

**A STUDY OF THE DEVELOPMENT OF  
TEACHER EDUCATION IN NAGALAND  
SINCE INDEPENDENCE**

**THESIS SUBMITTED FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY**

Supervisor

**Dr. S. K. Gupta**

Reader

Department of Education  
Nagaland Campus, Kohima.

Investigator

**Smt. P. Kilemsungla Ao**

Lecturer

Nagaland College of  
Education, Kohima

**DEPARTMENT OF EDUCATION  
SCHOOL OF EDUCATION  
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# North-Eastern Hill University

Headquarters : Shillong

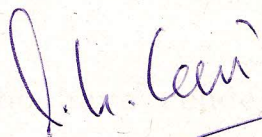
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Dr.S.K.Gupta  
Reader in Education  
Deptt. of Education.

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

It is to certify that the thesis entitled 'A Study of the Development of Teacher Education in Nagaland since Independence' submitted by Smt.P.Kilemsungla Ao, for the Degree of Doctor of Philosophy embodied the record of original investigation carried out by her. She 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 5, 1992.

  
( S.K.Gupta )  
Supervisor

A C K N O W L E D G E M E N T S

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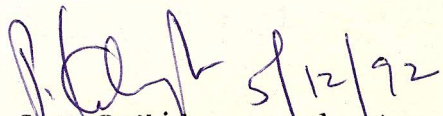
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( Smt.P.Kilemsungla Ao )  
Investigator  
Nagaland College of Education  
Kohima, Nagaland.

## CONTENTS

ACKNOWLEDGEMENTS	Page
List of Maps	
List of Tables	
List of Graphs	
List of Appendices	
CHAPTER-I	
1. Introduction	1 - 4
2. Historical development of teacher education in India in brief.	4 - 9
3. National Policy on Education 1986.	9 - 12
4. New demands on the role of teacher	9 - 14
5. New concept of teacher education	14 - 16
6. Objectives of teacher education	16 - 22
7. <u>Prevalant</u> teacher education in the country.	22 - 29
8. Teacher education programme through distance education in Indian Universities.	30 - 32
9. Status of teachers	32 - 35
10. Nagaland over view	35 - 36
11. Need for the study	36 - 41

	12. Statement of the problem	41
	13. Definition of the terms used	41
	14. Objectives of the study	41 - 42
	15. Scope and Delimitation of the study	42 - 43
<b>CHAPTER II</b>	Review of the related literatures	44 - 60
<b>CHAPTER III</b>	1. Methodology of Research and Data collection for the study.	61
	2. Construction of questionnaire	61 - 63
	3. Try-out	63 - 64
	4. Time limit	64
	5. Sample	64 - 65
	6. Administration of the Tools	66
	7. Interview with personnel	66 - 67
	8. The study of the official records and literatures.	67
<b>CHAPTER IV</b>	: Development of Education and teacher education.	
	1. Prior to independence	68 - 70
	2. Education after independence	71
	3. Education after statehood	72 - 75
	4. Development of teacher education	76 - 83
	5. Existing teacher education institutions in the state.	83 - 85

6. Qualification of teacher educators	85 - 89
7. Hindi teacher training programme	89 - 90
8. In-service training outside the state.	91
9. Pre-service teacher education	91 - 92
10. In-service teacher education	92 - 102
11. Programme of Mass Orientation of school teachers	102
12. The present position of teachers, schools and students in the state	102 - 105
13. The growth trend of trained teachers in the state	105 - 122
14. Trend of untrained teachers in the state	122 - 129
15. District-wise percentage of trained teachers in government and private schools.	130 - 132
16. Teacher-pupil ratio district-wise in government and private schools	132 - 135
17. Enrolment of the students at different levels in government and private schools in the state	135 - 138
18. The position of private schools teacher	138 - 142
19. Expenditure on the teacher education both pre-service and in-service programme	142 - 144

## CHAPTER V : Analysis and interpretation

1. Admission procedures to the teacher education institutions	145 - 147
2. Duration of the courses	147 - 149
3. Relevancy of the curriculum	150 - 151
4. Practical work	152
5. Practice teaching	152 - 153
6. <u>Practicing</u> School	153 - 154
7. Supervision of Practice teaching	154 - 156
8. Duration of the practice teaching	156
9. Educational Technology	156 - 158
10. Science laboratory facilities	158 - 159
11. Evaluation of the teacher trainees	159
12. Staff Evaluation	160 - 161
13. Physical facilities	161 - 162
14. Library	162
15. Teaching specialization	163
16. Professional development	163 - 165
17. In-service education	165 - 167
18. Innovations and Research	167 - 168
19. The methods of teaching and materials for instruction in the teacher training institutions	168 - 169

20. Teacher education programme for college and university levels	169 - 170
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CHAPTER VI : Major findings, suggestions and conclusions	171
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VI.A Major findings	171
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1. Education-inception and growth	171 - 175
2. Present problems relating to the position of teachers	175 - 177
3. In-service teacher education	177 - 178
4. Admission to the teacher education institution	178 - 179
5. Duration of the courses	179
6. Curriculum	179 - 180
7. Student-teachers teaching	181 - 182
8. Practical works	182
9. Methods and materials for instruction in teacher education institutions	183
10. Educational technology	183 - 184
11. Science laboratories	184
12. Library facilities	184
13. Innovation and Research	184 - 185
14. Evaluation pattern of the teacher-students	185 - 186
15. Hostel accommodation	186

16. Staff accommodation	186
17. Teacher education for college and university levels	187
18. Upgradation of JTTIs to DIETs	187 - 188
19. Staff appraisal	188 - 189
VI.B : Suggestion for improvement of teachers education in Nagaland	189
1. Establishment of the institutions and expansion of the existing institutions	189 - 192
2. Appointment policy of the state government	192 - 193
3. In-service programmes	193 - 194
4. Trend of trained teachers in the private schools	194 - 196
5. Admission to the teacher education institutions	196 - 197
6. Methods and materials for instruction in the teacher education institutions	197 - 198
7. Educational Technology	198
8. Science laboratories	198 - 199
9. Practicing school	199
10. Evaluation pattern of the teacher-student	200
11. Physical facilities	200

12. Organisation of teacher education programme for college university levels 200 - 201

13. Staff appraisal 201

14. Professional development of the teachers 201 - 202

15. Curriculum 202 - 204

VI.C : A new design of curriculum for teacher education in Nagaland 204 - 210

VI.D : Conclusion 211 - 216

Bibliography 217 - 231

Summary

Appendices

LIST OF MAPS

1. Map of Nagaland.
2. Map of District-wise trained and untrained teachers in percentage as it was in 1991.
3. Map of teacher education institutions in Nagaland.

