five Year plan period.

2. Honours course

Table 6.4.6 shows that Honours courses in certain subjects in 2(25%) colleges were introduced in the 7th Five Year Plan.

3. Planning Forum

Table 6.5.6 shows that planning forum was introduced in 1(12.5%) college in the 5th Five Years plan period.

8. Development problems

1. Problems relating to infrastructure.

The sub-category related to the problems of infrastructural facilities has nine items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:7 problems relating to Infrastructural facilities.

Item	Compound /campus	Building	Boys' hostel	Girls' hostel	Play gro und	staff quar ter	Bus	other
No. of responses and %	2 62.5%	4 62.5%	5 62.5%	3 37.5%	6 75%	X	4	X 50%

1. Compound/ campus

Table 6.4.7 reveals that 2(25%) colleges have no separate compound/campus.

2. Building

Table 6.4.7 reveals that 4(50%) colleges do not own building.

3. Boys' hostel

Table 6.4.7 reveals that 5(62.5%) colleges do not have boys' hostel.

4. Girls' hostel

Table 6.4.7 reveals that 5(62.5%) colleges do not have girls' hostel.

5. Playground

Table 6.4.7 reveals that 3(37.5%) colleges have no playground.

6. Staff quarter

Table 6.4.7 reveals that 6(75%) colleges do not have staff quarter.

8. Bus

Table 6.4.7 reveals that 6(75%) colleges have no college bus .

Table 6.4.7 shows that no responses were given in respect of items 7 and 9.

11. Academic problem

The sub-category related to academic problems has three items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:8 Academic Problems.

Items	New subject	Less teaching department	special classes
No. of response and %	%	3 37.5%	%
2.	Less teaching departments		

Table 6.4.7 reveals that 3(37.5%) colleges have less teaching department.

Table 6.4.7 reveals that no responses were given in respect of items 1 and 3.

III. Problem relating to co-curricular activities :

The sub-category related to problems of co-curricular activities has eight items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:9 Problems Relating to Co-curricular Activities.

items	sports week	literary prog.	cultural prog.	NCC	scouts guides	NSS	magazine	other
	1	2	3	4	5	6	7	8
No. of respons & %	*	*	2 25%	3 37.5%	*	*	*	*

3. Cultural programme

Table 6.4.9 reveals that 2(25%) colleges faced inability to organise cultural programme.

4. NCC

Table 6.4.9 reveals that 3(37.5%) colleges faced the problem of starting NCC.

Table 6.4.9 reveals that no responses were given in respect of items 1, 2, 5, 6, 7 and 8.

IV. Problems relating to instructional materials :

The sub-category related to problems of instructional materials has four items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:10 Problems Relating to Instructional Materials.

items	blackboard 1	chalks 2	charts/maps 3	text & Ref. 4
No. of response and %	*	*	25%	37.5%

3. Charts, maps

Table 6.4.10 reveals that 2(25%) colleges have no sufficient and relevant charts and maps.

4. Text books and reference books

Table 6.4.10 reveals that 3(37.5%) colleges have no sufficient text books and reference books for teachers. Table 6.4.10 reveals that no responses were given in respect of items 1 and 2.

V. Problems relating to apparatus, equipment and other

hardware instructional materials :

The sub-category related to problems of apparatus, equipment and other hardware instructional materials has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:11 Problems Relating to Apparatus Equipment and other Hardware Materials.

items	Lab.	Apparatus equip.	Games & Sports	Type-writer D/machine	Projector	other
	1	2	3	4	5	6

2. Apparatus. equipment

Table 6.4:11 reveals that 1(12.5%) college have no apparatus and equipment.

5. Computer, projector

Table 6.4.11 reveals that 4(50%) colleges have no TV and projector.

Table 6.4.11 reveals that no responses were given in respect of items 1, 2, 4 and 6.

VI. Problem relating to collage library :

The Sub-category related to problems of library has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:12 Problem Relating to Library.

items	text books 1	ref. books 2	reading room 3	trained libra. 4	newspaper 5	journal & magaz. 6
No. of response and %	2 25%	3 37.5%	4 50%	4 50%	*	*

1. Text books

Table 6.4.12 reveals that 2(25%) colleges have no text books for students.

2. Reference books

Table 6.4.12 reveals that 4(50%) colleges have no trained librarian.

Table 6.4.12 reveals that no responses were given in respect of items 5 & 6.

Table 6.4.13

VII. Problem relating to teachers :

The sub-category related to problems of teachers has eight items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:13 Problems Relating to Teachers.

items	shortage	unquali. trained	transfer ratio	irrispon	train. other			
	1	fied 2	teacher 3	sibility 6	ing 7			
	1	2	3	4	5	6	7	8
No. of response & %	*	*	*	*	*	2 25%	*	*

6. Irresponsibility of teachers

Table 6.4.13 reveals that 2(25%) colleges have irresponsibility of teachers towards their duty.

Table 6.4.13 reveals that no responses were given in respect of items 1, 2, 3, 4, 5, 7 and 8.

VIII. Problem relating to institutional planning and administration :

The Sub-Category related to the problems of institutional planning and administration has six items. Against each item, the data have been analysed in terms of percentages.

Table 6.4:14 Institutional Planning And Administration.

items	inter	attitude	complain	attitude	indiscipline	inspect
	ference of public	2	3	of teacher	5	ion 6
	1	2	3	4	5	6
No response and %	*	1 12.5%	*	*	6 75%	*

2. Attitude of public.

Table 6.4.14 reveals that 1(12.5%) college have negative attitude of public towards institutional administration.

5. Students indiscipline

Table 6.4.14 reveals that 6(75%) colleges have the problem of students indiscipline.

Table 6.4.14 reveals that no responses were given in respect of items 1, 3, 4 and 6.

C. SUGGESTIONS FOR IMPROVEMENT.

1. Suggestion for improvement of infrastructural facilities.

Compound/ campus

75%(6) respondents suggested allocation of funds for the development of a compact campus to facilitate hostels, staff quarter and other basic requirements of college.

II. Suggestion for improvement of academic programme.

(a) Revision of syllabus

87.5%(7) respondents suggested revision of the present syllabus of PU and Bachelor degree syllabus and immediate implementation of 10 + 2 + 3 pattern in Nagaland.

(b) Semester system

62.5%(5) respondents suggested introduction of semester system at the Pre-university and Under-graduate courses from 1991 academic session.

(C) Honours course

100%(8) respondents suggested introduction of Honours Course in all disciplines.

III. Suggestion for improvement of college library.

Trained Library

62.5%(5) respondents suggested appointment of trained librarian and also suggested to avail chance to undergo training in library science in case the existing incumbent is not a trained librarian.

Telecast programme.

50 % (4) respondents educational telecast programme in all subjects based on NEHU syllabus from the Kohima Doordarshan so that the T.V set supplied to the colleges can be utilised.

Computer course

50%(4) respondents suggested introduction of computer course as a vocational subject in all colleges.

VI. Suggestion for improvement of teachers and their professional growth.

Orientation programme.

87.5%(7) respondents suggested to conduct seminars, symposium, workshops and refresher courses by the state Education Department for the professional efficiency of teachers.