## LIST OF TABLES

Table No.	Title	Page
3 : 1.	Distribution of trained teachers, Headmasters and Inspectors and Deputy Inspectors of schools selected for final sample.	65
4 : 2.	Total number of Mission and Government schools in Naga Hills from 1911 to 1914.	70
4 : 3.	Different categories of educational institutions in Nagaland - 1963.	71
4 : 4.	Different categories of educational institutions and enrolment during 1973-74, after ten years of statehood.	73
4 : 5.	Number of government and private institutions with enrolment after twenty years of statehood 1983-84.	73
4 : 6.	Number of government and private institutions of different categories and enrolment in 1990-91.	75
4 : 7.	Percentage of trained and untrained teachers in 1964-65.	79

4 : 8.A	Growth of teacher training institutions 1962-1977.	80
4 : 8.B	Growth of teacher training institutions 1978 - 1992.	81
4 : 9.A	Year-wise enrolment of the teacher training institutions 1961 - 1977.	82
4 : 9.B	Year-wise enrolment of the teacher training institutions 1978 - 1991.	82
4 : 10.	Position of the existing teacher education institutions in Nagaland as in 1992.	85
4 : 11.	Number of qualified and unqualified teacher educators at different levels.	86
4 : 12.	Enrolment of trainees in Hindi training institute, Dimapur.	90
4 : 13.	Number of in-service programme conducted in the state during 1963 - 1974.	94
4 : 14.	Number of in-service programme organised in the state during 1976 - 1983.	95

4 : 15. Number of in-service programmes conducted by SCERT during 1983-1991.	99
4 : 16.A. Position of schools, students and trained teachers in Nagaland in 1991.	103
4 : 16.B. Percentage of trained teachers and teacher-pupil ratio in India and in Nagaland.	104
4 : 17. Over all growth trend of trained teachers in percentage in Nagaland from 1965 - 1992.	106
4 : 18. Growth trend of trained teachers at high school level in Nagaland during 1965 - 1992.	110
4 : 19. Growth trend of trained teachers at middle school level in Nagaland during 1965 - 1992.	114
4 : 20. Growth trend of trained teachers at primary level in Nagaland during 1965 - 1992	119
4 : 21. Over all trend of untrained teacher in the State during 1965 - 1992.	123

4 : 22.	Trend of untrained teachers at high school level 1965 - 1992.	125
4 : 23.	Trend of untrained teachers at middle school level 1965-1992.	127
4 : 24.	Trend of untrained teachers at primary school level 1965-1992.	129
4 : 25.	District-wise trained teachers in percentage in government private schools in 1991.	131
4 : 26.	District-wise teacher-pupil ratio government and private schools at different levels in 1991.	133
4 : 27.	Enrolment of students at diffe- rent levels in government and private schools during 1991.	136
4 : 28.	Financial expenditure on School Education and grant-in-aid given to private schools from 1982 - 1992 in Nagaland (figures in lakhs)).	141
4 : 29.	Expenditure incurred on teacher education programmes both pre-service and in-service during 1982 - 1992 (figures in lakhs).	143

## LIST OF GRAPHS

<u>Graph No.</u>	<u>Title</u>	<u>Page</u>
4 : 1.	Line graph projecting the over all rate of trained teachers by 2000 A.D. in Nagaland.	107
4 : 2.	Line graph projecting the rate of trained teachers at high school level by 2000 A.D. in Nagaland.	111
4 : 3.	Line graph projecting the rate of trained teachers at middle school level by 2000 A.D. in Nagaland.	116
4 : 4.	Line graph projecting the rate of trained teachers at primary school level by 2000 A.D. in Nagaland.	120

LIST OF APPENDICES

Page

1. Appendix - I  
Curriculum of the existing  
teacher education programmes  
in the state. 1-VI
  
2. Appendix - II
  - A - An introductory letter 1
  - B - Questionnaire, information  
and interview schedules. 11-XIX

## CHAPTER - I

1 : 1

### INTRODUCTION

Teachers play a pivotal role in any system of education. The responsibility of making education work lies with the teacher. "Teacher performance is the most crucial input in the field of education; whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal example as through the teaching-learning process."\* Teacher performance is indeed the most important factor in the field of education. "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant."\*\* The quality of education will depend on the quality of teachers in the system. There is a great demand on the supply of good teachers. The existing machinery is unable to produce sufficient personnel to meet the demand."Teacher education programme must be dynamic rather than static and research must con-

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\* Ministry of Education : "Challenge of Education in-a policy perspective" 1985 Government of India. page - 55.

\*\* NCERT :

"Education and National Development Report of the Education Commission 1964-1986 Chapter-III Teacher status Page - 84.

tribute to improve practice. In a culture that constantly demands more sophisticated knowledge just to hold a job, an educational system that is not getting better fast is by definition getting worse".\* So there is a great need to revitalise the teacher education programme according to the changing need of time.

The professional preparation of teachers is more difficult than other profession, "While the education of professionals like medical doctors, engineers and agronomists is to a great extent basically similar all over the world the nature of teacher education, often limited to teacher training, is strongly dependent on the level of economic development and is deeply influenced by the local culture and history. That is why one can find in the contemporary world the full range of institutionalized teacher education schemes of programmes that developed through out the history of human kind from no preparation at all to sophisticated University education".\*\*

The recommendation of The Education Commission 1964-66 states in this regard, in unequivocal term as

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- \* Houston W.R. : "Teacher Education Programmes"  
 Newman K.K. : Encyclopedia of Educational  
 Research 1969 Fifth Edition  
 Editor Harold E. Mitgel, Page - 1891
- \*\* Landsheere G.D. : "Teacher Education Concepts"  
 The International Encyclopedia  
 Education Research and Studies  
 Vol. IX 1989 Pergamon Press.

follows :- "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions".\* In fact, "the strength of an educational system largely depend upon the quality of its teachers".\*\* The quality of the teacher preparation will determine the quality of education and future of the country. The destiny of the country is, infact, shaped in the classroom under the care and initiative of a teacher. In spite of its importance "Teacher education has never had a good image, either with the public or with those in higher education".\*\*\*

Teacher Education today is an integral part of any educational system. Teaching, being both a skill and art was found, amenable to transmission in the early years of the 19th century. If for ages, teacher education was a caste or family affair, it could not afford to remain

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\* Op.cit Page 1\*\* Page-124

\*\* Gupta V.K.: "Towards the overhauling Pre-Service Teacher Education. Indian Year Book on Teacher Education 1988, Page-97. Pub?

\*\*\* Marcezely B: "Teacher Education : A view from the front lines. PHI DELTA Kappan June 1985 Page - 703.

so, after education became a mass movement. Mass literacy goals as well as the emergence of technology has transformed the very character of teacher training and its philosophy. The National Policy on Education 1986 reflects precisely this change in its concept and practice. "Teacher education is a continuous process and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled."\*

"Democratization of Education is both a social as well as educational concept which has a far reaching significance".\*\* As a result the number of teachers has increased immensely and the horizon of teacher education is fast expanding. Teacher Education is no longer limited to primary and secondary levels of teaching but extends far beyond. The Academic Staff College, under the aegis of the University Grants Commission is a case in point.

## 1 : 2 HISTORICAL DEVELOPMENT OF TEACHER EDUCATION IN INDIA IN BRIEF.

There is little evidence of any system of teacher education during ancient period (2500 B.C. to 500 B.C.)

In ancient India, the teachers were mostly belonged to

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\* Aggarwal J.C. : "National Policy on Education part  
Aggarwal S.P. : IX.4: Teacher Page - 63 to 64, 1989.  
Concept Publishing Company  
New Delhi - 110059.

\*\* Anand C.L. : "Aspects of Teacher Education. Emer-  
ging trends in Education 1:4, 1988  
Page - 3.  
S.Chand & Company (Pvt) Ltd. Ram  
Nagar New Delhi.

Brahmin community. There was a direct and close contact between teacher and the pupil. The teachers were committed to their calling. Thus the way the teacher taught his students determined the teachers' training in the period.

"The method of training teacher began under monastic system of education by training the monks which was later recognised and named as monitoring system.

The monitoring system of training teachers continued upto 1700. This system was in the nature of an informal approach to the problems of making available an adequate supply of teachers for indigenous institutions. It was based on the principle of "mutual instruction" and was worked out in practice by splitting up a school or class into a number of homogeneous groups and by placing each group under the charge of a promising and superior pupil called 'monitor'. The nature of duties of the monitor was such that he gained some proficiency in teaching and class control which enabled him to teach in independent situation, if after completing his education he chose teaching as the profession of his life. This system of training remained prevalent for many centuries and was in existence during the period when British rule was established in the country.

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\* Khan M.S.: "Teacher Education in India and abroad  
1983 Page - 42. Ashish Publishing House  
8/81, Punjab, Bagh New Delhi.

The first institution of regular teacher training was started in 1716 by the Danish Missionary Ziegenbalg at Tanquebar".\* Since then the teacher training marked the history of teacher education. Hunter Commission of 1882, Government Resolution 1904 and 1912, Calcutta University Commission 1919 and Hartog Committee 1929 gave a important place to teacher training institutions in the recommendations and resolutions. "By 1937 there were 15 training institutions of training teachers for secondary schools with an enrolment of 1488 schools which increased to total out-put of trained teachers of 2100 men and 1307 women."\*\*

The era of teacher education commenced after the independence. "Teacher education is a more dignified term than 'Teacher Training.' In the words of famous educationist 'W.:H.Kilpartrick' one trains circus performers and animals but one educate teachers."\*\*\*. The new concept emerged in the free India owing to the following factors:-

- (i) improvement of teacher education in different fields which free India envisages;
- (ii) the need to be guided by democratic values and procedures;

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\* IBID Page - 5\* Page - 43.

\*\* IBID Page - 5\* Page - 47.

\*\*\* Kohli V.K. : Indian Education and its problems (Indian Education System, Structure & Problems) 1989, Page - 223. Vivek Publishers Ambala.

- (iii) the changing concept of teacher preparation through out the world.
- (iv) The need to incorporate the Indian philosophy and practices in teacher preparation.\*

RECOMMENDATIONS ON TEACHER EDUCATION BY EDUCATION COMMISSIONS SINCE INDEPENDENCE/.

(a)– Recommendation of University Education Commission (1948-49), University Education Commission recommends the following :-

- (i) That the course be remodelled and more time given to school practice and more weight given to practice in assessing the students' performances.
- (ii) That suitable schools be used for practical training.
- (iii) That students be encouraged to fall in with the current practice of a school and make the best of it.
- (iv) That the bulk of a staff of the training college be recruited from people who have first hand experience of school teaching.
- (v) That the courses on the theory of education be flexible and adoptable to local conditions.
- (vi) That students be encouraged to proceed to the Master's Degree only after some years of experience of teaching.

(vii) That original work by professors and lecturers be planned on an all India basis.\*

(b) Recommendations of Secondary Education Commission (1952-53). Types of Institutions : There should be only two types of institutions for teacher training:

(i) S.L.C. or Higher Secondary passed, the period of their training should be two years.

(ii) For graduates the training period should continue to be one academic year, for the present, but extended as a long term programme to two years.

Besides, it emphasised on the refresher courses and on research on various aspects of pedagogy, part time training courses and refresher courses and free exchange of teacher educators, headmasters and inspecting staff.\*\*

(c) Recommendations of Kothari Commission (1964-66).

The epoch making Kothari Commission made suggestions in the following areas for teacher education.

(i) Removing Isolation of Teacher Training

(ii) Improving Professional Education

(iii) Duration of Training Courses

(iv) New Professional Courses

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\* IBID

\*\* IBID

- (v) Improving the quality of training
- (vi) Expansion of training facilities
- (vii) Standard in teacher-education.

The State Boards of Teacher Education are responsible for the maintenance of standard of teacher education.\*

(d) Recommendation of International Commission on Education 1972. The International Commission on the development of Education gave a good thought on teacher education and gave recommendations on the following areas of teacher education.

- (i) Conditions for teacher training
- (ii) Future Plan
- (iii) Training for tomorrow's educations
- (iv) Rules for teaching.\*\*

### 1 : 3 NATIONAL POLICY ON EDUCATION 1980

National Policy on Education includes the following about Teacher Education :-

- (i) The overhauling of both In-service and Pre-service components
- (ii) Continuing Education
- (iii) Establishment of DIETs

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\* Bhatnagar S. : Kothari Commission (Recommendations and Evaluation) 1972, 5:Teacher Education Page - 31.  
Loyal Book Depot, Meerut - 24.

\*\* Op.cit Page-6\*\*\*

Programme of Action (1986)

Programme of Action, which is a follow up programme of National Policy on Education (1986) gives the following implementations.

(i) Pre-requisites

Professional training of teachers to be employed in elementary and secondary schools as a pre-requisites in all parts of the country.

(ii) Establishment of DIET

As a step of overhauling the teacher education, particular importance is given to the training of elementary school teachers; selected institutions are developed to District Institute of Education and Training (DIET). This institution will take care both pre-service and in-service elementary teacher education as well as non-formal and adult education programmes.

(iii) Functions of NCTE

The National Council of Teacher Education will be given the statutory and status and necessary resources to play its role which is under consideration of Ministry of Human Resource Development.

(iv) Reorganisation of Elementary Teacher Education/.

Elementary teacher education would include :-

- (i) Pre-service and in-service education of teachers for the formal school system and
- (ii) induction level and continuing education of non-formal and adult education instructors and supervisors.