VII. To control students indiscipline.

Discipline Committee

50%(4) respondents suggested to constitute discipline committee to check indiscipline students.

PROFESSIONAL EDUCATION

1. Teacher Education

A. INNOVATIVE ACTIVITIES

(1) Infrastructural facilities :

Under professional education, the sub-category related to the infrastructural facilities contains ten items. Against each item of infrastructural facilities under different Five Year Plan periods, the data have been analysed in terms of percentages.

Table 6.5:1 Infrastructural Facilities

Items plan	1947 to 2nd plan plan	3rd plan plan	Adhoc plan	4th	5th	6th	7th
1. Campus/ compound	X	X	X	1 33.3%	1 33.3%	X	X
2. Playground	X	X	X	1 33.3%	X	X	X
3. Building	X	X	X	2 66.6%	1 33.3%	X	X
4. Boys' hostel	X	X	X	1 33.3%	X	X	X
5. Girls' hostel	X	X	X	1 33.3%	X	X	X
6. Staff quarter	X	X	X	1 33.3%	2 66.6%	X	X
7. Library	X	X	X	1 33.3%	1 33.3%	1 33.3%	X
8. Bus	X	X	X	X	1 33.3%	X	X
9. Co-operative	X	X	X	X	X	X	X
10. Any other	X	X	X	X	X	X	X

1. Separate Campus/Compound

Table 6.5.1 shows that 1(33.3%) training institution acquired separate campus/compound in the 4th plan period. In the 5th Plan period, 1(33.3%) more institution acquired separate campus/compound.

2. Playground

Table 6.5.1 shows that only 1(33.3%) Teachers' Training Institution has got own play ground which acquired in the 4th plan period.

3. Building

Table 6.5.1 shows that 2(66.6%) Teachers' Training Institutions constructed pucca building during the 4th plan period .1(33.3%)more institution constructed pucca building in the 5th plan period.

4. Boys' hostel

Table 6.5.1 shows that only 1(33.3%) training institution have hostel facility for boys constructed in the 4th plan period.

5. Girls' hostel.

Table 6.5.1 shows that only 1(33.3%) training Institution have hostel facility for girls constructed in the 4th plan period.

6. Staff quarter.

Table 6.5.1 shows that construction of staff quarter for the Teachers' Training Institutions started in the 4th plan period. The number of institutions having staff quarters by the end of the 7th plan period were 3(33.3%)

7. Library.

Table 6.5.1 shows that opening of library in the training institutions started in the 4th plan period. By the end of the 7th plan period, the number of training institutions having library were 3(33.3%)

8. Bus.

Table 6.5.1 shows that only 1(33.3%) training institution have bus facility. The bus was purchased in the 5th plan period.

Table 6.5.1 shows that no innovative activities were started in respect of items 9 and 10. The sub-category related to other innovative activities has 3 items. Against each item under different Five Year Plan periods, the data have been analysed in terms of percentages.

Table 6.5.2. Other Innovative Activities.

items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Micro teaching	*	*	*	2 66.6%	2 33.3%	*	/
2. Community services	*	*	*	*	*	2 66.6%	*
3. Gardening	*	*	*	*	1 33.3%	*	*

1. Micro teaching

Table 6.5.2 shows that micro teaching programme was started in 2(66.5%) Teachers' Training Institution in the 4th plan period. In the 5th plan period, 1(33.3%) more institution started micro teaching in the teachers' training programme.

2. Community Service

Table 6.5.2 shows that community service programme was started in 2 (66.6%) training institutions in the 6th plan period.

3. Gardening

Table 6.5.2 shows that gardening was started in 1(33.3%) training institution in the 5th plan period. It shows that no innovative activities were started in respect of (11) academic activities (111) adjustment of hardware instructional

materials in daily routine, (IV) organisation of co-curricular activities, and (V) institutional planning and administration.

B. DEVELOPMENTAL PROBLEMS

1. Problems relating to infrastructure :-

The sub-category related to the problems of infrastructural facilities has nine items. Against each item, the data have been analysed in terms of percentages.

Table 6.5:3 Problems Relating To Infrastructural Facilities.

Item	Compound /campus	Building	Boys' hostel	Girls' hostel	Play gro und	staff quar ter	Bus	other
No. of responses and %	1 33.3%	X	2 66.6%	2 66.6%	2 66.6%	X	X	X

1. Campus/compound,

Table 6.5.3 reveals that 1(33.3%) Teachers' Training Institution have no separate campus/compound.

3. Boys' hostel

Table 6.5.3 reveals that 2(66.6%) Teachers Training Institutions have no hostel for male trainees.

4. Girls' hostel

Table 6.5.3 reveals that 2(66.6%) Teachers Training Institutions have no hostel for female trainees.

5. Playground

Table 6.5.3 reveals that 2(66.6%) Teachers' Training Institutions have no playground.

Table 6.5.3 reveals that no responses were given in respect of items 2, 6, 7, 8 and 9.

IV. Problems relating to instructional material :

The sub-category related to problems of instructional materials has four items. Against each item, the data have been analysed in terms of percentages.

Table 6.5:4 Problems Relating To Instructional Materials.

items	blackboard 1	chalks 2	charts/maps 3	text & Ref. 4
No. of response and %	*	*	2 66.6%	2 66.6%

3. Charts and Maps

Table 6.5.4 reveals that 2(66.6%) Teachers' Training Institutions have no sufficient and relevant charts and maps.

4. Text books and Reference books

Table 6.5:4 reveals that 2(66.6%) Teachers Training Institutions have no sufficient text books and reference books for teachers.

Table 6.5.4 reveals that no responses were given in respect of problems relating to (II) academic activities(III) co-curricular programme (V) apparatus, equipment and other hardware materials (VI) library (VII) teachers and (VIII) institutional planning and administration.

C. SUGGESTION FOR IMPROVEMENT

11. Suggestion for improvement of academic programmes.

(a) Practising school

100%(3) respondents suggested opening of a practising school attached to each training institution.

(b) Review of syllabus

33.3%(1) respondent suggested review of the present JTTI syllabus and to lengthen the duration of training period.

No suggestions were elicited from the respondents in respect of suggestions for improvement of (III) library (IV) utilisation of hardware and software instructional materials (V) co-curricular activities (VII) to control students indiscipline and (VIII) institutional planning and administration.

2. AGRICULTURE AND LEGAL EDUCATION

A. INNOVATIVE ACTIVITIES

1. Infrastructural facilities

The sub- category related to the the infrastructural facilities has 10 items. Against each item under different Five Year Plan periods, the data have been analysed in terms of percentages.

Table 6.6.1. Infrastructural Facilities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Campus/ compound	X	X	X	X	1 34.3%	X	X
2. Playground	X	X	X	X	1 34.3%	X	X
3. Building	X	X	X	X	1 34.3%	X	X
4. Boys' hostel	X	X	X	X	1 34.3%	X	X
5. Girls' hostel	X	X	X	X	1 34.3%	X	X
6. Staff quarter	X	X	X	X	1 34.3%	X	X
7. Library	X	X	X	X	1 34.3%	2 68.6%	X
8. Bus	X	X	X	X	X	1 34.3%	X
9. Co-operative	X	X	X	X	X	X	X
10. Any other	X	X	X	X	X	X	X

1. Seperate compound/campus.

Table 6.6.1 shows that 1(34.3%) professional college acquired seperate compound/campus in the 5th plan period.

2. Own playground.

Table 6.6.1 shows that 1(34.3%) professional college acquired own playground in the 5th plan period.

3. Building.

Table 6.6.1 shows that 1(34.3%) professional college constructed pucca building in the 5th plan period.

4. Boys' hostel

Table 6.6.1 shows that 1(34.3%) professional college constructed boys' hostel in the 5th plan period.

5. Girls' hostel

Table 6.6.1 shows that 1(34.3%) professional college constructed girls' hostel in the 5th plan period.

6. Staff quarter

Table 6.6.1 shows that 1(34.3%) professional college constructed staff quarter in the 5th plan period.

7. Library

Table 6.6.1 shows that 1(34.3%) professional college opened library in the 5th plan period and 2(68.6%) professional colleges in the 6th plan period.

8. College bus

Table 6.6.1 show that 1(34.3%) professional college purchased college bus in the 6th plan period.

Table 6.6.1 shows that no innovative activities were started in respect of items 9 and 10.

II. Academic activities :

The sub-category related to academic activities has seven items. Against each item under different five year plan periods, the data have been analysed and in terms of percentages.

Table 6.6:2 Academic Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Teaching departments	X	X	X	X	X	X	1 34.3%
2. Special classes	X	X	X	X	X	X	1 34.3%
3. Science exhibition	X	X	X	X	X	X	1 34.3%
4. Bal Bhavan	X	X	X	X	X	X	X

5. School complex	X	X	X	X	X	X	X
6. Health problem programme	X	X	X	X	X	X	1 34.3%
7. Any other	X	X	X	X	X	X	X

1. New teaching department

Table 6.6.2 shows that 1(34.3%) professional college introduced new teaching department in the 7th plan period.

2. Special classes

Table 6.6.2 shows that 1(34.3%) professional college arranged special classes through seminar and symposium in the 7th plan period.

6. Health programme

Table 6.6.2 shows that 1(34.3%) professional college opened medical clinic in the 6th plan period.

Table 6.6.2 shows that no innovative activities were started in respect of items 3, 4, 5 and 7.

III. Adjustment of hardware instructional materials in daily routine :-

The sub-category related to adjustment of hardware instructional materials in the daily school/college routine has

six items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.6:3 Adjustment of Hardware Instructional Materials in Daily School/College Routine.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. UGC Telecast programme	X	X	X	X	X	X	X
2. School Broadcast	X	X	X	X	X	X	X
3. Computer	X	X	X	X	X	X	X
4. Projector	X	X	X	X	1 34.3%	X	X
5. Tape recorder	X	X	X	X	X	1 34.3%	X
6. Other	X	X	X	X	X	X	1 34.3

4. Projector

Table 6.6.3, shows that 1(34.3%) professional college introduced using projector during teaching in the 5th plan period.

5. Tape recorder

Table 6.6:3 shows that 1(34.3%) professional college introduced using tape recorder during teaching in the 6th plan period.

6. Others (Video film)

Table 6.6.3 shows that 1(34.3%) professional college introduced using Video film during teaching in the 7th plan period.

Table 6.6.3 shows that no innovative activities were started in respect of items 1, 2 and 3.

IV. Organisation of Co-curricular activities :

The sub-category related to organisation of co-curricular activities has nine items. Against each item under different five year plan periods, the data have been analysed and shown in terms of percentages.

Table 6.6.4 Organisation of Co-curricular Activities.

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Scouts & Guides	X	X	X	X	X	X	X
2. NCC	X	X	X	X	X	X	X
3. Sports week	X	X	X	X	X	X	X
4. NSS	X	X	X	X	X	X	1 34.3%
5. Cultural	X	X	X	X	X	1 34.3%	X
6. Literary programme	X	X	X	X	X	1 34.3%	X
7. Educational tour	X	X	X	X	1 34.4%	X	X
8. parliament/ Quiz	X	X	X	X	X	X	X
9. Other	X	X	X	X	1 34.4%	X	X

3. National Service Scheme

Table 6.6.4 shows that 1(34.3%) professional college introduced NSS from the 7th plan period.

4. Cultural programme

Table 6.6.4 shows that only 1(34.3%) professional college could organise cultural programme from the 6th plan period.

5. Literary programme

Table 6.6.4 shows that 1(34.3%) professional college could organise literary programme from the 6th plan period.

6. Sports week

Table 6.6.4 shows that only 1(34.3%) professional college could organise sports week from the 6th plan period.

7. Educational tour

Table 6.6.4 shows that only 1(34.3%) professional college could facilitate students to go educational tour from the 6th plan period.

9. Others(yearly plantation programme)

Table 6.6.4 shows that 1(34.3%) professional college started yearly plantation programme from the 5th plan period.

Table 6.6.4 shows that no innovative activities were started in respect of items 1,2 and 8.

V. Institutional planning and administration:-

The sub-category related to institutional planning and administration has five items. Against each item under different Five Year Plan periods, the data have been analysed and shown in terms of percentages.

Table 6.6.5. Institutional Planning And Administration

Items	1947 to 2nd plan	3rd plan	Adhoc plan	4th plan	5th plan	6th plan	7th plan
1. Advisory Managing commtt.	-	-	-	-	-	-	-
2. Inst-commty association	-	-	-	-	-	-	-
3. Parent-teacher association	-	-	-	-	-	-	-
4. Education commtt.	-	-	-	-	-	1 34.3%	-
5. Inspection and supervision	-	-	-	-	-	-	-

4. Formation of Education Committee

Table 6.6.5 shows that 1(34.3%) professional college formed an Education Committee in the 6th plan period.

Table 6.6.5. shows that no innovative activities were started in respect of items 1, 2, 3 and 5.

B. DEVELOPMENTAL PROBLEMS

1. Problems relating to infrastructure. The sub-category related to the problems of infrastructure has nine items. Against item, the data have been analysed in terms of percentages.

Table 6.6.6 problems relating to infrastructure.

Items	Campus/ compound 1	Buil- ding 2	Boys' hostel 3	Girls' hostel 4	Play- ground 5	Staff qrte 6	Furn- iture 7	Bus 8	Other 9
No. of response and %	2 68.8%	2 68.8%	-	-	-	-	-	-	-

1. Seperate Campus/compound

Table 6.6.6 reveals that 2(68.6%) professional colleges have no seperate campus/compound.

2. No own college building

Table 6.6.6 reveals that 2(68.6%) professional colleges have no own college building.

9. Other (No water supply)

Table 6.6:6 reveals that 1(34.3%) professional college have no water supply for the college.

Table 6.6:6 reveals that no response was given by the respondents in respect of problems relating to :-

- (II) Academic problems.
- (III) Co-curricular activities.
- (IV) Instructional materials.