(v) Task Force

A task force for the assessment of the member of institution required in state keeping in view of the various relevant programme of action is formed in every State.

(vi) Functions of DIET

The DIET will perform all the function mentioned under elementary teacher education programme. The Head of a DIET would be of the status of a Principal of degree college/B.Ed college. The faculty should have the background of elementary education.

(vii) Latest Technology

Facilities of latest technology such as computer based learning, VCR, TV etc. will be provided at DIETs.

(viii) Secondary Teacher Education

The responsibility for secondary teacher education would continue to rest with college of teacher education affiliated to universities. The Universities in co-operation with NCTE will exercise responsibility for academic aspects including conduct of examinations,

award of degrees and ensuring quality of secondary teacher education. Some selected colleges of teacher education will be developed as comprehensive institutions, organising programmes for primary teacher education and possibly also 4 years integrated courses after higher secondary stage in addition to usual B.Ed and M.Ed courses. These institutions will also conduct research to supplement the efforts of State Council of Educational Research and Training. In order to promote innovation good colleges will be given autonomous status.

(ix) Curriculum for Teachers' Training

The curriculum for teachers' training needs to be revised in the light of the new policy thrusts. Emphasis on integration of education and culture, work experience, physical education and sports and study of Indian culture be given at length. NCERT and UGC should undertake the task of preparing new learning materials.

1 : 4 NEW DEMANDS ON THE ROLE OF TEACHERS

"The role of the present day teacher has become very challenging, complex and multifaceted on account of the explosion of knowledge and radical changes occurring in the content areas of all disciplines and various innovations in the field of teacher education and the

use of technology in teaching. Besides these diagnosing the learners need , motivating them and encouraging their study and evaluating the knowledge learnt".\*

The traditional concept of a teacher as a transmitter of knowledge and skills and culture is outdated. Teachers of today are no longer mere disseminators of knowledge. It has become the teachers' main task to help young people in coping with wider informations and putting it into some order. They must know how to appraise and distinguish that which is useful to the development of individual and society; telling not only what is relevant at a given moment, but also what is likely to be relevant in the future.

Of late, the role of a progressive and work oriented education in eradicating poverty, in providing remunerative employment to the capable and in increasing national wealth by ensuring economic, social and political justice has been greatly emphasized. "The pyramid of educational priorities has been reconstructed in this light. Under these circumstances, the role of a teacher in serving as an effective vehicle for propagating the values, social, cultural and moral-relevant to the establishment of a socialistic and democratic society becomes all the more important".\*\* It is safe

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\* Op.cit. Page-I\* Page-2

\*\* Gupta A.K. : "Training Teachers for their changing roles". Teacher Education current and prospects 1984 Page - 198. Sterling Publishers Private Ltd.



hand is considered to be something more than the acquisition of practical skills, in the educating process the individual is enabled to understand and interpret knowledge, acquire sound reasoning skills and the ability to make reasoned judgements and discussions.

The concept of teacher preparation is undergoing a rapid change throughout the world in conformity with the changing needs of the pupils and the society at large. The broader programme of teacher preparation is called teacher education. It is much wider as compared to teacher training which is basically of an apprenticeship in nature. The methodology is prescribed and examined for the purpose of completion. Thus the teacher knows that a particular strategy works but he cannot explain the justification of the struggle. "On the other teacher education emphasizes a basic understanding of the theoretical aspects underlying their methodology. Thus teacher education helps the teacher in understanding the situation as well as in novel situations where he can use it for creative solution of the problems in contrast to relatively blind trial and error".\*

The new approach to the preparation of teachers is more comprehensive and creative. "It facilitates to acquire that type of knowledge or information, skills

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\* Op.cit. Page-5\* Page-34.

and abilities which help a teacher to discharge his professional duties and responsibilities effectively, reshaping the attitudes habits and personality of the teacher".\* It is like any other profession which has its foundation of theoretical insights confirmed by practicals. It is a programme of teacher education, essentially an enterprise of initiating one to a profession and provide for theoretical learning and development of professional competence and skills .

#### 1 : 6 OBJECTIVES OF TEACHER EDUCATION

"Contemporary compulsions have led to a review of our educational objectives and priorities. These should give shape to the new role teachers would play".\*\*\* The issue of teacher education programme and its objective was considered in a national perspective notably by The Education Commission (1964-66), The Indian Association of Teacher Education (IATC) and the National Council of Teacher Education (NCTE). The NCTE document 'Teacher Education Curriculum - A framework 1978, provided a set of guidelines for the re-organisation of teacher education curriculum which

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\* Purkait B.R. : New Education in India 1987 Page-367.  
The Associated Publisher Ambala.

\*\* NCERT : National Curriculum for Teacher Education. A framework NCTE Bulletin Vol.1 No.I June 1989 Page - 5.

called for a drastic change in the traditional approach to teacher education, to its objective, structure, content and methodology. It called for adoption of task oriented and performance based education relevant to the national ideology and problem. The following were the major objectives suggested on the basis of which the new framework for teacher education curriculum for India has been developed.

- (i) To develop Gandhian values of education such as non-violence, truthfulness, self-discipline, self-reliance, dignity of labour etc.
- (ii) Perceive his role as an agent of social change in the community.
- (iii) Perceive his role not only as a leader of the children but also that of a guide to the community.
- (iv) Act as liaison between the school and the community and employ suitable ways and means for integrating community life and resources with school work.
- (v) Not only use but also help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.
- (vi) Possess warm and positive attitude towards growing children and their academic, socio-

emotional and personal problem and skills to guide and counsel them.

(vii) Develop an understanding of the objectives of school education in the Indian context and awareness of the role of the school in achieving the goals of building up a democratic, secular and socialistic society.

(viii) Development of understandings, interests, attitudes and skills which would enable him to foster all-round growth and development of the children under his care.

(iv) development of competence to teach on the basis of the accepted principle of learning and teaching.

(x) Develop communication and psychomotor skills and abilities conducive to human relations for interacting with children in order to promote learning inside and outside the classroom.

(xi) Keep abreast to the latest knowledge of the subject matter he is teaching and the techniques of teaching the same.

(xii) To undertake the action research and investigatory projects." \*

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\* NCERT : National Council for Teacher Education  
Teacher Education Curriculum :- A framework 1978, Page - 13, 14.

The New Policy on Education 1986 has provided broad indications for the reconstruction of all sectors of education. It has been recognised that without improving the quality of teacher education the quality of school education cannot be improved. The school curriculum has undergone several changes during recent years. NCERT has brought out the National Curriculum for Elementary and Secondary Education in 1988.