- (V) Apparatus and equipment.
- (VI) College library.
- (VII) Teachers.
- (VIII) Institutional planning and administration.

C. SUGGESTIONS FOR IMPROVEMENT

I. Suggestions for improvement of infrastructural facilities.

(a) Financial assistance

For construction of college building 68.6%(2) respondents suggested for financial assistance for the construction of college building.

II. Suggestion for improvement of library

(a) Extension of library building

34.3% (1) respondents suggested sanction for extension of library building to provide reading room facility to the students and teachers. It shows that no responses were given in respect of suggestions relating to :-

- (II) Academic activities.
- (IV) Utilisation of hardware and software instructional materials.
- (V) Co-curricular activities.
- (VII) To control students indiscipline.
- (VIII) Institutional planning and administration.

3. TECHNICAL EDUCATION

The investigator collected qualitative data in respect of technical education. The data have been processed, analysed, interpreted and discussed. But the investigator could not receive quantitative data from the respondents.

CHAPTER V11

DISCUSSION AND FINDINGS

7.1 DISCUSSION

7.2 FINDINGS OF THE STUDY

Once the data are analysed and interpreted the next step in a research process is the discussion. For the present study discussion was made and findings were drawn which are reported under this chapter.

7.1 DISCUSSION

A. The present study is confined to the development of education in Nagaland in Post-Independence period but there is a historical and logical necessity to study the position of education in the then Naga Hills District before the Independence of India for drawing a conceptual background of the present study.

1. Due to frequent contact with the neighbouring state of Assam, there was deep impact on Nagas in respect of education.

The Nagas with whom they frequently contacted were the people of Assam. Most of the Naga went down to the plains of Assam on business transaction. They found that the people of Assam were very much ahead of them in all respects which was realised that it was due to education. They admired them and wanted to have education like of theirs. It therefore psychologically prepared to establish school in Nagaland.

2. The coming of the western christian missionaries paved the way for establishment of schools in the Naga soil.

The western christian missionaries came with the purpose of not only winning people to the cross of christ but also opening the gateway to modern civilization to redeem from the primitive ways of life. Therefore, wherever they go they established school for the villagers.

3. Geographical isolation was an important factor for the educational backwardness of Tuensang and Mon areas.

Geographically, Tuensang and Mon were the areas which were isolated from the rest of other sub-divisions like Mokokchung and Kohima. So it was inaccessable areas for the christian missionaries to spread education. Therefore education in these areas started very late.

4. The Tribal Councils especially in Tuensang district took active part for the development of education in their respective tribes.

The Tribal Councils understood that (a) education prepares students to administer, rule and lead the people towards progress, and (b) as many tribes like the Aos, Angamis, Semas and the Lothas etc were enjoying the fruit of education, the Tribal

Councils in Tuensang district took active part for the education of their respective tribes. A good number of schools were established, children started going to school and the glamour for education started among the masses.

5. No tangible records are available regarding the growth of educational institutions, enrolment of students and the number of teachers between 1950-1957.

This period was one of the deepening horrors and unsettled political conditions. During this period the relationship between the Nagas and the Government of India deteriorated. Many schools were closed down, students stopped going to schools and the teachers resigned in masses. Moreover, many schools records were burnt and buried in afraid of suspicion by the Naga army and Indian army. Consequent of this , the process of development of education was adversely affected.

6. There was no development of higher education before the Independence of India.

Since the Government was preoccupied with war and could not pay attentions to establish institutions for higher education in the then Naga Hills district.

7. Development of education in Nagaland in the real since started after 1957

Normal life slowly returned to the people after 1957 and the schools which were closed down during the period of insurgency were reopened and a number of new schools were also started in the newly formed Naga Hills Tuensang Area (NHTA).

8. Plans and programs for the development of education in Nagaland were designed and implemented only from the 4th Five Year Plan.

Nagaland could not participate in the national First and Second Five Year Plan periods due to the climate of insurgency. Participation in the 3rd and Adhoc Plan periods were also nominal. Nagaland participated only from the 4th Five Year Plan period. Similarly, various plans and programmes were designed and implemented by the Government of Nagaland for qualitative improvement and quantitative expansion of education starting only from the 4th Five Year Plan period.

B. QUANTATIVE DATA

9. The progress of elementary education in the state of Nagaland has been very fast after the participation of Nagaland in the national Five Year Plan periods.

After attainment of statehood of Nagaland in 1963, it gave an opportunity to the people to formulate their educational plans and programmes for qualitative improvement and quantitative expansion of elementary education in the state. A number of

schemes were taken up by the Government under the different plan periods. With the result, there has been tangible increase in the growth of elementary schools, enrolment of students and the number of teachers.

10. With the implementation of various plans and programmes for the development of elementary education in the state, many problems emerged.

There are many elementary schools in Nagaland without proper physical facilities, educational facilities, problem of high teacher-pupil ratio, students indiscipline and frequent transfer of teachers on political ground which seemed to hamper the development of elementary education in the State.

11. There has been a significant progress of secondary education during different Five Year Plan periods.

Due to much emphasis on quantitative expansion of secondary education in the 3rd, Adhoc and 4th Five Year Plan periods and emphasis on qualitative improvement of secondary education in the 5th and 6th Plan periods and the implementation of objectives of secondary education in the 6th and 7th Plan periods, there has been significant progress of secondary education in the state of Nagaland.

12. Progress of secondary education in the state can be attributed to some innovative programmes taken up by the Government of Nagaland.

A number of innovative schemes like educational technology programme, promotion of science and mathematics, some incentives and facilities to students etc, were undertaken by the Government of Nagaland under different plan periods.

13. The progress of secondary education in the state has also been hindered upto some extent due to number of emerging problems.

There are many secondary schools in Nagaland which have been found without their own school building, playground, hostel, staff quarters especially in private schools. Most of the school libraries are ill-equipped in respect of text books, reference books, educational journals and magazines. The problem of students indiscipline in most of the Government schools has been another important factor which has been responsible to hamper the academic atmosphere in schools.

14. Many problems related to higher, professional, technical and vocational education in the state of Nagaland are still unsolved.

Though many plans and programmes have been designed and implemented for the improvement of higher, professional, technical and vocational education still then, there is neither institutions in Nagaland offering advanced or specialised courses nor undergraduate and post-graduate courses in professional,

technical and vocational education. It may be due to non-availability of experts and professionals in different disciplines and lack of long term planning.

7.2 FINDINGS OF THE STUDY

GENERAL FINDINGS :

- I. The informal system of education prevalent in the early period holding through the family, the village community and the morung was complete in itself and met the educational needs of the people.
- II. Since the Nagas had frequent contact with the plain people of Assam on business transaction and admiration, it helped to establish schools in Nagaland.
- III. Christian missionaries played an important role to establish schools in the then Naga hills. A formal education based on the western model was first started by them in Nagaland.
- IV. Dr. & Mrs Clark started first school at molungyimsen in 1878 with an enrolment of 6 students.
- V. After the second world war, more people got interested to receive education. In 1947-1948, there were 225 primary schools, 27 middle schools, 3 high schools and 1 technical school with an enrolment of 17,433 students.