To meet these challenges of school education, the National Council of Teacher Education has come up with a National Curriculum for Teacher Education framework 1988. It highlights the following :-

" (a) Objectives of Teacher Education Programme

The objectives of the teacher education programme under the new framework is to develop competent

- (i) To organise learning resources;
- (ii) To plan effective curriculum transaction strategies;
- (iii) To conduct interactive classroom teaching;
- (iv) To evaluate outcome of learning;
- (v) To implement compensatory education programme;
- (vi) To cater to special needs of disabled children
- (vii) To organise and guide a variety of curricular activities;
- (viii) To train students in problem solving

- (ix) To participate in complementary education
- (x) To develop in students qualities of democratic citizenship and promote environmental consciousness
- (xi) To organise and participate in programmes of community service and development.

(b) Pre-Service Teacher Education Curriculum Designs aim to develop professional competencies, values and skills by understanding the theoretical insights, and its role in national development.

To develop knowledge and understanding of the process of human development and learning.

To develop the understanding of education, social structure and teachers' role.

To develop and stabilize positive attitudes towards the profession.

(c) Curriculum Transaction

Curriculum framework provides guidelines and methodologies; yet freedom and flexibility of approach to transaction of curriculum will rest with individual institutions.

The curriculum transaction areas will stress:-

- (i) To generate a climate conducive to the development of desired attitudinal make up of student teachers.
- (ii) To develop competencies in methods of teaching and techniques of evaluation;
- (iii) and to train for adoption of self-learning technologies."\*

(d) In-service Teacher Education Programme

The objectives of the inservice teacher education programme is to orient the teachers "to meet the thrusts envisaged in the National Policy on Education by providing continuing education from time to time by upgrading their knowledge and motivation"\*. \* and "to play their role as catalysts in our rapidly changing society".\*\*\*

With this background of the development of the present objectives of teacher education, "a set of broad objectives that may be central to any teacher education programme in India regardless of the structure and stage or level may be as follows:-

- (i) To develop concepts and acquire understanding of those areas and aspects of knowledge which have professional significance.

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\* Op.cit Page-6 \*\* Page - 5 to 8.

\*\* Ministry of Education Z: National Policy on Education Government of India. Chapter IX 9:4, 1986.

\*\*\* Chilan M.R. : *Place of pub?* "Inservice Education and Training of Teachers. National Journal of Education Vol.IX No.2, 1978 Page-12.

- (ii) To develop an understanding of educational theory which will inform professional judgement and actions.
- (iii) To develop technical skills necessary for the achievement of professional competence.
- (iv) To develop understanding of the relationship between logical and psychological aspects of teaching learning process at a given stage of human development.
- (v) To develop skills to organise educational institution as educational, cultural and social centre for the community; and
- (vi) to develop faith in democratic, socialistic and secular values and provide experiences and skills in organising community living based on the values"\*

#### 1 : 7 PREVALENT TEACHER EDUCATION PROGRAMMES IN THE COUNTRY

The three bodies that are directly responsible for the well being of teachers are University Grants Commission (UGC) panel on Teachers Education, National Council of Teachers Education (NTCE) and National Council of Educational Research and Training (NCERT) and its four Regional Colleges of Education. The University Grants Commission (UGC) has a Centre of Advance Studies

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\* Anand C.L. : "Aspects of teachers Education" Concepts and objective of Teachers Education 2,3, 1988 Page - 22.  
S.Chand & Company (Pvt.Ltd.)  
Ram Nagar Ltd. New Delhi.

in Education (CASE) at Baroda. The Kothari Commission of 1964-66 stated that the existing programmes of teacher education was largely traditional, rigid and divorced from the realities of schools. With a view to improve and co-ordinate the standard of teacher education in the whole country, it was recommended to form a National Council for Teacher Education. The Central Advisory Board of Education at its meeting held in September, 1972 had approved this proposal and accordingly in 1973 NCTE was formed by The Government of India. The National Council on Teacher Education maintains the standards in teacher education. The function of NCTE is to advise the Government of India and the state governments on all the matters pertaining to teacher education and review the schemes to ensure adequate standards in teacher education, NCTE has moved for statutory status which is under consideration of Ministry of Human Resource Development.

NCERT is an autonomous body for teacher education in the country established in 1961 with the objectives, to examine, evaluate and co-ordinate the teacher education programme conducted by the State Departments of Education and Universities. The NCERT set up National Institute of Education (NIE) to provide leadership

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in the field at the National level by investigating into the problems of teacher education and suggesting solution for the same." \*

(1) Pre-Service Teacher Education Programme

Professional education imparted before one starts teaching whereby a would be teacher earns a diploma or degree before joining an institution to teach is known as the pre-service teacher education.

(2) In-Service Teacher Education

The concept of inservice teacher education is to make the teachers upto date with respect to the knowledge of the subject of teaching, methods and techniques, innovative ideas in each sphere of the academic life. It is the continuing education of teachers after initial professional education is over which leads to the improvement of professional competence through out one's career.

Types of Teacher Training Institution

Various types of institutions which impart both pre-service and in-service training to teachers can be categorised as under :-

- (i) Training schools for pre-primary teachers.
- (ii) Training schools for primary teachers

- (iii) State Institutes of Education
- (iv) State Institutes of Science
- (v) State Institutes of English
- (vi) Training schools for Under-graduate teachers.
- (vii) Training colleges for graduate teachers.
- (viii) Regional Colleges of education
- (ix) Training colleges for integrated course.
- (x) Training institutions for specialised teachers.
- (xi) Institutions for Post-Graduate teacher education and research.
- (xii) Teacher Education Department of NCERT.
- (xiii) Extension Service Department attached to selected training colleges.
- (xiv) Institutions for Correspondence Courses.

"There are at present about 1200 institutions for training elementary school teachers and about 360 colleges for preparing secondary teachers." \* Besides Post-graduate training and research for the Master degree in education is offered in more than 75 Universities in the country.

"Before independence no conscious effort to provide inservice education was made, since there was more emphasis on pre-service teacher preparation. In independent India, beginning from the University Educa-

tion Commission 1947, it has been strongly recommended for continuous inservice education for school teachers to quality of education in Universities."\*

Several organisations and agencies are engaged in the organisation of inservice training courses for elementary and secondary teachers. At the national level NCERT organises training courses for key personnel and resource personnel engaged in training inservice teacher programmes in their respective states. At the regional level, training courses for the resource personnel and key personnel at the state and union territories levels are also organised at the four Regional Colleges. The state level training is organised by the SCERT or State Institute of Education and Training in the recent years.

"The National Policy on Education 1986 has envisaged a series of measures for improving the quality of teachers education at all levels so that teachers are well equipped to meet the aims and thrusts visualised in the policy such as the programme of Mass Orientation of School Teachers (PMOST) under which 5,00,000 teachers every year till 1990 were oriented, setting up 400 District Institutes of Education and Training (DIET), strengthening of 250 Colleges of teacher educa-

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\* Sujatha K : Distance education for teachers. Journal of Education Planning and Administration July to Oct. 1988. Vol.2 : No.3 & 4.

tion and development of about 50 of them as Institutes of Advance Study in Education (IASE), re-organisation of SCERT and establishment and strengthening of Departments of Educational Studies in Universities."\*

(iii) Academic Staff College

Another exciting development is the establishment of Academic Staff Colleges in many University Campuses funded entirely by the University Grant Commission for the Orientation of teachers in higher education in India. The emergence of Academic Staff Colleges has its historical roots. As far back as 1949 the University Education Commission noted the idea of educating University teachers in order to improve the quality of Education. The Education Commission 1964-66 again reiterated the idea of starting orientation programmes for university and college teachers. . "The National Council for Teacher Education at its fourth Annual Meeting held on 15th November 1977 agreed to constitute a Working Group to prepare a comprehensive for training for college teachers."\*\* They concluded that at beginning College teachers require an orientation in the pedagogical theory relating to higher education and suggested three levels of programmes; for freshers two semesters and for college teachers with less than five years of experience one semester, and for those who

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\* Aggarwal J.S. National Policy on Education Programme  
Aggarwal S.P. in the Implementation of New Policy  
in Education 1988 Page-87-88.

\*\* NCTE  
College Teacher Education Programme  
NCERT 1980 Page-

have put in more than five years, for four to six weeks.

"The Teacher Education Curriculum A Framework" 1988 of the National Council for Teacher Education has given the following list of most important objectives pertaining to the stage of college teacher education.

" A teacher for the collegiate stage should:

1. Develop competence to teach the subject of his specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest developments in both the subject and methodology of teaching.
2. Develop an understanding of the aims and objectives of education in general, and of higher education in particular in the Indian background, to promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society.
3. Develop skills-cognitive and psychomotor for teaching academic and/or vocational subjects by providing appropriate learning experiences.
4. Develop skills in making use of educational technology in teaching academic and/or vocational subjects.
5. Understand the bio-psycho-social needs

of the adolescent and the problems arising out of their (needs) non-fulfilment; develop skills in guiding and counselling the adolescent in solving his personal and academic problems.

6. Undertake investigatory projects, action research and experimental projects both in education and specialised subject areas.
7. Understand the role of college and the college teachers in changing the society."\*

On the basis of these objectives the teacher education programmes for college teachers have been developed. The UGC started Academic Staff Colleges as per the directives of the New Policy of Education. "The existing orientation courses include four major components; (a) Awareness of linkages among society; environment and education, (b) Philosophy of education; Indian education system and Pedegogy; (c) Subject upgradation; and (d) Management and personality development."\*\*

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\* IBID

\*\* Passi B.K.: | Relevance of Existing Curriculum of  
 & | Academic Staff College. An Empirical  
 Pal R. : | Study, University News Monday  
 June 10, 1991 Page - 5.  
 Association of Indian Universities.

1 : 8 TEACHER EDUCATION PROGRAMME THROUGH DISTANCE  
EDUCATION IN INDIAN UNIVERSITIES.

"Teacher training through distance education has been introduced as an alternative method to formal education as a result of the recommendation given by University Grants Commission and other expert Committees," \* to meet the increasing demand of the trained teachers.

Distance education with its unique characteristics has the potential to meet the challenge, extending education to a large number covering wide geographical region without time and space constraints. In correspondence system, the lessons prepared by experts and outstanding teachers can be made available to every participant, even if he is in a remote corner of the country. Unlike classroom education, the correspondence system does not suffer from the limitations of physical accommodation and inputs; the larger the number the more economical is the whole system.

Correspondence courses were first started in France and Germany over a century ago when foreign languages began to be taught by mail.

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\* Pugaghenthi S.G.: Teacher Education Programme through Distance Education in Indian Universities. Journal of Educational Research & Extension Vol.27 No1 1990.

\*\* Op.cit. Page-6 \*\*\*

"Ethopia, Indonesia, Japan, and Malaya among the Afro-Asian countries using correspondence courses for the inservice training teacher."\*

"Distance education has been proved successful in imparting knowledge related to health and agriculture and for human resources development besides offering higher education. Many of the third world countries both in Africa and Asia have found distance education as an effective approach to teacher education." \*\*

Teacher education through distance education was first started in India by NCERT, through its constituent Regional College of Education located in Ajmer Bhopal, Bhunaneswhar and Mysore.

"As many as 13 Universities have started teacher education courses through correspondence with the intention of clearing the backlog of untrained teachers and providing opportunities for their professional enrichment." \*\*\* Besides B.Ed and M.Ed courses,

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\* Op.cit Page-6

\*\* Op.cit Page-30

\*\*\* Sujatha K.: Distance Education for Teacher Training  
Journal of Educational Planning and  
Administration Vol.2 No.3 & 4  
July - Oct. 1988.

parallel to formal system other courses such as 'Diploma in Pre-Primary Education, Diploma in Educational Management, Planning and administration, Diploma in Educational Technology, Diploma in Testing and Measurement are also offered.

However, teacher education programme through correspondence system has generated a lot of disagreements and debate about its relevance and efficiency among educationists. "NICE General Body resolved in 1988 to discontinue the pre-service teacher education with immediate effect."\* However distance education still continues with the programme.

#### 1 : 9 STATUS OF THE TEACHER

Teachers' status is a complex sociological concept and can mean different things in different cultural contexts. In some countries, a teacher's status is determined by a teacher's freedom from religious and political restrictions; in some others he derives his status from the control of professional standards. In most countries it is the good salary scale which confers status.

A good practical definition of teachers' status is the one agreed upon at the 1966 Inter Government

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\* NCERT : National Council for Teacher Education  
Annual report January 1987 to March 1988  
2.2.5.

Conference of UNESCO to which India is a signatory, termed teacher status as "Meaning both the standing and regard the society accorded them as evidenced by the level of appreciation of the importance of their function and competence in performing it, as well as working conditions, remuneration and other material benefits accorded them relative to other professional groups." \*

Status by reason of a title is earned by the teacher as by other professional workers. It may be recalled that the Guru in the ancient Indian Education system never demanded reverence but was voluntarily and gracefully offered to the teachers. The closer the teacher is able to link himself and his vocation with the mission of the nation, the more relevant he will become and the more revered by students, parents and the society.

The National Policy on Education has rightly stressed its importance "that the status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers." \*\* The Government and the community

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\* Aggarwal J.C. : National Commission on Teacher-I  
5:11 Page - 18. Doaba House  
New Delhi.

\*\*Ministry of Ed.: National Policy on Education 1986  
Part IX 9:1 The Teacher.

should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines.