- VI. Due to inaccessibility and geographical isolation of Tuensang and Mon areas, the christian missionaries could not spread education except in some villages of Chang and Phom Tribes bordering Ao area.
- VII. The tribal councils of Chang, Yimchunger, Sangtam, Khiamungan and Phom took active part for the development of education for their respective tribes. Besides this, some dedicated Dobashis, Gaunboras and public leaders also took active parts to establish schools.
- VIII. During the period of insurgency, records of many schools were burnt and buried due to the fear from the Naga Army and Indian Army. Data regarding position of education during that period are not available. There is a missing link in the continuity of development of education.
- IX. There was no scope for higher education in the then Naga Hills before the Independence of India.
- X. Development of education in Nagaland started after the attainment of statehood of Nagaland while participating in the National Five Year Plans starting from the 4th Five Year Plan.
- XI. It was found that the plans and programmes launched by the Government of Nagaland under different five year plan periods accelerated the development of education in the State.

- XII. (a) A great disparity was found in respect of Government and private elementary schools from the beginning of the 3rd Five Year Plan to the end of 7th Five Year Plan.
- (b) The growth of the Government and the private secondary schools has been found uniform from the beginning of the 3rd Five Year Plan to the end of the 7th Five Year Plan. The number of Government secondary schools rose from 13 to 71 and the private secondary schools rose from 11 to 61.
- (c) It was found that five general colleges were established in the 6th Five Year Plan period in comparison to the other plan periods.
- XIII. (a) It was found that additional enrolment of pupils in primary schools in the 6th Five Year Plan period was 49,184 which was comparatively higher than other plan periods.
- (b) It was found that additional enrolment of students in middle schools in 6th Five Year Plan period was 28,413 which was comparatively higher than other plan periods.
- (C) It was found that additional enrolment of students in secondary schools in the 7th Five Year Plan

period was 24,360 which was comparatively higher than other plan periods.

(d) It was found that additional enrolment of students in the general colleges in the 6th Five Year Plan period was 1916 which was comparatively higher than other plan periods.

XVI Introduction of "No Detention policy" in the 6th Five Year Plan period was a complete failure because it could not bring any qualitative improvement in elementary education.

XV Highest number of innovative schemes taken up by the Government was in the 7th Five Year Plan period for the improvement of school education in the state of Nagaland.

XVI Due to the rapid growth of educational institutions in the state of Nagaland after the attainment of statehood, the Directorate of Education rose from 1 in 1970 to 4 in 1990.

XVIII It was found that the post of Deputy Inspector of schools created from 1 in 1952 to 13 in 1990 for the purpose of efficient educational administration in the state of Nagaland.

SPECIFIC FINDINGS :

- 1 (a) The progress of primary of education in the state has been found faster. There were altogether 225 primary schools in 1947-1948 and the number rose to 1286 in 1989-1990.
- (b) There has been sharp rise in the number of middle schools. From 27 middle schools in 1947-1948, the number of middle schools rose to 341 in 1989-1990.
- (c) There has been significant rise in the number of high schools or secondary schools in the state. From 3 high schools in 1947-48, the number of high schools rose to 133 in 1989-90.
- ✓ (d) There has been an increase in the number of general colleges. The number of general colleges rose from 2 in 1962 -63 to 16 in 1989-90.
- ✓ (e) There has been a sharp increase in the number of teaching departments in NEHU Nagaland Campus, Kohima. There was only 1 teaching department in 1978-79 and the number of teaching departments rose to 6 in 1989-90.
- (f) The number of Teacher Education Institutions in the state rose from 2 in 1962-63 to 5 in 1989-90.

(g) The number of institutions for other professional education in the state rose from 2 in 1978-79 to 3 in 1989-90.

(h) There has been a sharp increase in the number of technical institutions. The number of the technical institutions rose from 1 in 1947-48 to 6 in 1989-90.

I There has been significant rise in the number of adult literacy centres. The number of adult literacy centres in the state rose from 15 in 1964-65 to 750 in 1989-90.

II (a) There has been significant increase, in the enrolment of pupils in primary schools. The enrolment of pupils in the primary schools rose from 35,621 in 1962-63 to 1,15,747 in 1989-90.

(b) There has been a sharp rise in the enrolment of pupils in the middle schools. The enrolment of pupils rose from 16,517 in 1962-63 to 76,270 in 1989-90.

(c) There has been significant increase in the enrolment of students in secondary or high schools. The enrolment of students rose from 5,852 in 1962-63 to 71,407 in 1989-90.

- (d) Enrolment of students in general colleges rose from 146 in 1962-63 to 8,438 in 1989-90.
 - (e) The number of students in NEHU Nagaland Campus, Kohima rose from 15 in 1978-79 to 37 in 1989-90.
 - (f) The enrolment of students in other professional schools and colleges rose from 167 in 1978-79 to 429 in 1989-90.
 - (g) The enrolment of students in technical institutions rose from 45 in 1962-63 to 22,500 in 1989-90.
- III
- (a) There has been a gradual increase in the number of teachers in primary schools which increased from 1390 in 1962-63 to 6572 in 1989-90.
 - (b) There has been substantial rise in the number of teachers in middle schools which increased from 571 in 1962-63 to 3248 in 1989-90.
 - (c) There has been phenomenal increase in the number of teachers in the secondary or high schools which increased from 228 in 1962-63 to 2928 in 1989-90.
 - (d) The number of teachers in general colleges increased from 17 in 1962-63 to 297 in 1989-90.

- (e) The number teachers in NEHU Nagaland Campus, Kohima increased from 3 in 1978-79 to 21 in 1989-90.
- (f) The number of teachers in the Teacher Education Institutions rose from 11 in 1962-63 to 32 in 1989-90.
- (g) The number of teachers in other professional Schools and colleges rose from 10 in 1978-79 to 48 in 1989-90.
- (h) The number of teachers in technical institutions rose from 5 in 1962-63 to 65 in 1989-90.
- (i) The number of adult instructors in adult literacy centres rose from 15 in 1964-65 to 750 in 1989-90.

- IV (a) A number of new schemes were taken up by the Government under different plan periods for universalization and improvement of elementary education in the state.
- (b) A number of new schemes were taken up by the Government under different plan periods for qualitative improvement of secondary or high school education in the state.
- (c) A number of activities were undertaken by the Government of Nagaland for qualitative improvement of

general colleges, professional colleges, technical institutions and adult education in the state.

- V (a) It was found that many private primary schools in Nagaland were running in kachcha building.
- (b) Both Government and private primary schools were lacking required physical facilities.
- (c) Primary schools have been found ill equipped with regard to instructional materials and equipments. In 70% Government primary schools, there were no sufficient and relevant charts and maps. Private primary schools were found better equipped with regard to text books, reference books and other library facilities.
- (d) Library in many Government primary schools were found ill equipped in respect of text books, reference books for teachers'.
- (e) The position of middle schools in both the Government and private middle schools was found better than that of the primary schools in respect of physical facilities, equipments and other instructional materials.
- (f) The position of secondary or high schools in respect of physical facilities, instructional

materials, equipments and organization of co-curricular activities has been found better than elementary schools.