The modern "Indian school teachers do not enjoy a high social status is no secret. Every Commission has bemoaned the fact." \* With the increasing number on the demand of teacher, talented young men and women are not willing to join the teaching profession. The teaching profession has not been able to gain public recognition, like the other professions such as medicine, legal and ministry and so on.

The code of ethics which provides directives for day to day conduct of the professional members is inevitable for any profession. Unfortunately the code of conduct for the teacher for the whole country is not in effective operation. It is only when the members of any professional organisation maintain a "High ethical order that the society recognises the professional role in the society by a particular group of people belonging to a vocation, then the members of that particular vocation enjoy satisfactory social status." \*\* To rise up the teaching to the level of other professions demands a high degree of

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\* Op.cit Page-33\* Page-17.

\*\*Dutt S. : Towards a true profession of teaching  
Sociology of the teaching profession  
NCERT 1970 Page - 3.

commitment and dedication on its members. After all, "Teaching cannot survive as a Pseudo-Profession and teacher preparation programme that foster the notion of teaching as a pseudo-profession will share its doom."\* There is a relation between the preparation of teachers and the status of teachers in the society, which underlines the importance of teacher education in the system.

#### 1 : 10 NAGALAND AN OVER VIEW

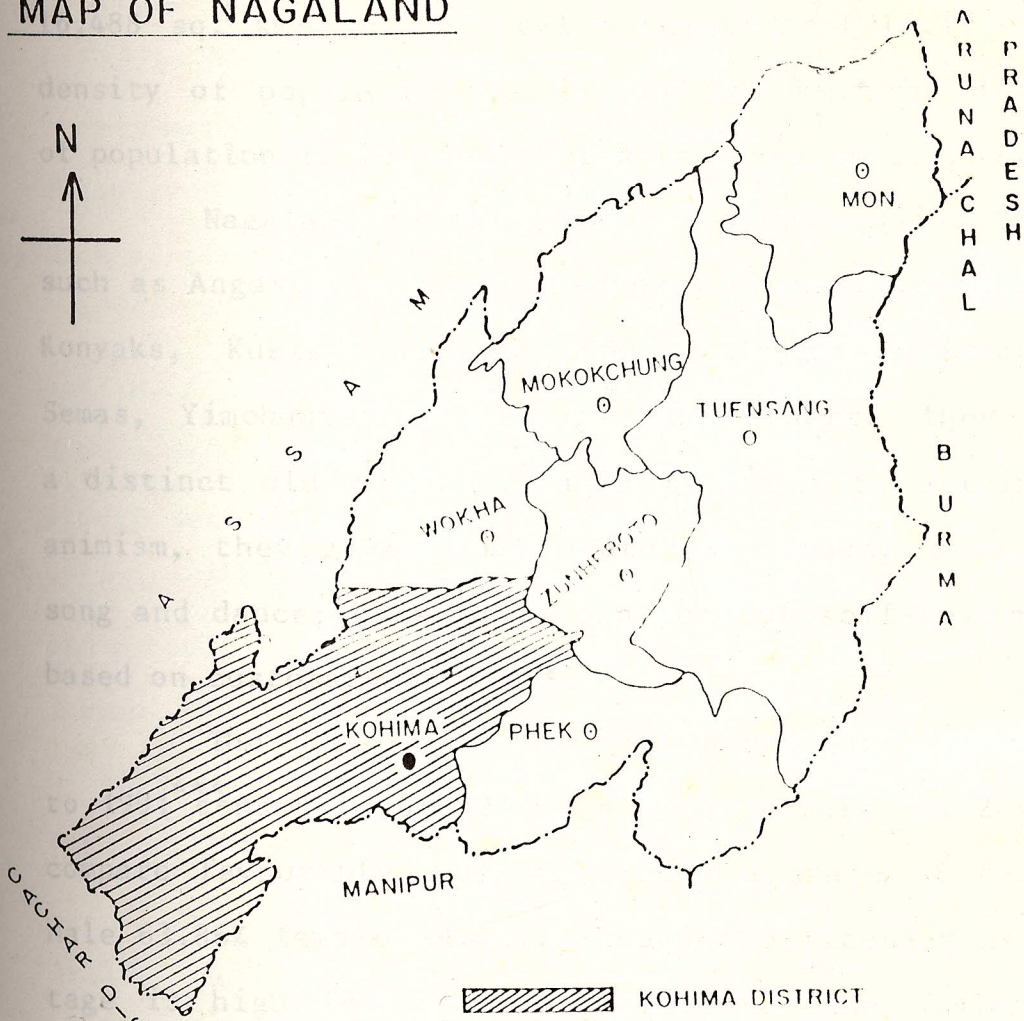
The State of Nagaland is the sixteenth state of the Indian Union. It attained her statehood on 1st. of December 1963. It is a hilly state located in the North-Eastern part of India. It lies between the longitude 93.20 E and 95.15 E and latitude 25.6' and 27.4'. The state is bound by Assam in the North and West, by Burma in the East and Manipur in the South. The topography is very severe full of hill ranges which break into a wide chaos of spurs and ridges. The altitudes vary between 914 metres and 3,048 metres.

The climate is bracing and healthy. The summer temperatures range for 15.6 c and 37.8 c. In winter the temperatures fall well below the plains but in the inhabited areas snowfall is very rare. The annual rainfall occurring mostly between April and October averages between 177.8 cm and 254 cm.

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\* Roth R.A. : The Teacher Education Programme : An endangered species ? PHI DELTA Kappan December 1989 Page - 319.

# MAP OF NAGALAND



REFERENCE	SYMBOL
INTERNATIONAL BOUNDARY	~~~~~
STATE BOUNDARY	-----
DISTRICT BOUNDARY	~~~~~
STATE CAPITAL	●
DISTRICT H/q	○

FIG.1 LOCATION OF KOHIMA DISTRICT IN NAGALAND.

Nagaland has a total geographical area of 16,488 sq. kms and a total population of 12,15,573. The density of population is 73 per sq. km.\* The density of population is low and varies from region to region

Nagaland is the home of sixteen major tribes such as Angamis, Aos, Chakhesangs, Changs, Khiamngans, Konyaks, Kukis, Lothas, Phoms, Rengmas, Sangtams, Semas, Yimchungers, Zeliangs and others. They have a distinct old culture. Their religion is originally animism, they give equal status to women, they love song and dance; base their own form of self-government based on customary laws."\*\*

The literacy rate in the state according to 1991<sup>\*\*\*</sup> census is 61.30% male 66.09 female 55.72 which compare favourably with all India average of 52.11%. Male 63.86% female 39.42%. Though the literacy percentage is high for a developing state the quality of the education is far from satisfactory.