(g) Physical facilities like building, playground, hostel etc. were better in private secondary or high schools.

(h) Utilisation of hardware instructional materials in class room was found better in private secondary or high schools.

(i) In both Government and private secondary or high schools, libraries were ill equipped in respect of text books, reference books, journals and magazines and other library facilities.

✓ (j) Physical facilities were found better in Government general colleges than in private general colleges.

✓ (k) The hostel facilities for students were found very poor. Hardly 3 general colleges in Nagaland, had the hostel facilities for students.

(l) Most of the libraries in the Teacher Education Institutions were found inadequate number of text books and reference books.

- VI A high pupil-teacher ratio in both Government and private primary, middle and secondary or high schools has been found.
- VII There have been frequent transfer of teachers on political grounds, who were serving in Government schools.
- VIII General qualification for the appointment of teachers in Government and private schools and colleges has been found uniform.
- IX There has been general shortage of teachers in both Government and private colleges.
- X A disparity between government and private secondary school teacher in availing chance for professional training was found.
- XI (a) A wide gap was found between Government and private elementary schools in respect of trained teachers.
- (b) Percentage of trained teachers in Government secondary or high schools was much higher than that of private secondary or high schools.
- XII (a) On account of the early start of the JTTI's in the state to train the undermatic untrained teachers teaching in elementary schools, a rapid decline

in the enrolment of trainees in the JTII's were registered since the backlog was cleared within a specific period.

(b) Due to late start of Colleges of Education for secondary school teachers in the state, the percentage of trained teachers has been found far from satisfactory.

XIII Teaching performance was found slightly better in private elementary and secondary schools than in Government elementary and secondary schools.

XIV (a) 6 Government colleges have had hardly total 5 teaching departments only.

(b) No practising school was found attached in all the Teacher Education Institutions in the state.

XV Problem of students indiscipline was comparatively higher in Government schools and colleges than in private schools and colleges.

XVI A disparity in practices of providing educational facilities to Government and private schools and colleges was found.

CHAPTER VIII

SUMMARY, CONCLUSION, AND

SUGGESTIONS FOR IMPROVEMENT

In the preceding chapters, the complete account of the work done under the present investigation has been reported. The study has been reported under seven chapters. An attempt has been made in this chapter to provide a summary of the present investigation for the purpose of general review. This includes a brief outline of the need and importance of the study, statement of the study, definition of the terms used, objectives of the study, delimitation of the study, significance of the study, plan of the study, sources of data collection, sample of the study, tool construction, tool administration and analysis of data. Suggestions for improvement of education at different levels and sectors of education is also given in the last part of the chapter.

8.1. SUMMARY

I. NEED AND IMPORTANCE OF THE STUDY :

Education in the state of Nagaland is in a state of development. The development of education in the state from 1947 to 1990, indicates some educational needs of the state. There are also gaps in the development of education. Review of research literature 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.

II. STATEMENT OF THE STUDY :

The study undertaken is stated as follows :

"DEVELOPMENT OF EDUCATION IN NAGALAND IN
POST INDEPENDENCE PERIOD"

III. DEFINITION OF THE TERMS USED :

(A) DEVELOPMENT OF EDUCATION refers to the qualitative and quantitative change in different sectors of education to achieve improvement, perfection and excellence. In other words, 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.

IV. OBJECTIVES OF THE STUDY

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 and sectors of education.
- (3) To study the status of educational institutions in relation to (a) Physical facilities (b) teachers' 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 of education and to bring out suitable suggestions for its improvement at different levels of education.

V. DELIMITATION OF THE STUDY

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. The study is delimited to the period that is from 1947 -1990.

V1. SIGNIFICANCE OF THE STUDY

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

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. Moreover, 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 the Independence, during insurgency and after the attainment of statehood in 1963.

V11. PLAN OF THE STUDY

The present study was confined to the development of education in Nagaland in post Independence period. For the purpose of studying the plans and programmes launched by the Government of Nagaland under different five year plan periods; growth of educational institutions and enrolment of students; status of educational institutions in relation to physical facilities, teachers' strength and status, teachers' qualification - general

professional; and practices of providing educational facilities to educational institution. The investigator adopted historical method. For the purpose of studying innovative activities; comparative status of Government and non -Government educational institutions; developmental problems and suggestions for improvement at different levels and sectors of education, the investigator adopted a normative survey method.

V111. SOURCES OF DATA COLLECTION

The investigator collected data from the following sources:-

- (1) Periodical reports and educational surveys conducted by the Central Government and Government of Nagaland which includes:-
 - (a) Annual administrative report of the Education Department, Government of Nagaland.
 - (b) Educational surveys conducted by the Directors of Evaluation, Government of Nagaland.
 - (c) Reports of the Commissions and Committees dealing with education.
 - (d) Official records from the Nagaland Legislative Assembly Secretariat, Government of Nagaland.

- (2) Directorates,
- (3) Research Projects,
- (4) Field works, and
- (5) Periodicals.

1X. SAMPLE OF THE STUDY

In the present study, the investigator took the whole population in case of secondary education, collegiate education, professional education and technical education. In the case of elementary education Headmasters of primary and middle schools representing all the district of Nagaland were selected as the sample of the study.

X. TOOL CONSTRUCTION

(1) Questionnaire :

The investigator constructed the Questionnaire to collect data relating to (a) innovative activities (b) developmental problems at different levels of education (c) suggestions for improvement at different levels of education and (d) comparative status of Government and non-Government educational institutions.

(2) Interview schedule :

The investigator prepared an interview schedule to collect data relating to development of education in Nagaland before the Independence of India (as it became a historical and logical necessity for drawing a conceptual background of the present study) and upto the attainment of statehood of Nagaland-1963. The investigator went to all the district headquarters and met the concerned officials and interviewed the scholars of the major tribes.

X1. TOOL ADMINISTRATION

The questionnaire and the interview schedule were administered to the Headmasters, Principals of schools and colleges, technical institutions as stated under the sample.

X11. ANALYSIS OF DATA

In order to find out the growth of educational institutions, the enrolment of students and the number of teachers, data were collected from various sources mentioned earlier. The collected data were tabulated planwise from 1961-1962 to 1989-1990. The investigator computed the teacher-pupil ratios, percentage of trained teachers, students strength, physical facilities and practices of providing educational facilities to educational institutions on the basis of data

collected from different sources. Moreover, innovative activities, comparative status of Government and non-Government educational institutions, developmental problems of education at different levels of education and suggestions for improvement at different levels and sectors of education were analysed using the statistical technique " PERCENTAGE ".

8.2 CONCLUSION

In the light of the discussion and findings of the present study, the following conclusions have been drawn out.

- I. The christian missionaries who came from the west were the ^eharbingers of western education in Nagaland.
- II. There was a missing link in the continuity of the development of education in Nagaland due to the period of insurgency in the 1950's
- III. There has been qualitative improvement and quantitative expansion of education in Nagaland after the participation of Nagaland in the national Five Year Plan starting from the 4th Five Year Plan periods.

- IV. For the purpose of efficient educational administration in the state of Nagaland the administrative machinery was expanded.
- V. To look after and improve the academic programme of school education in the state, SCERT was established.
- VI. The Nagaland Board of School Education (NBSE) was started at the right time to conduct examinations of HSLC and Elementary Leaving Certificate Examination.

Education plays a very important role in building a Naga Society. It is the education that can emancipate Naga Society from the bondage of ignorance. It is therefore the responsibility of the Government of Nagaland to take up appropriate programmes to achieve improvement, perfection and excellence in education

8.3 SUGGESTIONS FOR IMPROVEMENT AT ----- DIFFERENT LEVELS OF EDUCATION -----

ELEMENTARY EDUCATION -----

- I. A child-centered and activity based process of learning should be adopted at the elementary stage.

- II. Much emphasis should be laid on socially useful productive work at the elementary stage and its content should be related to the local environment.
- III. Saturday should be made a working day so that sufficient time can be devoted towards literary and cultural programmes, games and sports and other co-curricular programmes.
- IV. In order to maintain uniformity in providing the facilities in primary schools, the scheme of "Operation Blackboard" should be judiciously implemented both in Government and private schools.
- V. Every District education Officer should organise workshop, symposium, seminar and refresher course atleast once in a year for both the Government and private school teachers in order to reorient to new concepts, programmes and practices in elementary education.
- VI. A special provision should be made by the Government to give an equal opportunity to the teachers working in private schools for their professional training in Teacher Education Institutions run by the Government.

- VII. A guidance and counselling committee should be constituted in each school to look into the needs and educational problems of the children since there is great dropout and indiscipline in schools for want of personal guidance and counselling.
- VIII. Seperate special schools with hostel facilities should be set up at each district headquarter for the education of physically handicapped children since they are not getting proper attention under general school system.

SECONDARY EDUCATION

- I. At least one high school at each district headquarter should be upgraded to higher secondary school and importance should be given to vocational courses at this stage.
- II. School libraries should be improved while procuring sufficient and relevant text books and reference books by the controlling authority with a view to inculcate in students the habit of reading in the library itself.
- III. Study leave should be granted to teachers who wish to go for higher studies in their respective subjects.

HIGHER EDUCATION

- I. Courses and programmes at the undergraduate stage should be restructured while making them relevant and significant for the students and society in order to meet the needs of specialization in different disciplines of study.
- II. A variety of subjects should be introduced in each college. Honours courses should be introduced in maximum disciplines.
- III. Semester system should be introduced at the undergraduate stage in order to give sufficient quantum of knowledge and to develop regulate habit of study.
- IV. Computer course should be introduced as a vocational subject at the pre-university stage /+2 stage.
- V. The Doordarshan Kohima should telecast certain educational programmes in all the subjects based on university syllabus to supplement students learning.
- VI. The state Department of Education should organise seminars, symposium and refresher courses for the college teachers to enhance their subject knowledge.

PROFESSIONAL AND TECHNICAL EDUCATION

- I. Atleast three District Institutes of Education & Training should be established at three District headquarters for the training of matriculate and undergraduate teachers and in course of time each district should have a DIET.
- II. A practising school should be attached to Teacher Education Institutions in the state.
- III. The duration of course of studies in the JTTI and the DIET should be extended to two years in order to develop adequate teaching competencies.
- IV. More professional and vocational institutions offering graduate and post-graduate courses should be established in the state.
- V. The Gheloshe Polytechnic should be upgraded to a degree level.
- VI. Institutions offering degree courses in technical education should be established in the state.

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QUESTIONNAIRE

Sir/Madam

I am undertaking a research work entitled 'Development of Education in Nagaland in Post Independence period' at Deptt. of Education, NEHU. Some of the objectives of my study is (a) to find out the innovative activities in educational institutions. (b) Developmental problems of education at different levels of education and (c) Suggestion for the improvement of education at different levels of education.

In this context, I would like to seek your opinion relating to the given objectives. Through the enclosed questionnaire, I expect to have your opinions. After indicating your responses, please send me the questionnaire in the enclosed stamped envelop,

In the hope of an early and encouraging response from you.

Enclosures:-

- (a) Questionnaire
- (b) stamped and self addressed envelop

Yours faithfully

Sd/-

Temjen Jamir

PART I

Basic information :

1. Name of the Respondent.
2. Name of the School/College/Institute.
3. Year of establishment.
4. Name of the village in case of rural areas.
5. District.
6. Area: (a) Rural
 (b) Urban
7. Management : (a) Govt.
 (b) Private.

PART II

A. INNOVATIVE ACTIVITIES IN EDUCATIONAL INSTITUTION :

Instructions :

Respondents are requested to put A,B,C...G corresponding to specific plan period in the box against each statement under sub-category. This will indicate the period during which the innovatives were activities were started in the institution. The total period of all plans from 1947 to 1990 has been shown from A, to G.

A----- 1947-'61

B----- 1961-'66 (3rd Five Year Plan)

- C---- 1966-'69 (Adhoc Plan period)
 D---- 1969-'74 (4th Five Year Plan)
 E---- 1974-'79 (5th Five Year Plan)
 F---- 1980-'85 (6th Five Year Plan)
 G---- 1985-'86 (7th Five Year Plan)

I. Infrastructural facilities

1. Acquisition of seperatae School/College Compound/Campus ()
2. Acquisition of owned playground ()
3. Construction of pucca School/College building ()
4. Construction of boys; hostel ()
5. Construction of Girl's hostel ()
6. Construction of staff quarter ()
7. Opening School/College library ()
8. Purchase of School/College bus ()
9. Opening of Co-operative store ()
10. Any other ()

II. Academic activities

1. Introduction of new subject in school/ new departments in college ()
2. Arrangement of special classes for school/ college ()
3. Science exhibition/Fair in School/College ()

- | | |
|---|-----|
| 4. Establishment of Bal Bhavans for School Education | () |
| 5. Establishment of School Complex for School Education | () |
| 6. School Health Programme for School Education | () |
| 7. Any other | () |

III. Adjustment of Hardware instructional materials
in School/College daily routine

- | | |
|--|-----|
| 1. T.V. UGC Telecast Programme | () |
| 2. Radio School Broadcast A,I,R Kohima | () |
| 3. Computer Classes | () |
| 4. Projector used during teaching | () |
| 5. Tape Recorder, used during teaching | () |
| 6. Any others specify | () |

IV. Organisation of cocurricular activities

- | | |
|--|-----|
| 1. Scouts and Guides | () |
| 2. N.C.C. | () |
| 3. National Service Scheme | () |
| 4. Sports Week | () |
| 5. Cultural Programme | () |
| 6. Literary Programme | () |
| 7. Educational Tour | () |
| 8. Youth Parliament/parliamentary quiz | () |
| 9. Any other | () |

V. Institutional planning and administration

- 1. Formation of managing/Advisory Committee ()
- 2. Formation of Institution-Community association ()
- 3. Formation of Parent-Teacher association ()
- 4. Formation of Education Committee within the institution ()
- 5. Constant Inspection and Supervision of teachers and
Scheme of works ()

VI Other Innovative activities if innitiated specify

- 1.from when ?.....
- 2.from when ?.....
- 3.from when ?.....
- 4. from when ?.....