#### 1 : 11 NEED FOR THE STUDY

"The christian missionaries were the harbingers of education. E.W.Clark of the American Baptist Mission was the first man to bring modern education among the Ao - Nagas in 1874, followed by Rev.C.D.King in 1878

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\* Govt. of Nagaland : Directorate of Economics & Statistic Kohima 1991.

\*\* NCAER : Techno-economic Survey of Nagaland 1968 Page - 9 (National Council of applied economic research).

\*\*\*Source : Census of India 1991 Series - 18 Nagaland. Directorate of Census Operation Nagaland.

in Angami areas. The first government school was opened in 1876-77 in Chumukedima."\* The British Government from time to time helped the missionaries in their educational works by giving grants and later on opened more of their own schools.

"Prior to India's independence, Naga Hills had only 161 Government Primary Schools, 3 Government Middle Schools and one Govt. High School with an Assamese middle section at Kohima and one Govt. Aided High School at Mokokchung. The schools were supervised by inspector of schools Upper Assam Circle, with headquarters at Jorhat, he was assisted by one assistant inspector of Schools posted at Shillong and two inspecting pandits."\*\*

After the independence of the country, Naga Hills could not make much progress in education due to internal political problems, which hindered in full participation in developmental activities of the post independence period.

The growth of education during 1947 to 1962, that is the period between independence and attainment of statehood had been however quite considerable in terms of quantitative expansion. "It increased from

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\* Bareh H. Gazetteer of India Nagaland Kohima District 1970 Page-190.

\*\*Aier Y. A brief history of Education in Nagaland during last 25 years from 1947 to 1972. 25 years of education in Nagaland 1973 Page-7 Directorate of Education, Kohima Nagaland.

one high school in 1947 to 17 high schools in 1962 out of which 6 were private high schools."\*

There has been a mushroom growth of the institutions since the statehood." After ten years of statehood i.e. 1972-73 the number of high schools increased to 63, middle schools to 202 and primary schools to 981 with the 22 percentage of trained teacher at primary level, 15.8 at middle school level and 29.8 at primary level and 25.3 of over all."\*\* In 1991 the state has a total number of 1835 schools with 13742 teachers, 10,045 female and 3697 male out of which only 40.45% are trained.\*\*\*

*Subjective  
State ment - It  
should have  
been supported by  
reasons.*

The quality of education in the tribal state of Nagaland is very poor due to the factors such as low percentage of trained teachers, service conditions, language problems, government policy of appointment of teachers, lack of physical facilities, irrelevant curriculum, problems of first generation learners, absence of proper infrastructure to provide inservice teacher education and poor general education of the

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\* ASCI : Descriptive cum Analytical Study of Nagaland Education System Hyderabad 1977 Page-216 (Administrative Staff College of India).

\*\* NSCEPA : Educational Administration in Nagaland. (a survey report)1978 (National Staff College of Education Planners and Administrators).

\*\*\* Source : Directorate of School Education 1991 Kohima, Nagaland.

teachers at different levels of education. Over and above, the prolonged insurgency that prevailed handicapped the growth of education adversely.

Teacher education programme both preservice and inservice is very recent in the state. These institutions have many problems both academic and organisational. There is lack of adequate teacher educators and lack of adequate infrastructures due to many developmental problems.

The percentage of trained teachers has made a steady growth. The over all percentage of the trained teachers in the state in 1992 is 37.84, High School level 28.56% Middle School level 29.03% and 48.14% at Primary level.\* The present picture is very disheartening as the large majority of teachers are still untrained. Teacher plays a very vital role in the development of society. It has been rightly remarked by the Kothari Commission 1964-66 that "no people can rise above the level of its teachers.\*\*" Teacher education programme needs to be given the most important place in the system of education.

"A sound programme of professional education of teachers is essential for the qualitative improvement

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\* Source : Directorate of School Education  
Kohima Nagaland 1992.

Are there any studies to this effect?

of education."\* It is particularly true for an emerging society like Naga society, where tremendous social and cultural changes are taking place within a short span of time.

"Nothing is more important than securing a sufficient supply of high quality recruits to the teaching professions providing them with the best possible professional preparation and creating satisfaction condition of work in which they can be fully effective."\*\* It is with this view that the researcher has undertaken the study of teacher education in Nagaland. Knowledge of the history and development of the teacher education system is of immense help in understanding the present problems and its solutions. No such study has been done so far in the state. The only study at Ph.D level on teacher education conducted was relating to problems and attitude of teachers towards profession in Nagaland. Therefore the researcher desires to investigate the growth and development of teacher education in Nagaland since independence. It has been felt that teacher education in Nagaland has been the weak link. There is no sufficient resources available for the training of adequate number of quality teachers. The investigator is interested to know about what had been

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\* IBID :

\*\* IBID :

the reasons for the slow progress of the teacher education in Nagaland and subsequently what efforts can be made in the present and future for its improvement. Hence, an attempt has been made to study the historical background of teacher education and the efforts made for the qualitative and quantitative development of teacher education in the state since independence.

#### 1 : 12 STATEMENT OF THE PROBLEM

The problem undertaken for study is stated as "A study of the development of teacher education in Nagaland since independence."

#### 1 : 13 DEFINITION OF THE TERMS USED

- (1) Development :- It refers to bringing out the growth and maturity of teacher education in the State.
- (2) Teacher Education :- It is defined as the total education process which contributes to the preparation of a person to become a teacher.
- (3) Pre-service Training :- This is the training given to a person who is aspiring to become a teacher.
- (4) In-service Training :- This is the training programme given to those teachers who are already teachers to enhance their professional efficiency.

#### 1 : 14 OBJECTIVES OF THE STUDY

The main objectives of the study were :-

- (i) To study the growth trends in various aspects of teacher education viz:- curriculum, methods and materials for instructions, innovation and research in teacher education.
- (ii) To study the programme of pre-service and in-service teacher education at school, college and university levels.
- (iii) To explore and make a critical analysis of the problems of teacher education in the State.
- (iv) To make an attempt on the study of the curriculum of the teacher education at various levels.
- (v) To find out measures to improve the teacher education in the state and design an effective teacher education curriculum relevant to the state.

#### 1 : 15 SCOPE AND DELIMITATION OF THE STUDY

In the present study, the trend of the development of teacher education both pre-service and in-service in the state since independence is brought out. The conditions of the existing teacher education and their problems are also projected. An attempt is also made to study the relevancy of the curriculum of the teacher education in the state.

The study anticipated to contribute the State in the following ways :-

- (i) The findings of the study can be used in making the future decisions concerning the teacher education programmes in the state.
- (ii) The findings will also give directives to the educational administrators in regard to the management of the trained man-power in the most economical and appropriate ways.
- (iii) The suggestions proposed will contribute in improving the quality of teacher education in the state.

The study is limited to the development of teacher education in Nagaland after independence of the country.