B DEVELOPMENTAL PROBLEMS

Instruction :

You are requested to kindly tick mark in the bracket against each item if the problem is existing in your institution,

I. Problems relating to infrastructure

- 1. No seperate campus/compound

2. No owned school/college building ()
3. No boys' hostel ()
4. No girls' hostel ()
5. No playground ()
6. No staff quarters ()
7. No sufficient furniture ()
8. No school/college bus ()
9. Any other ()

II Academic Problems

1. No introduction of new subject ()
2. Less number of subject/teaching Deptts, ()
3. Not possible for special classes (for Science & maths subjects in secondary schools ()

III. Problems relating to co-curricular programme

1. Inability to organise sports week ()
2. Inability to organise literary programme ()
3. Inability to prganise cultural programme ()
4. Inability to start NCC ()
5. Inability to start Scouts & Guides ()
6. Inability to start NSS in college ()
7. No school/college magazine ()
8. Any other ()

IV. Problem relating to Instructional materials

1. No sufficient blackboard (
2. No supply of chalks (
3. No sufficient and relevant charts and maps (
4. No sufficient text books and reference books for teacher (

V. Problems relating to apparatus, equipment and other

hardware materials

1. No Science laboratory (
2. No supply of apparatus, equipment (
3. No supply of games and sports goods (
4. No supply of type writer/duplicating machine (
5. No supply of T.V /Computer/Radio/Taperecorder/
projector (put a tick mark which you have not received) (
6. Any other (

VI. Problems relating to College/School Library

1. No Text Books for Students (
2. No reference books (
3. No reading room (
4. No trained librarian (
5. No supply of news papers (
6. No supply of magazines and journals (

VII. Problems relating to teachers

1. Shortage of teachers ()
2. Appointment of unqualified teachers ()
3. Shortage of trained teachers ()
4. Frequent transfer of teachers ()
5. High teacher pupil ratio ()
6. Irresponsibility of teachers towards their duty ()
7. Not availing chance of inservice training ()
8. Any other ()

VIII. Problems relating to institutional planning and
administration.

1. Political interference in institutional administration ()
2. Negative attitude of Public towards institutional
administration ()
3. Signs of compliant and criticism by ministerial staffs ()
4. Negative attitude of teachers towards the head of the
institution ()
5. Students indiscipline ()
6. Inability to inspect and supervise the teacher and
students ()

1X. Any other problems if any specify

- 1.
- 2.
- 3.

C. SUGGESTION FOR IMPROVEMENT

Instruction :

You are requested to kindly list out suggestion with view to overcome the developmental problems

1. Suggestion for improvement of infrastructural facilities

- 1.
- 2.
- 3.

II. Suggestion for improvement of academic programmes

- 1.
- 2.
- 3.

III. Suggestion for improvement of school/college library

- 1.
- 2.
- 3.

IV. Suggestion for improvement of the utilisation of

hardware and software instructional materials

- 1.
- 2.
- 3.

V. Suggestion for improvement of co - curricular

activities

- 1.
- 2.
- 3.

VI. Suggestion for improvement of teachers and their

professional growth

- 1.
- 2.
- 3.

VII. Suggestion to control students indiscipline

- 1.
- 2.
- 3.

VIII. Suggestion for improvement of institutional

planning and administration

- 1.
- 2.
- 3.

. INTERVIEW SCHEDULE

PART - I

1. Name of the person interviewed
- 2 Designation
3. Tribe
4. Village
5. Date

PART- II

1. Who opened the first school in your tribe ?
(a) Christian missionaries (b) Govt. (c) Tribal council
(d) Individual.
2. In case of christian missionary or individual, do you know the name ?
3. Where the first L.P School opened ?
4. Who opened the school ? (Govt./Tribal council/church/others
5. When did it open ?
6. What was the name of the school?
7. Number of students in the school ?
8. Number of teachers in the school ?.....
9. Where did the first M.E School open ?.....

- 10. Who established the schools ? (Govt/Church/Tribal council/others)
- 11. when did it open ?
- 12. Number students in the M.E school.....
- 13. Number of teachers in the M.E school.....
- 14. Where did the first High School open ?.....
- 15. Who established the school ? (Govt/Others)
- 16. When did it open ?.....
- 17. Number of students in the high school.....
- 18. Number of teachers.....

PART-III

- 19. How many Govt and private L.P.Schools were there in 1947 ?
Govt.....Pvt.....
- 20. How many students were there in Govt. and Pvt.L.P schools
Govt.....Pvt.....
- 21. How many teachers were there in Govt and Pvt.L.P Schools in
1947 ?
Govt.....Pvt.....
- 22. How many Govt. and Pvt. M.E School were there in 1947 ?
Govt.....Pvt.....

23. How many students were there in Govt. and Pvt. M.E. Schools in 1947 ?

Govt.....Pvt.....

24. How many teachers were there in govt. and pvt. M.E. School in 1947 ?

GovtPvt.....

25. How many Govt. and Pvt. High School were there in 1947 ?

Govt.....Pvt.....

26. How many students were there in Govt. and pvt. high schools in 1947 ?

Govt.....Pvt.....

27. How many teachers were there in Govt. and Pvt, high schools in 1947 ?

Govt.....Pvt.....

PART- 1V

28. Did any individual(s) take any initiative for the education of your tribe ? Yes/No. If yes, name them.

1.....2.....

3.....4.....

5.....6.....

29. What did they contribute ?.....

31. Do you notice any step taken by the Tribal Council for the education of your tribe ? Yes/No. If Yes, Mention the steps taken by them. .

1.

2.

3.

32. Was there any threat from the Naga armies to closed down schools during the period of insurgency ? Yes/No

33. Was there any threat from the Indian armies to closed down schools during the period od insurgency ? Yes/No.

34. Was there any threat to teachers ? Yes/ No. If yes, in what way.?.....

35. How many schools were closed down during the period of insurgency ?

36. where did you keep the school report ?
.....

PART-V

37. How many Govt. and Pvt, L.P School were there in 1957-58 ?

Govt.....

Pvt.....

38. How many students were there in Govt. and pvt. L.P.School in 1957-'58 ?

Govt.....Pvt.....

39. How many teachers were there in Govt. and pvt. L.P,School in 1957-'58 ?

Govt.....Pvt.....

40. How many Govt. and Pvt M.E.school were there in 1957-'58 ?

Govt.....Pvt.....

41. How many students were there in Govt.and pvt.M.E.School in 1957-58 ?

Govt.....Pvt.....

42. How many teachers were there in Govt.and pvt.M.E.School in 1957-'58

Govt.....Pvt.....

43. How many Govt. and pvt. High School were there in 1957-58 ?

Govt.....Pvt.....

44. How many students were there in Govt.and pvt. High School in 1957-'58 ?

Govt.....Pvt.....

45. How many teachers were there in Govt.and pvt.High School in 1957-'58 ?

Govt.....Pvt.....